



Forest & Sandridge CE School Spirituality Policy

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Our vision

Nurture, Grow, Flourish

“For I know the plans I have for you,” says the Lord... “plans to give you HOPE and a FUTURE.”

Jeremiah 29:11

We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community will be respected and valued.

Within God’s love, we will support and encourage one another to grow and flourish... to be the very best we can be.

All we do at our school will be underpinned by the above vision. This policy should be read and understood from this perspective.

“In Church Schools, spiritual development is a key area in ensuring distinctiveness. Ofsted’s focus is on provision, SIAMS focus also looks for progression.” From Diocese of Salisbury website

Salisbury diocese definition of spirituality:

- Self (being a unique person and understanding self-perception)
- Others (how empathy, concern, compassion and other values and principles affect relationships)
- World and Beauty (perceiving and relating to the physical and creative world through responses to nature and art)
- Beyond – relating to the transcendental and understanding experiences and meaning outside the ‘everyday’

The diocese has developed planning based on these four areas which show progression across the key stages. We have chosen to record moments when children display encounters with spirituality, moments of beauty, awareness of self, others and relationship with ideas beyond our everyday experience.

Spirituality can be planned for within the whole curriculum but we also acknowledge the moments when we capture pupils engaging with the world in a creative and spiritual way.

<http://www.salisbury.anglican.org/schools/spiritual> gives all the diocesan resources and planning.

Our Christian Vision & Values



Our Definition of Spirituality

At Forest & Sandridge CE Primary School we aim to give all children opportunities to think about themselves, others, beauty and creation and the world beyond. We encourage children to become independent thinkers and wonderers. We model an environment of inclusion and respect. We allow children the space, process, imagination, relationships, intimacy and trust to be spiritual beings.

How we promote spirituality at Forest & Sandridge CE Primary School

We plan actively across the curriculum, in collective worship and with special activities to nurture children's spirituality.

We do this through:

- **Environment** - We think carefully about how we value space when connecting with the sacred. We use images, sounds, symbols to create a sacred space. Each classroom should have a designated prayer/reflection space. We use symbols and colours when creating worship spaces. We use familiar beginnings and endings to frame worship. We use the local church as a sacred space. We seek to use the natural environment as much as we can including our peace garden. We also provide emotional space –giving children time and space to explore emotions and give that space to each other.
- **Creativity** - Jesus taught in stories, parables and imagery. We plan to give children opportunities to explore and think about themselves, others, the world and God in an imaginative and open-ended way. We enable children to explore images, music, space, opportunities without always having a learning intention or fixed achievement point – but instead let them explore freely and use imagination. We imagine ourselves into the story of God.
- **Relationships** - We aim to create authentic models of relating to each other as part of a family and nurturing our own relationship with God. We model mixed age relationships within school – using buddies, volunteers and visitors and the church community. We have a listening and respectful ethos within the school which equally values all views and contributions
- **Safety** - Spirituality is often about coming closer to things, then delving deeper and taking risks. We give time and space for people to present opinions that are personal and sacred to them. We create safe spaces in classrooms and collective worship where all contributions are valued equally rather than seeking a “correct” answer.
- **Trust** - We have to trust and become comfortable with different kinds of knowing. Trust is also essential in getting to know God, particularly when life is hard and we experience change. We trust God to be at work in our school community, that God will speak to our children, we trust faith stories and traditions to stand for themselves. We need to let go of always having to offer the “right” answer, and be prepared to share our own beliefs, unknowing and perhaps doubts. We trust that the community can bring answers to difficult questions.

How Do We Nurture Spirituality?

- **SPiRiT** is embedded in planning across the whole curriculum.
- In collective worship
- Through our school's Christian values

- Through our natural environment
- Through our school vision statement
- Through relationship with our community and the church
- Through one off experiences eg Reflection areas in schools, Experience Easter
- Advent and Lent Reflections
- In our behaviour policy
- Through displays and images in the school eg Christian Values display
- Through Prayer Council and Bible Explorers
- Through our relationships with one another and with God

How Do We Monitor Spirituality?

- Through our vision & ethos committee of governors
- Through pupil and teacher feedback and assessment
- Through Prayer Council
- Through an annual review of our policy
- Through SIAMS inspections and continued professional development