

ST ANDREW'S METHODIST PRIMARY SCHOOL



Policy for Spirituality

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Legal Framework: Links to OFSTED and SIAMS Frameworks

OFSTED

The OFSTED School Inspection Handbook, September 2023 states:

237: All schools are also required to promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

344. 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.

345. 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

SIAMS

The SIAMS Framework, September 2023 includes the questions:

IQ2: b) How is spiritual development an intrinsic part of the curriculum?

IQ3: d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?

Introduction

At St. Andrew's Methodist Primary School, our policy for spirituality is underpinned by our Christian vision and mission statement. We want all children, regardless of their background and academic ability, to be;

'Striving for excellence, together as one with God.'

The vision is based on Corinthians chapter 12.

'Truly, God put the parts in the body as he wanted them. He made a place for each one of them. And so there are many parts, but only one body. All of you together are the body of Christ.'

We provide an excellent education in a Christian context from a firm Christian base. Although our roots lie in Methodism we welcome children of different religions and cultural backgrounds. We are committed to the highest achievement possible for the children in our charge and in working with children we welcome the partnership with parents and the local authority and involvement in the local community. We aim to teach, support and encourage each other recognising and developing the gifts God has given us all.

The School's curriculum is planned, delivered and evaluated in the light of the best provision we can make for our children preparing them for the opportunities, experiences and responsibilities of life.

This policy provides an overview of how spirituality is recognised and carried out in school. At St Andrew's it is imperative that we develop a shared understanding and language about what spirituality might look like for children and adults in our school and that we provide the conditions for that spirituality to be nurtured and to flourish.

The curriculum at St. Andrews provides pupils with a wide range of opportunities, including enrichment experiences, for spiritual development. The curriculum and daily collective worship offer regular, planned activities to develop spirituality. However we recognise that opportunities can also be spontaneous and staff are encouraged to "seize the moment" when such occasions arise. These moments can have a lasting impact on the pupils. At St Andrews we encourage pupils to get to 'know themselves', learn to reflect on experiences and develop a set of values and beliefs by which to guide their lives.

Curriculum Intent: Our curriculum at St. Andrews provides our children with a wide range of enrichment experiences and opportunities for spiritual development. These enhance their language, knowledge and understanding of the world around them.

Our Definition of Spirituality

Though we know our understanding of spirituality may not stay the same our whole life as it may adapt due to our own experiences and relationships, our definition of Spirituality at St. Andrews is characterised by;

- ***Knowing yourself deeply by connecting with, wondering at and reflecting on God, nature, the wider world and others around us.***

- *The freedom to engage in an individual spiritual journey which deepens with time and experience.*
- *A sense of belonging to something far greater than ourselves.*
- *Exploration of our own spirituality through curiosity about life's big questions, having empathy for others and exploring each other's beliefs.*

Spirituality for children is about;

- Awe and Wonder – Being fascinated by the world around them, including the beauty of nature, animals, and the mysteries of life.
- Connecting to Others – Feeling a sense of belonging and responsibility towards their family, friends, and community.
- Ethical understanding – Developing a sense of right and wrong, compassion, and kindness towards others.
- Curiosity and Questioning – Asking big questions about life, death, and their place in the universe.
- Creative Expression – Using art, music, storytelling, or play to express their inner feelings and experiences.
- Respect for Nature – Recognising the importance of caring for the environment and living things.

Aims to develop spirituality

The four elements of; self, others, world and beyond (transcendence) form a basis of our work with children to develop a strong sense of spirituality.

Element	What does it involve?
Self	<ul style="list-style-type: none"> • Awareness of feelings of ourselves and have the ability to reflect and express. • Awareness of our individuality and uniqueness; being happy with who we are. • Gratitude for the things we have and the person that we are. • Development of our imagination and creativity. Being able to express ourselves in many ways through our imagination and creativity.
Others	<ul style="list-style-type: none"> • Having empathy and understanding towards peers and adults around us; being respectful. • To love other and be loved by others (loving your neighbour as yourself Matthew 22:39) • Making a difference to others. • Recognising and celebrating achievements of those around us.
World	<ul style="list-style-type: none"> • Enjoying everyday life. • Taking time in our busy lives for what really matters. • Appreciate the outdoors and care for our environment and world around us. • Explore relationship with the world around us. • Appreciating beauty in art, music, nature and how we can really explore these aspects.

