



# The Minster Junior School

---

## SPIRITUALITY POLICY

POLICY APPROVAL DATE:	1 <sup>ST</sup> SEPTEMBER 22
POLICY REVIEW DATE:	AUGUST 23
POLICY APPROVAL BODY:	SDBEMAT
VERSION:	2022/23

# **THE MINSTER JUNIOR SCHOOL**

## **SPIRITUALITY POLICY**

**(incorporating Moral, Social and Cultural Development)**

### **Introduction**

Christians believe in a God who is the source of all life, thereby placing an inherent goodness at the heart of everything. All of life is sacred, to be respected, protected and enjoyed. The Bible teaches that humanity has been made in God's image (Genesis 1:26). Therefore, all people are spiritual beings, with the capacity for relationship with God. This relationship is rooted in love, for 'God is love. Whoever lives in love, lives in God and God lives in him.' (1 John 4:16)

At The Minster Junior School, believe that human beings are created in the image of God, and that each share in God's purpose to bring life and allow creation to flourish. This underpins the values and work of the school and is a part of our mission statement. Our Christian values provide a positive caring environment in which every child has the opportunity to reach their full potential. This policy is part of our Spiritual, moral, social and Cultural Development

We believe that spirituality concerns a person's relationship:

- with themselves
- with others
- with God (or the transcendent)
- with nature and the environment

The four elements of spirituality consist of:

### **Self**

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity

### **Others**

- Empathy and understanding; respect, tolerance
- To love and be loved (loving your neighbour)
- Making a difference; duty

### **Transcendence (Beyond Human Physical Experiences)**

- Encountering/experiencing God (having a sense of what lies beyond the material/physical) Ability to formulate and discuss the 'Big Questions' (eg, about life, death, suffering, nature of God)
- Opportunities for prayer, connecting with God
- Making sense of the world

### **Beauty**

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature

## **Aims**

Spiritually developed children love and accept themselves and enjoy good relationships with each other. They take an interest and delight in the world around them; they are open to what lies beyond the material. They are able to express and understand feelings, they have a strong moral sense and a love of what is good. They are able to enjoy quiet and stillness, they possess an active imagination, and show joy in creativity and discovering new skills.

To develop a strong sense of spirituality in all of our children, we aim to:

- Provide a time in the day for quiet and reflection. This might be listening to a Christian story, lighting a candle in school worship time, going for a walk
- To value what is good and worthwhile
- Provide many opportunities for creativity and using their imagination; Value play opportunities for all children; Sing often, especially with others.
- Ensuring regular time for prayer, both collectively and individually. This can take many forms, but should include being thankful and saying sorry.
- Provide frequent opportunities for children to explore, express and share their feelings.
- Constantly reaffirm the importance of relationships. How we talk to and relate with each other is fundamental.
- Provide opportunities to express awe and wonder, appreciate beauty in all its forms, and appreciate the connections and unity in the world.
- Encourage each other to admit mistakes and to say sorry. Recognising and owning up to faults is an important healing and redemptive process.
- Encourage children to show kindness, care and compassion, and to express these in practical ways. (eg: how we treat each other every day; charitable works; looking after our environment)
- To have confidence to express ideas, views and opinions, even if others do not agree.
- Exploring themes by 989+6989+asking 'why?', 'how?', and 'where?' as well as 'what?'
- Foster enthusiasm to explore and learning through enquiry and first hand experiences
- Read often to children, and give them opportunities to discuss and reflect. This includes both secular and religious texts, in particular the Bible.

## **Facilitating spiritual development**

Everyone involved in the life of the school is valued and seen to be valued.

- Policies and ensuing practices are clearly seen to reflect the worth of individuals.
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly.
- All adults recognise the need to set good examples of mutual respect and considerate behaviour.
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff.
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated.
- There is a daily act of collective worship taking different forms, and involving children.
- Displays and pictures around the school continually celebrate and encourage reflection and spirituality.
- Our RE curriculum is inspiring, motivating and challenging.
- Visits and visitors support all our work.

## **Assessment**

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others' beliefs
- an ability to understand the notion of community and to see themselves in relation to a variety of communities
- a respect for themselves and for others

- a sense of empathy with others, concern and compassion
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity

### **Monitoring and Evaluation**

Developing spirituality is the responsibility of all staff and governors, as it will have a fundamental impact on the quality and nature of the education offered by our school.

The RE Team ensure that all staff, parents and governors understand how the school interprets spirituality and ensures that regular, appropriate professional development is provided

Our RE Team will liaise with all stakeholders to monitor and evaluate the impact of opportunities for spirituality across the curriculum.

This will be achieved by:

- auditing curriculum policies and schemes of work to ensure that the school's values are the starting point for curriculum design;
- monitoring of lesson plans and the quality of teaching and learning;
- evaluating impact of SMSC provision through work scrutiny and pupil conferencing;
- input at staff meetings, school governors' meetings and parents' meetings; sharing good practise from within our school and other schools where appropriate

### **Equality Opportunities**

We recognise families may hold different beliefs or follow different religions and, as such, by request, children may be withdrawn from some activities and events. However, all pupils will have the access to spiritual development through the ethos of the school.

### **Moral Development**

Acquiring a knowledge and understanding of what is right and wrong is central to moral development. It is the basis upon which the pupils develop the ability to make judgments about how to behave and it is the standpoint from which to consider the actions of others in society in general.

