



# ST MARY'S CE (A) FIRST SCHOOL POLICY DOCUMENT FOR SPIRITUALITY

## Philosophy

At St. Mary's CE(A) First School, we recognise that 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,

In school, our pupils are encouraged to develop skills of reflection, meditation and stillness. Our Vision of the Good Samaritan creates thoughts and actions in our children which foster love, kindness, respect and thoughtfulness. Alongside our Vision, we look outwards into our world (Windows), we learn to reflect (Mirrors) and we develop those opportunities to talk about what we believe and try to impact spiritually and positively within our school, our community and our world. (Doors)

## What is Spirituality?

- 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.
- It is not always possible to teach - it is like the wind: it makes a difference, but is uncontrollable for each person. It might change someone's understanding and beliefs, but ultimately, it is an innate sense of awe and wonder.
- Promoting spirituality should not be confused with developing faith. Faith is a set of beliefs by which we live our lives, and could be a response to a belief in God. Faith is something we choose, whereas spirituality is an aspect of human development - it is not separate, but integral to who we are and what makes us whole. It is for everybody, regardless of faith.
- The importance of spirituality is recognised by SIAMS and 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.

## Aims

Children will have exposure to spiritual experiences and conversations to know that it exists for everyone including adults.

Opportunities for spirituality development come when:

- children are given space to stop, look, listen, think and reflect
- children feel safe to share opinions and think differently from others, and use their imagination

Children need:

- time to be listened to and adults that are respectful;
- space to explore, think and discuss and opportunities that encourage wonder and surprise;
- to know that there is not always a product or end result and to know there can be another way.

Activities and opportunities will include:

- exposure and appreciation of nature - looking through WINDOWS
- use of reflection time and time for silence and stillness - MIRRORS
- stories that promote thought and imagination (without the need to find a moral)
- Opportunities for children to put into action what they believe and value (DOORS)

Evidence of spirituality may come through art, play, attitudes, movement and using the senses.

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.

At St Mary's, we use 'Mirrors, Window, Doors' as three key elements to our whole school spirituality thinking.

**WINDOWS** - encouraging children to look through a window to see what is out there in our world, learning about what we see, thinking about the WOWs and OWs in our community and our world.

**MIRRORS** - encouraging reflection - like looking in a mirror and having time to reflect on what we have seen, how do we feel about the WOWs and OW in our community and our world.

**DOORS** - encouraging children to respond to what they have seen and reflected upon. Going through a 'door' helps us to consider how the learning will have an impact on ourselves, our behaviour and our world, thinking about what we can do to make a positive difference.

At St Mary's we make time for thought and reflection, and the use of light is used as a symbol. Children are offered opportunities reflect and respond, both in the classroom and within collective worship. They bring their light to share with others, and we offer **CANDLE** moments, where they think beyond the things they can see and think about the way they can positively make an impact in our world.

## Monitoring

Senior Management and Governor's Curriculum Committee.

Formulated March 2023

Agreed by Governing Body

Review March 2025