



# Spirituality Policy

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Review Cycle;	Annual
Responsible group:	Headteacher, RE Subject Leader and LGB
Implementation date:	September 2021
Next Review Date:	September 2024

## Small steps to big dreams

Mark 4: 30-32

### Vision

We aim to provide educational excellence inspired by the world around us. To develop curious, responsible and confident learners within a caring community, in partnership with our families, upholding our Christian Values.



"I have come that they may have life,  
and have it to the full"

(WORDS OF JESUS FROM JOHN 10:10)

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**Strategic Lead for RE & School  
Christian Character**

**Amendments made by Headteacher and R.E.  
Subject Leader**

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<b>Name of School:</b> <b>Clearwater C of E Primary Academy</b>
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### Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The SIAMS Evaluation Schedule for Schools and Inspectors, April 2018, includes the question:

- How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? (Strand 2)

### School Statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, Clearwater C of E Primary Academy has chosen to follow ideas developed by the Education Department at the Diocese of Gloucester.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **wows** of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the **wows**, **ows** and **nows** of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.

Clearwater C of E Primary Academy uses this language and the concepts of **wows**, **ows** and **nows**. These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God

## Aims

<p><b>School's Name</b></p> <p style="text-align: center;"><b>Clearwater C of E Primary Academy</b></p>
<p><b>The Academy's Vision:</b></p> <p style="text-align: center;"><b>Small steps to big dreams</b></p> <p style="text-align: center;"><i>The Parable of the Mustard Seed</i></p> <p style="text-align: center;"><i>"The kingdom of God is like a mustard seed, the tiniest seed you can sow. But after that seed is planted, it grows into the largest plant in the garden, a plant so big that birds can build their nests in the shade of its branches"</i></p> <p style="text-align: right;"><b>Mark 4: 30-32</b></p> <p><b>Vision</b></p> <p>We aim to provide educational excellence inspired by the world around us. To develop curious, responsible and confident learners within a caring community, in partnership with our families, upholding our Christian Values.</p>

Spirituality at Clearwater C of E Academy stems from our thriving community where everyone is recognised and valued for their worth. Relationships are at the heart of our community and these enable all to flourish spiritually. You will see children and adults who have respectful positive relationships with one another who treat each other fairly, with compassion and understanding and enjoy one another's company.

We think of ourselves as the tiny mustard seed that will grow and develop into a beautiful tree. Pupils and adults are encouraged to grow spiritually by focusing on our Christian Values and

reflecting on the big questions in life to develop into the best that they can be and to have great aspirations for themselves and the world.

## Organisation

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life.

We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

Each classroom has a designated Spiritual Reflection area where the children are encouraged to use these to reflect on the world around them. We also have a dedicated Spiritual Reflection Room that adults and children can use during the school day.

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life,

## Spirituality in Collective Worship

Collective Worship is the beating heart of Clearwater C of E Primary Academy. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (**now** moments) which are often linked to invitations to pray.

Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the **wows** of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the **ow** moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Clearwater C of E Primary Academy is invitational, inspirational and inclusive.

## Spirituality in Religious Education

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of **wows**, **ows** and **nows** where appropriate.

For further details, please refer to Clearwater C of E Primary Academy's Religious Education Policy and The Church of England's Statement of Entitlement.

## Spirituality within the Curriculum

Our Christian Vision is the driver for our curriculum design. We have explored our vision in detail through the aims of our school.

### Educating for wisdom, knowledge and skills

- To equip the children with the skills to learn academically, vocationally, socially and spiritually and to take responsibility for their learning and actions

What you will see: Children problem solving, being inquisitive, curious and hard working with the ability to keep trying when things get difficult.

- To provide a stimulating, high quality curriculum which is fully inclusive and enables achievement and enjoyment for all

What you will see: Children actively engaged, questioning, building friendships with a 'can do' attitude. Children making the most of a wealth of opportunities. Children are prepared to take on challenges and learn from them, increasing their abilities and achievements.