The system of rules and codes of behaviour established in our school is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. Moral development, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

**Social development** is the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It relates to the growth of knowledge and understanding of society in all its aspects. The school provides a suitable environment for promoting social development. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members is developed when children work co-operatively and care for others.

**Cultural development** refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups. At the heart of cultural development lies the necessity to develop a sense of personal identity whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions of others. All areas of the curriculum can be used to promote and develop cultural awareness, although art, music, dance, drama and MFL are those used the more frequently.

## **LINKS WITH OTHER POLICIES**

PSHE

Behaviour Management Policy

Equal Opportunities Policy

Teaching and Learning Guidelines

RE Policy

Collective Worship Policy

Anti-Bullying Policy

Relationships and Sex Policy

Citizenship (British Values) Policy – to be reviewed

## **MONITORING AND EVALUATING**

Spiritual, moral, social and cultural development is an on-going process. This could include observations, work scrutiny, pupil interviews, staff discussions, looking at the school environment and feedback from parents, visitors and governors.

## **Appendix A**

**Spiritual, moral, social and cultural development is nurtured and promoted as part of the curriculum including:**

### **In Physical Education:**

Being a team member.  
Pushing yourself to the limits.  
Extremes of skill, endurance and achievement.  
Emotion in sport.  
Personal limitation and failure.  
Appreciation of perfection. Sportsmanship.

### **In Design and Technology:**

Discovering how something works.  
Appreciating genius.  
Beauty in design.  
Perseverance to solve problems. Personal achievement.  
Learning from others and nature.

### **In English:**

Empathy with authors and the characters in stories and plays.  
The appreciation of beauty in language. Emotions and sentiments in writing and speech.  
The values of great works.  
Heroes and heroines in literature.  
Imagining oneself as someone else. Escaping into other worlds through literature.  
The element of wonder in literature.

### **In Mathematics:**

Infinity and nothing.  
Pattern and order.  
Shape and regularity.  
Truth, certainty and likelihood.  
The universality of mathematics over time and space.  
The wonder of numbers, formulae and equations.

### **In Science:**

Wonder as the basis of science.  
Questions of beginning, creation and evolution.  
Discovering the limits of experimentation.  
Birth, life, death and renewal.  
The universe and beyond.  
Regularity and order in science.  
Beliefs in science and the faith of scientists. The impact of scientific achievements.

### **In Computing:**

The wonder of worldwide instant communication.  
The speed of the growth of knowledge.  
The accessibility of knowledge and contact with other people worldwide.

### **In the Creative Arts (Art, Music, Drama and Dance):**

The work of creative artists from a variety of times and places. Beauty, truth and goodness. Expressing, interpreting and exploring deep feelings and profound beliefs.  
Artistic creativity.  
The effects of the arts on emotions and senses.

The arts as means of expressing mood. Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.

Effects on the emotions and senses.

Personal response and preference.

Mood.

Skill.

Pattern.

Formulae.

### **In Geography:**

Wonder at the diversity of environments and people.

Questions about the care of the environment.

The beliefs behind particular causes and campaigns.

World (economic) development.

Land formation.

Empathy with people from other parts of the world.

### **In History:**

Being in touch with past people, things and ideas.

Being part of history.

Handling artefacts.

Influential events and people.

The commitment of significant people in history.

War and peace.

Interpretation in history.

The nature and importance of invention and exploration.

Empathy with people from other times in history.

### **In Religious Education:**

People, places, things, books, actions and ideas held by religious believers to be holy. Ultimate questions of meaning and purpose.

Ideas of the divine/questions of God.

Forms of worship.

Use of music, art and drama to express beliefs.

Varieties of beliefs, celebrations and rituals. Ideas of commitment and belonging to groups and institutions. The idea of mystery and questions with no clear answers.

### **In Collective Worship:**

Opportunities for reflection and response are planned into worship.

Stillness.

Personal and collective beliefs are respected.

Sharing and celebrating common beliefs.

Celebrating success.

Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.

Common activities such as singing, listening, laughing, praying, reflecting on a theme.

Remembering and celebrating the lives of people of spiritual significance.

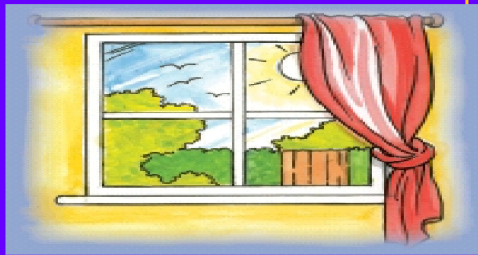
Emphasising common purpose and values. Experiencing emotions.

### **In addition, as part of the curriculum, the children have opportunities:**

To visit places of beauty, interest and challenge.

To admire and wonder at the natural environment and human creative efforts. To work out personal relationships in unusual and challenging situations.

## WINDOWS:



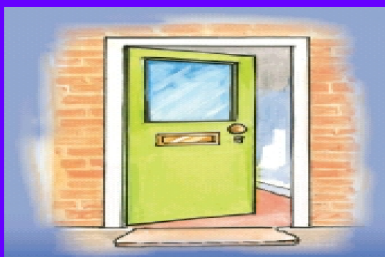
giving children opportunities to become *aware* of the world in new ways; to **wonder** about life's 'WOWs' (things that are amazing) and 'OVs' (things that bring us up short). In this children are learning *about* life in all its fullness.

## MIRRORS:



giving children opportunities to *reflect* on their experiences; to **meditate** on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

## DOORS:



giving children opportunities to *respond* to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.