

Philosophy

At St. Mary's C.E. (A) First School, the spiritual dimension of life is expressed essentially through the Christian faith and through recognition of the spiritual nature of mankind. Spirituality can manifest itself in the following aspects:

- * beliefs, relationships, feelings and emotions.
- * a sense of awe, wonder and mystery and experiencing feelings of transcendence,
- * a search for meaning and purpose, self-knowledge and creativity,

Pupils' individual spiritual development is fostered throughout the curriculum. Our Vision of the Good Samaritan creates thoughts and actions in our children which foster love, kindness, respect and thoughtfulness. Through RE and daily worship pupils are encouraged to develop skills of reflection, meditation and stillness and to develop a personal response to God within a Christian faith. Alongside our Vision, we recognise that the development of spirituality across the whole curriculum is fundamental to the development of the complete child.

Legal requirements

- Spirituality is a cross-curricular dimension, which can be fostered through aspects such as creativity, relationships, emotions, self-knowledge, meaning and purpose, transcendence, mystery and wonder, awe and beliefs.
- The importance of spirituality is recognised by OFSTED, who seek to make judgements on the thoughtful and wide-ranging promotion of pupils' spiritual development. It is important to review how pupils are responding and how schools are accounting for provision and enabling spiritual sensitivities to be fostered. The relationship to the moral, social and cultural dimension is affirmed.
- The spiritual boundaries in our school are determined by the beliefs of our Church and through the Vision of our school. This provides a framework within Christianity and other religions, which adhere to similar values and principals and affirm the spiritual essence and vision of all religious experience. Nothing which dishonours the Anglican Foundation of the school will be considered appropriate to be included within the spiritual curriculum of the school.

Aims

We will provide opportunities for pupils to:

- discuss matters of personal concern and develop relationships with adults and peers,
- develop a sense of belonging to a church school community, with its distinctive Christian ethos and Vision.
- be challenged by exploring the beliefs and values of others and the school's identity, whilst deepening their knowledge and understanding of their own faith or beliefs,
- discuss religious and philosophical questions in a respectful way,
- understand why people reach their decisions on religious and moral issues, and how they affect their lives,
- understand how the school's Christian character determines its values and expectations,
- experience what is aesthetically challenging and experience silence and reflection,
- develop a reverence for God and the school's rituals and practices which honour God.

Teachers will foster the spiritual sensitivities and capacities of their pupils and enable them to grow in their awareness of "something more" with an openness to the possibilities of commitment with God. We will promote our Vision to live like the Good Samaritan, showing kindness, thoughtfulness, love and respect.

Guidelines

The ethos and Christian Vision of the school is reflected in the mutual concern between staff, pupils, governors, parents and carers. The school environment is such that pupils feel safe and able to grow in self-awareness and self-worth.

All staff are responsible for inclusion of spiritual opportunities within curriculum planning and in policies. Staff recognise the cross-curricular nature of spirituality and also the need to allow for spontaneous moments as and when required.

The Head Teacher, Governing Body and staff ensure that spirituality is affirmed in the aims, ethos and Vision. There is no individual assessment of spiritual development but pupils are expected to develop in line with curriculum guidelines.

Monitoring

Senior Management and Governor's Curriculum Committee.