### Educating for hope and aspiration

- To provide a safe, happy and healthy environment in which children are encouraged to adopt a healthy lifestyle with aspirations for their future

What you will see: Cheerful children able to make decisions that positively affect their lives. Children who are able to explain their choices and the positive impact these choices will make.

### Educating for community and living well together

- To create a welcoming school community, in which all families are encouraged to play an active role in their child's education

What you will see: A school community that has respectful, welcoming relationships between pupils, their families and staff. Where the views of parents are sought, feedback is valued and all decisions have children at the heart.

- To encourage all pupils to make a valuable contribution to the school, local and wider communities

What you will see: Children who are enthusiastic, committed to supporting one another in a variety of ways. Children who are full of ideas about how they can contribute to both the school and the wider community with the confidence to act.

Educating for dignity and respect

- To develop respect and consideration for the beliefs, differences and ways of life of everyone involved in the school

What you will see: Children who have respectful positive relationships with one another. Who treat each other fairly, with compassion and understanding and enjoy one another's company.

- To enable children to explore and discuss faith and worship, working from a Christian foundation, in the context of a multi-faith society

What you will see: Children who enjoy finding out about the similarities and differences between their faith and the faiths of their friends and who use their strong Christian foundation to decide how to behave.

Spiritual Growth needs to be nurtured in children and at Clearwater C of E Primary Academy our vision is to enable the children to grow into curious, responsible and confident learners within a caring community. We believe that we enable our children to do this through the carefully planned curriculum and the positive relationships that exist in school.

Drawing on the language of **wows**, **ows** and **nows**, conversations around spirituality will be included in classroom teaching when appropriate from Reception to Year 6.

### *Maths*

Points to consider:

- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes.

How far do our children:

- Help children wonder at the infinity of numbers, pattern, order, time, symmetry, shape.
- Promote children's self-esteem
- Recognise their achievements; happiness; joy.
- Share ideas and respect those of others; value others' opinions; allow understanding to be shared through discussion
- Reflect through different stages of maths, progression.
- Give open-ended tasks which can produce a variety of responses and work on real problems that can encourage a consideration of moral aspects of our society e.g. how much waste paper does our school generate?
- Discuss how maths helps us to understand the world around us.

### Oracy

Points to consider:

How far do our children:

- Have the opportunity to engage in different types of talk, to different audiences and for different purposes so that the classroom is modelled as a microcosm of society?
- Experience exposure to the ideas of other people so that each child develops a sense of self?
- Experience a democratic classroom where the opinions and values of children are given equal importance alongside that of the teacher and where rules for the classroom are negotiated?
- Engage in 'circle type' activities?
- Have exposure to cultural diversity – valuing accents, dialects etc.?

### Reading

Points to consider:

- How do you frame questions around a text? For example
- What inspired you in this text?
  - How did a character cope with a challenge in life?
  - How did the actions of a character surprise you? How do you think you would have responded to that **wow** or **ow** moment?
  - What do you think makes these words so powerful/beautiful/painful?

How far do our children:

- Have the opportunity to experience bias and prejudice in the written word?
- Share beliefs and ideas about a text in discussion?
- Read books that explore relationships and identify purpose in life?
- Read books that pose moral dilemmas?
- Use books as a stimulus for discussing how and where they might become fuller members of society?



- Explore through literature a range of possible cultural and social models of possible lifestyles and family structures?

### Writing

Points to consider:

- If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

How far do children:

- Have the opportunity to develop a range of social competence through writing and explore skills in choosing words so that the opinions of the reader can be shaped?
- Study a writer's words of choice (lexical) in shaping opinion of readers through newspapers; articles etc. compare different presentations of facts and description of individuals?
- Have the chance to engage in collaborative writing to bring greater awareness of their own and others' skills?

### DT

Points to consider:

- What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

How far do our children:

- Explore the decisions that influence what we design?
- Make products to solve problems expressing creativity, inventiveness and imagination?
- Weigh one value judgement against another in making a decision?
- Evaluate their ideas against criteria of their own and their class?
- Recognise the different needs of a variety of users?
- Express their own identities in the things that they make?
- Consider moral problems in technological development – e.g. use of re-cycled or raw materials?
- Explore what influences people to buy certain products?

