



Tysoe Church of England Primary School Spirituality Policy

As a church school we believe that every person, every child and every adult, is unique and special with God given gifts and talents and it is our role, as we seek to serve our school community, to grow, nurture and cherish these.

Vision

We aim to inspire everyone in our school community to flourish by sharing their individual light during a life of fullness within God's love for all.

We aim to develop happy, confident, loving and caring children who look after and value themselves, each other, their world and their relationship with God or the Beyond. We ensure that every child has an opportunity to feel valued and to flourish within school and we actively celebrate their unique personalities and talents in all that they choose to do.

We are an inclusive school and our vision, though distinctly Christian, aims to welcome and value all faiths and cultures within our school and wider community. Our school's core vision and values are rooted in Christian values. We place an emphasis on the following Bible passage as it is lived out in every aspect of school.

From our understanding of the parable of The Mustard Seed we take our Christian values,

Nurture – Serve – Grow

And our vision statement,

‘Nurturing hearts, serving with love, growing minds’

Our school, like the tiny mustard seed, continues to grow into a community of love and service, where everyone is nurtured and supported to flourish and succeed.

Aims

Spirituality permeates all we do at Tysoe, and our aim is for each individual, adult and child, within our school community to:

- Foster self-awareness and promote a feeling of self-worth.
- Develop a set of values, principles, and beliefs.
- Develop respect and empathy for others.
- Develop respect for other worldviews and beliefs.
- Develop enthusiasm to explore and learn through enquiry and first-hand experiences.
- Attribute meaning to experiences.
- Value the non-material dimension of life.
- Foster reflection and stillness.
- Foster a sense of meaning, purpose, and direction in life.
- Explore their imagination and creativity.

- Develop a sense of awe and wonder at the miracle of creation, life, and the natural world.
- Experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them.

We provide a caring, supportive, and stimulating environment according to the Christian ethos of our school, where every child is given the opportunity to:

- Become a confident, curious, and independent learner who can ask questions and make choices.
- Succeed in their learning and celebrate their achievements.
- Engage in a challenging and exciting curriculum which meets the ever-changing demands of our society.
- Enjoy positive relationships with peers and adults.
- Value and respect the opinions and beliefs of others.
- Understand and appreciate our changing and diverse world and their impact on the environment.
- Develop their understanding of themselves as courageous advocates.

Spirituality

Spirituality is difficult to put into words because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Spirituality is different from having a religion or faith; a person can be spiritual without having a particular faith.

Spirituality is not something we can see; but we know that it is there because sometimes we can feel it inside ourselves or in someone else. Our spiritual being includes those awe and wonder moments, the asking of big questions, inspiration and being aware of something 'bigger' outside of ourselves.

We explore the four key relationships that we each have in our lives;

Self	How do we see ourselves? What motivates us? What is important to us? How can we improve ourselves?
Others	How can we foster relationships with others? How do we improve them? How can we show kindness and compassion?
Nature	How do we care for our environment? How do we make the most of our world? What are the most awe-inspiring parts of nature?
God/the Beyond	Do you believe in a higher power? What do you believe about that higher power? What impact does that belief have on our lives?

Children's spiritual development is fostered through all aspects of our provision; the relationships and the values we consider important, as well as the development of knowledge, concepts, skills, and attitudes. We give children opportunities to:

- Begin to develop their own systems of beliefs which may or may not include organised religious beliefs.
- Express their personal beliefs and compare their views with others, sharing their feelings and opinions through discussions and stories.
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Experience and reflect on situations, stories, music, art, dance, and drama.
- Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement.

A sense of awe and wonder

Children are born curious, and it is our duty to nurture this natural inquisitiveness and guide them toward looking at the world and noticing, with awe and wonder, the natural and man-made delights all around us. We want to encourage them to ask 'big questions' about life, religion, nature, science, and any other areas of fascination. Watching Newsround daily throughout the school helps engage our children with the world around them and ask those 'big questions.'