Beyond (transcendence)	<ul style="list-style-type: none"> • Ability to understand and discuss the 'Big Questions' e.g. about life, death, suffering. • Opportunities for prayer; connecting with God. • Making sense of the world around us. • Children develop an understanding of the beliefs and values of Christianity, other world religions and non-religious world views; respecting others with different religious beliefs or values to them. • Children to develop their ability to express their thoughts, ideas, feelings and their beliefs.
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Promoting spirituality through different subjects

<u>Subject</u>	<u>How it could promote spirituality</u>
<u>English</u>	<ul style="list-style-type: none"> • Variety of texts used to support the exploration of spirituality; explore characters values, beliefs, feelings, facing dilemmas etc. in texts. • Texts from different cultures/religious to broaden perspectives. • Engagement with language and communication. • Through creative writing to express their thoughts and emotions.
<u>Maths</u>	<ul style="list-style-type: none"> • Through reasoning and problem solving. • Mathematical challenges encourage resilience, patience and a growth mind set. • Recognition of patterns, symmetry and order in maths can evoke a sense of awe and appreciation for the inherent beauty and harmony within maths. • Outdoor learning in maths; using nature as concrete resources to support maths learning.
<u>Science</u>	<ul style="list-style-type: none"> • Exploration and curiosity about the natural world. • Children to explore the wonders of the universe. • Through hands-on experiments and observations, children can develop an appreciation for the beauty of nature and the living organisms. • Sense of wonder and curiosity when carrying out investigations.
<u>RE</u>	<ul style="list-style-type: none"> • Awe and wonder of religious and non-religious world beliefs and values. • Life and death.
<u>PSHE</u>	<ul style="list-style-type: none"> • Fostering self-awareness, empathy, ethical understanding]g and a sense of purpose among children. • Self-reflection and exploration of values and beliefs. • Mindfulness. • Learning about the wider world.
<u>History</u>	<ul style="list-style-type: none"> • Exploring diverse cultures, traditions and beliefs. • How history has shaped societies through time. • Reflect on the moral and ethical aspects of human behaviour, fostering a sense of empathy with the past.
<u>Geography</u>	<ul style="list-style-type: none"> • Explore the world around us and what shaped our world. • Appreciate the beauty and complexity of Earth.

	<ul style="list-style-type: none"> • Foster a sense of wonder for the world. • Care for living things and the world around us. • Exploring the outdoors.
<u>D&T</u>	<ul style="list-style-type: none"> • Designing pieces of work that hold personal meaning or significance to the child. • Through the process of design, make and evaluate the children are developing practical skills and gaining a deeper understanding of their own creative abilities. • Reflection on self when evaluating work.
<u>Art</u>	<ul style="list-style-type: none"> • Expressing emotions, thoughts and spiritual experiences in a creative and imaginative manner through art; researching artists that also express themselves this way. • Appreciating and responding to talent.
<u>Music</u>	<ul style="list-style-type: none"> • Care of instruments. • Other musical cultures. • Losing yourself in a piece of music. • Exploring how music makes you feel. • Expressing feelings through playing music. • Listening to pieces of music which may allow time for reflection.
<u>PE</u>	<ul style="list-style-type: none"> • PE providing a space for children to explore their physical capabilities, fostering an appreciation for the harmony between the body, mind and spirit. • Feeling a connection when have the ability to move our bodies.
<u>Computing</u>	<ul style="list-style-type: none"> • Working collaboratively with others on projects using ICT.
<u>MFL</u>	<ul style="list-style-type: none"> • Exploration of other cultures. • Fostering a sense of connection with people from other cultures and backgrounds. • Gain an insight into different worldviews, beliefs and expressions.