### Music

Points to consider:

- What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)?

- What styles of music have the opposite effect?
- How does music encourage creativity, delight, and curiosity?

How far do our children:

- Have the opportunity to develop concentration, perseverance and co-operation discipline, commitment and reliability in performance?
- Develop self-esteem and self-worth through personal expression and involvement in social activities?
- Experience music directly, practically and creatively through listening, performing and composing?
- Develop a sense of purpose by performing with a group and a sense of responsibility towards fellow performers?
- Explore how music can be used to manipulate the emotions e.g. in the advertising of certain products?
- Have an insight into how pupils think, feel and express themselves?
- Explore how the common elements of music can be found in the music from all cultures?

### MFL

Points to consider:

- What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?
- What does it feel like to genuinely communicate with someone in a new language?

### Geography

Points to consider:

- The **wow** of physical geography.
- The **ow** of discovering different physical regions do not provide the same opportunities.
- What options/opportunities are there to respond and take responsibility in a challenging world?

How far do children:

- Explore the natural world to consider how people live and how these interact with each other, using the process of inquiry by posing relevant questions about what places are like, why they are like that, how might they change and the possible consequences for the people who live there e.g. knocking down two houses in Deep Street – what will happen to the families?
- Work together, interacting with others to study places, societies and cultures, developing empathy and positive attitudes and values towards other people?

- Have a sense of wonder and mystery about the world; looking at physical processes shaping the earth, particularly those on a large scale such as volcanoes and earthquakes?
- Have the chance to develop a sense of place and an understanding of what makes this place unique in their lives?
- Experience and value the environment - local scale studies, physical and human aspects, fieldwork; investigations into the effect humans are having on the environment and the remedies for this; comparisons of environment and diversity of life?
- Learn about values by which we live through studies of different places and associated life styles and comparisons with own?
- Establishing relationships through fieldwork opportunities - change in situation, opportunities to get to know each other in a different context?
- Have the opportunity to challenge stereotypes and promote an understanding that peoples all over the world have common needs and have to meet similar challenges?

### History

Points to consider:

- Which stories tell historical **wows**?
- Which stories tell historical **ows**?
- What lessons for future decisions and choices do they provide?

How far do children:

- Learn about historical figures whom we can admire because of their impact on society / life e.g. Christopher Columbus and Walter Tull etc.?
- Have the opportunity to think about their own development from babyhood until present stage; immediate family history?
- Work on causation - why people act / acted as they did and what motivated them?
- Build up positive relationships through educational visits and discussions?
- Discuss moral dilemmas?
- Have the opportunity to explore how the concept of citizenship has changed over time e.g. what did it mean to be a citizen in Medieval / Victorian Britain?
- Learn about the development of systems of government?
- Discuss about the effect of building on places of historic interest and how you judge issues of valuing the heritage of the past when placed against the perceived need of the present. Also the effect of workplace, industry on the nature of communities, the building of new roads etc.?

### PE

Points to consider:

- How do you celebrate a new skill? How does it feel to be proud of your whole self?

- What does it feel like to be completely focused on a task or challenge?
- How do you recognise the delight in movement, connectedness, and creativity?
- Encourage the awareness of one's own strength and limitations.
- Recognise/celebrate equality, freedom, respect and trust.

How far are our children:

- Given a sense of personal achievement and a chance to share in the success of others?
- Given the chance to participate in games that give opportunities to develop equality, freedom and respect through rules and fair play?
- Given the opportunity to discuss issues of sporting morality?
- Given the opportunity to learn about the importance of reliability by participating in team games?
- Given the chance to think about a spectators' code of behaviour?
- Given the chance to engage in collaborative activities e.g. parachute
- Engage in outdoor and adventurous activities?
- Build trust in staff, peers and adult helpers through visits off site?