Care for nature and living things

We provide many opportunities for children to learn about nature and the role they play in protecting our world. As a Church school, this is especially important. We have invested and developed opportunities for our pupils to partake in OPAL every day and our outdoor areas ensuring that our children have the opportunity to plant and grow fruits and vegetables, feed the birds, and harvest a range of foods. The children across the school are given opportunities to learn how to protect the world in which they live and take an active part in their community. We have Sadie and Rex, our school dogs, who enrich the lives of all within our school community and foster a sense of responsibility within the children.

Love

Love is closely related to our core Christian values and the understanding of serving as we seek to nurture in ourselves and each other an expression of the love we can share with the world. We encourage our children love one another just as Jesus loved us. We are a caring, nurturing school, who pride ourselves on our ethos of family and community. Our curriculum includes learning about those we love and who love us. Through our Christian values, we teach children to care for friends, family and the wider community, growing in our understanding of others to be truly inclusive. We welcome our wider community into our school, for example we host a weekly baby and toddler group to foster positive relationships with families as early as possible. We feel a strong moral obligation to support our families as much as we possibly can, including working families, meaning that alongside the Early Support we offer to families we have implemented wraparound childcare for our children; run on-site by existing members of school staff.

Organisation and Implementation

At Tysoe Church of England Primary School, we have a daily act of Collective Worship. This is an opportunity for us to come together as a school community to sing, listen to stories, take part in drama, reflect, and pray together.

We use current events through Primary Picture News weekly in Collective Worship to engage children with the Christian values of community, compassion, courage, dignity, forgiveness, friendship, generosity, hope, joy, justice, love, peace, perseverance, respect, service, thankfulness, trust, truthfulness, and wisdom. Through this act of worship, we link current events to different Christian values, Bible stories and passages, and the recognised Protected Characteristics.

Other opportunities for spirituality and reflection for our whole school community are promoted through the inclusion of important times of celebration, commemoration or remembrance, such as Anti-bullying Week, Black History Month, Children's Mental Health Week, and World Earth Day.

Each Friday we hold a celebration assembly and actively encourage our wider community to attend. Clergy and other members of our school community are invited to attend other times of Collective Worship across the week.

Children and staff spend time together to plan and deliver Collective Worship throughout the school year. We have a Collective Worship Group made up of children and from across the year groups who lead worship, including the church services at our local village church, Assumption of the Blessed Virgin Mary, Tysoe. Our Year 6 children also take on different roles in Collective Worship. Throughout the year, we hold services at Church for Harvest, Christmas, Easter, Remembrance and the Year 6 Leavers' Service. The choir and Collective Worship Group also contribute to specific Sunday services at Church including Candlemas and Pentecost services.

Our Governors, staff, children and clergy members work together as they write prayers, give scripture readings, and write their own order of service. When we worship in St Mary's Church, we welcome our Governors, parents, grandparents, friends and local community to join us to be part of the experience.

Christian values are embedded in our curriculum and in every aspect of our school life. The adults in school embrace our Christian values and school vision, modelling to our children how to treat each other and the importance of inclusion in all that we do. Through the school's Christian ethos, children are provided with many opportunities for prayer, reflection, and silence during times of worship and throughout the school day. Children are invited to use the many outdoor spaces at school to appreciate God's beautiful world, add prayers or reflections to the looms, or to simply have time for silence or reflection.

Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this, the teaching styles adopted at Tysoe aim to:

- Value the children's questions and give them space and time to reflect on their own thoughts, ideas, and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, for example asking 'why?', 'how?', and 'where?' as well as 'what?'

Spirituality is not a subject that is explicitly taught, instead it is interwoven into all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

The following opportunities are made available in order to facilitate the development of spirituality:

- To explore the aspects of awe and wonder, care of nature and living things and love.
- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them as an integral part of the school's practice.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen with discernment.
- To reflect and respond to issues in moments of quiet that are inspired through music, art, text, film, the environment, or artefacts.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To disagree and to challenge respectfully.
- To work collaboratively with peers, valuing the contributions made by others.

- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum, which provides a wide range of experiential learning opportunities that enable the children to question, consider, reflect and respond while considering their own values, beliefs and feelings alongside those of others.

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum at Tysoe Church of England Primary School:

In Physical Education:

- Being a team member or team player.
- Persevering to achieve.
- Extremes of skill, endurance and achievement.
- Emotion in sport.
- Personal goals.
- Appreciation of individual and team achievement.
- Sportsmanship.

In Design and Technology:

- Discovering how something works.
- Appreciating genius and innovation.
- Beauty in design.
- Moral responsibility in design purpose.
- Perseverance to solve problems.
- Personal achievements.
- 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 value 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.
- The value of creating for others pleasure and enjoyment.

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.
- The responsibility of your online persona and social media.

In Modern Foreign Languages:

- Building community
- Experiencing belonging
- Empathy with people from other parts of the world
- Understanding different customs and cultures

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

- The work of creative artists from a variety 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 personal reflection on our own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.
- The development of new skills.
- Patterns in different art forms.
- Formulae used in art forms.

In Geography:

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- Our responsibility to look after our world.
- The beliefs behind particular causes and campaigns.
- World economic development.
- Land formation.
- Empathy with people from other parts of the world.
- War and conflict in different parts of the world.

In History:

- Being in touch with past people, artefacts and ideas.
- Being part of history.

- Handling artefacts.
- Influential events and people.
- The contribution of significant people in history.
- War and peace.
- Interpretation in history.
- The nature and importance of intervention and exploration.
- Empathy with people from other times in history.

In Religious and Worldviews 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 or 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, organised worldviews, and institutions.
- The idea of mystery and questions with no clear answers.
- Time to reflect and ask big questions with no clear answers.
- Time to reflect on the influences to worldviews.

In Collective Worship:

- Opportunities for reflection and response are planned into worship.
- Stillness and reflection.
- Personal and collective beliefs are respected.
- Sharing and celebrating common beliefs.
- Celebrating success.
- Celebrating our Christian values being lived out.
- Experiencing emotions and sharing in these with each other – happiness, sorrow, hurt, excitement, anticipation, fear, ...
- Singing, listening, laughing, praying, reflecting on a theme.
- Remembering and celebrating the lives of people of spiritual significance.
- Emphasising common purpose and values.

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

- Visit places of beauty, interest and challenge.
- Admire and wonder at the natural environment and human creative efforts.
- Work out personal relationships in unusual and challenging situations.
- Experience community cohesion links at a local, national and global level.
- Engage in charity-based activities.
- Participate in a wide range of events and activities, involving a range of outside agencies, coaches and visitors.
- Be supported to form positive relationships through Restorative Practice.
- Participate in taking a stance to nurture our world.

In order to facilitate spiritual development, the organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is valued and seen to be valued.
- The atmosphere of the school welcomes and celebrates differences and invites everyone to belong.
- Policies ensure practices are clearly seen to reflect the worth of individuals.

- Behaviour, relationships 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 achievements, successes and efforts of everyone are recognised and celebrated.

Assessment

Spirituality is assessed as an integral part of curriculum practice.

These are areas in which children are expected to grow as part of their spiritual development:

- Reflect on their experiences with increasing sensitivity.
- Question and explore the meaning of experience.
- Understand and evaluate a range of possible reasons and interpretations.
- Develop personal views and insights.

Monitoring and Review

Provision for spiritual development is monitored and reviewed by:

- Monitoring of teaching and learning by RE and Worldviews/Collective Worship Leaders, the Headteacher and Governors.
- Pupil voice opportunities.
- Learning Walks.
- Discussion and feedback from staff and Local Governing Committee meetings.
- Discussion and feedback from the Trust Board and Trustees.
- Audits of policies, curriculum plans and schemes of work.
- RE and Worldviews and Collective Worship Development Plans.

Policy Review

This policy was compiled by the Headteacher and RE and Worldviews Lead.

This policy will be reviewed every three years in accordance with our school policy delegation schedule. However, the Senior Leadership Team will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or if an earlier review is deemed necessary.