

ST. BARTHOLOMEW'S CHURCH OF ENGLAND MULTIACADEMY TRUST
Spirituality Policy
2023 - 2026

Trust statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words.

Church of England, Spiritual Development:

'There are many different equally valid approaches and meanings to spiritual development. It is clear that it is not possible to measure a pupil's spiritual development through a series of level statements. However, it is possible to provide increasingly challenging and thought-provoking experiences.'

(Interpretations of spiritual development in the classroom)

However we do recognise that it is important to have a shared understanding of spirituality, so that adults and children can flourish and express / discuss spiritual matters, rather than a definition.

Ofsted:

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

St Bartholomew's Trust

Across all schools we use the shared language and the concepts of **windows, mirrors and doors**. These are used to explore our relationships with:

- ourselves
- others
- beauty, wonder in the natural world and the results of human creativity
- beyond everyday

(Andrew Rickett: The Red Kite)

We recognise that life is full of openings: **windows** which allow us to look out, **mirrors** which allow us to reflect and **doors** which allow us to move on.

We need to be aware of the world in all its wonder, but also a sad realisation of its many problems, to be aware of both its 'Wows' but also its 'Ows.' (windows)

The need to have a chance to reflect or think on this both alone and with others.(mirrors)

God's children learning and achieving together.

The need to apply what has been learnt from this process in some sort of expressive, active way.(doors)

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 community, inspired by each individual school's vision and lived out through our Christian values.

Spirituality in Collective Worship

Collective Worship is the beating heart of each school within the trust.

It provides the opportunity for our school communities to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a trust, 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 lead, 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, through the language and the concepts of **windows, mirrors and doors**.

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 across our trust 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.

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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 and concepts of windows, mirrors, and doors, where appropriate. For further details, please refer to the trusts' Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality within the Curriculum

Here at Woodseaves, we are educating the children for wisdom and knowledge to ensure that we equip all our adults and children with how to live well in God's world with the promise of Jesus to live life in all its fullness. We pray for our children from their first day until their last, that they can live out God's wisdom in everyday practical life so that they will do good to all those who need it and embrace diversity in order to become resilient global citizens.

'Start children on the way they should go, and even when they are old, they will not turn from it'
Proverbs 22:6

Our vision is a driver for the design and implementation of our curriculum. Opportunities are drawn upon and identified to draw on the language and concepts of **windows, mirrors and doors**, to inspire conversations around spirituality in classroom teaching when appropriate.

Spirituality within the Ethos of the Daily Life of the School

Across all schools spiritual development will form a natural part of the curriculum and wider school conversations, with adults and children 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, are familiar with the school's shared language and concepts of spirituality and will respond to pupils appropriately.

There are specific opportunities for pupils and adults to explore Spirituality during the school day through:

- Prayer / reflection spaces within the classroom and school
- Worship / faith leaders

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Roles and Responsibilities

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.

The trust's Christian Distinctiveness lead, is responsible for supporting and leading spiritual development across the trust

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources

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. Staff who are new to the trust will receive training and support.

This policy is reviewed every 3 years, or more frequently, as required.