### Science

Points to consider:

- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

How far does our science:

- Place our children's understanding of the application of science in a social, cultural and ethical context?
- Raise issues about environmental problems
- Give our children an understanding of scientific methods e.g. in order to investigate fairly, commitment and honest observation are needed
- Allow children to work together in investigations?
- Promote a sense of wonder, curiosity and an inclination to question?
- Promote the care of living things and the environment?
- Promote an understanding of the value of life, addressing questions of personal meaning and moral questions e.g. care of animals, health and safety, pollution, vanishing resources?
- Allow children to express creativity and imagination?
- Address cultural issues e.g. destruction of the rainforest?
- Promote awareness of harmful substances and their consequences for individuals and society?
- Promote awareness of the economic and social aspects of scientific discovery?

### Art

Points to consider:

- How does art invite you to explore the mystery that dances within your soul?
- What are the **wows** and **ows** in the stories behind the artists you study?
- How do you celebrate and respect different responses to art?

How far do our children:

- Have the opportunity to use works of art to explore issues of right and wrong e.g. war and peace?
- Make posters / banners to raise awareness .....?
- Explore change through their own work or that of other artists?
- Meet the work of artists from different cultural backgrounds?
- Represent the world and record their place in it?
- Develop an awareness of how art is used to sell commodities or to persuade?

### PSHCE & RSE

Points to consider:

- As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the **wows**, **ows** and **nows**?
- How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

This area is concerned with the personal and social development of our children. Their understanding of themselves, of others and of the group within which they live (home family or school family). It aims to equip them to make healthy life choices and to be effective citizens of tomorrow.

Opportunities for spiritual development in PSHE include providing times when our pupils are able to:

- Develop a sense of self-awareness, knowledge and esteem
- Recognise the worth of every individual, develop a sense of community and build relationships
- Exercise intellectual curiosity and gain insight
- Explore the beliefs and values of others
- Express their own values and examine them with others
- Identify the way beliefs and values can affect lifestyle
- Express the sense of being moved and inspired particularly by other people
- Explore issues, dilemmas and confusions
- Raise and respond to questions about the challenging aspects of life
- Identify their feelings, emotions and innermost thoughts and know when and how to appropriately express them
- Reflect on experiences
- Have fun together.

### All Subjects

Points to consider:

- How do you celebrate the achievement and break-through **wows** of success?

- How do you support the **ows** of difficulty and frustrations?
- How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

### Spirituality within the Ethos of the Daily Life of the School

In Clearwater C of E Primary Academy we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves.

For this reason, every member of the school community, our administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to **wows**, **ows** and **nows** will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the **golden glue of spirituality**.

Prayer space activities are used to develop the children's spirituality in reflective worship, reflective areas in the classrooms and in our designated reflective/spiritual room. Spiritual growth is also supported through our Behaviour Policy and through developing children's oracy skills.

### Recording, Monitoring and Evaluation

The Governors review the policy yearly in partnership with Senior/ Middle Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate.

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

### Roles and Responsibilities

In recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

Mrs Judith Manns is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life,

This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice

- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process particularly around Strand 2

### **Staff Development and Training**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. NQTs and staff who are new to Clearwater C of E Primary Academy will receive training and support from the staff member identified as leading on spirituality.

This policy is shared on the school's website and is part of the induction pack for new staff and new governors.

This policy is reviewed every year.

This policy should be read in conjunction with the SMSC Policy.

### **Approval/review by governing body**

**Headteacher signed:**

**Date:**

**Chair of Governors signed:**

**Date:**

**Date of next review:**

**Date:**

## Additional Support Material

### Spirituality Conversation Starters

#### Learning from **wow** Experiences

What I've learnt from this wonderful **wow** experience...  
I think this is amazing because...  
The biggest day in my life was...  
A person who I think is really good is...  
What matters most to me is...  
I am most thankful for...

#### Learning from **ow** Experiences

What I've learnt from this difficult **ow** experience...  
What I've learnt about forgiveness is...  
What I've learnt about truth is...  
Lying is wrong because...  
No one is perfect because...  
There would be less trouble if...

#### Learning from **now** Experiences

What I've learnt from this **now** experience...  
What I've learnt about love is...  
The world would be a better place if...  
I can find peace by...  
I think God is like...  
One thing I wonder about God is...  
I felt God was near me when...  
Silence makes you feel...