

## Spirituality at All Saints' CEVCP School

At our Church of England school, our vision is that our pupils will leave All Saints' as confident, resilient and reflective individuals who live their lives through a foundation of strong Christian Values and develop a lifelong love of learning along with a curiosity and respect for the world and people around them.

### Our understanding of spirituality:

We use the analogy of windows, mirrors and doors. We use this to describe the journey from experience through reflection to growth, understanding and transformation.

	<p><b>Windows:</b> Opportunities to look out on the world to gaze and wonder – looking out, up and around: The Wow and Ows moments. The things we find amazing and bring us up short. <b>Encounter:</b> The learning about life</p>
	<p><b>Mirrors:</b> Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others. <b>Reflection:</b> The learning from.</p>
	<p><b>Doors:</b> Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions. <b>Transformation:</b> The learning to live by and putting into action what they believe.</p>

### Our ethos supports spiritual growth through:

We believe that spirituality will only happen when we open our minds and are willing to go and think deeper whilst enabling a connectedness to and appreciation of the wider world and our place within it. At All Saints' we try to develop spirituality by being creative and engaging, by engaging with nature and the world around us, by enabling our pupils to connect with stories and experiences, by empowering our children to ask and respond to questions, by promoting play and creativity and by developing relationships, by providing a sense of belonging and by the use of prayer and symbols. Our school is set in an environment which helps our children to appreciate the world around them from the very beginning of their school journey through our acorn planting within our Seed To Tree programme.

Spirituality is felt within ourselves by individuals and hence cannot be taught or measured - instead being something that needs to be nurtured and given the right conditions and space to grow. Therefore we acknowledge that spirituality is deeply personal and so we afford every individual with the space and opportunity to develop along their own spiritual journey.

Our shared understanding of opportunities to encourage spiritual development draws upon the work of David Smith who suggested four windows into spiritual development:

**Spiritual Capacities:** this is the recognition that all human beings are capable of spiritual growth through capacities such as self-awareness, reflection, empathy, imagination and creativity.

**Spiritual Experiences:** describes the ways in which pupils can encounter the spiritual dimension of life

**Spiritual Understanding:** acknowledges the need to have developed an understanding to make sense of the spiritual experiences encountered and capacities exercised

**Spiritual responses:** demonstrates how this experience and understanding impacts on our lives and shapes the way in which we live our lives.

### The capacities we are aiming to develop in our children are:

- Empathy with others – showing kindness and humility
- Understanding, appreciation and care for the world around them
- Develop and demonstrate curiosity
- Resilience and courage
- Respect and love for themselves and others
- Reflective and mindful

### How we ensure opportunities are progressively deeper:

Across topics and subject areas, we provide children with big questions that may not have a definite answer. Throughout a learning sequence or journey or within Philosophy For Children, our children are encouraged to reflect upon these questions. In this way, awe and wonder is created, allowing time and space for spiritual growth and understanding of their place within the world.

#### Opportunities for the development of spirituality come when:

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

#### Children need:

- Time to be listened to
- Adults that are respectful
- Space to explore, discuss and think
- Opportunities that encourage wonder and surprise
- To know that there is not always a product or end result
- To know that there is another way

#### Activities and opportunities will include:

- Exposure to and appreciation of nature
- Use of prayer and reflection time
- Time for silence and stillness
- Acts of service that benefit others
- Stories that promote thought and imagination (without the need to find a moral)

## Experiences

Capacities	EYFS	KSI	KS2
To empathise with others – showing kindness and humility	Kindness hearts challenge. Class rules PHSE Circle time	Online Safety RSE PHSE – Myself / relationships Anti Bullying Ambassadors RE – bible stories	Visiting The Willows – residential home Kindness/ politeness stars PHSE units ie– Buddy Not Bully/ Working Together/ Homophobia Guided Reading Books ie – racial inequality. Autism awareness
Understanding, appreciation and care for the world around them	Understanding of the World aspects of EYFS Caring for class snails Nature walk - Seed To Tree Forest Schools Planting and caring for class garden Recycling project	Science – planting seeds, observing the seasons, exploring the local area Forest Schools Seed To Tree – planting acorns Geography – weather, recycling	Seed to Tree – links to Papua New Guinea, sustainability, planting in community woodland The environment units within Geography – sustainability, rivers, recycling, pollution Forest Schools School Garden
To develop and demonstrate curiosity	Curious objects to discuss and explore within topics Bug hunts Forest Schools Philosophy For Children Enrichment days Open ended activities	Philosophy for Children The big questions at the start of topics New vocabulary and words	Homework research topics Opportunities to ask Big Questions Philosophy For Children RE curriculum – Christianity, Islam, Humanism... Artefacts to support the curriculum Exploring new words and vocabulary
Resilience and courage	Learning behaviour of stickability Rainbow/ team points Finger Gym Challenges Trying new things – Wow moments	Learning behaviours Teamwork and collaboration in group projects	Learning Behaviours Challenges and new experiences: bikeability, Shakespeare take over festival, school performances... Learning from bible stories
Reflective and mindful	Yoga and mindfulness RE – prayers and reflection time Circle Time Stories linked to feelings Bible stories – morals Quiet areas of the classroom ELSA and Nurture Group Mental Health Awareness Week	Comparisons of similarities and differences in different cultures Understanding diversity PSHE RE/ collective worship – links to bible stories Behaviour – reflecting on choices Mental Health Awareness Week ELSA and Nurture Group	Self and peer assessment Whole class reflection on a piece of work or a class issue Yoga Mindfulness activities Worry boxes Mental Health Awareness Week ELSA and Nurture Group