

Lydney Church of England Primary School



'A caring Christian community where every child achieves a love of life and learning'

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

SPIRITUALITY POLICY

Policy Lead Committee: Lydney Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

A handwritten signature in black ink, appearing to read 'K. Davey'.

K. Davey, Chair of Committee

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1. Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook, September 2024, states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

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

The SIAMS Framework September 2023 includes the following inquiry questions:

- IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?
- IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?
- IQ3 How is collective worship enabling pupils and adults to flourish spiritually?
- IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?
- IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?
- IQ6 Is the religious education curriculum effective?

2. School Statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, Lydney Church of England Primary School has chosen to follow ideas developed by the Education Department at the Diocese of Gloucester.

- This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks



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that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

- Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks - the *wows* of life.
- Cracks may happen when something challenging happens and threatens the comfort of everyday - the *ows* of life.
- Cracks can also happen in the stillness and ordinariness of everyday - the *nows* of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the *wows*, *ows* and *nows* of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.

Lydney Church of England Primary School use this language and the concepts of *wows*, *ows* and *nows*. These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God

3. Aims

Lydney Church of England Primary School Christian Vision is to be a caring Christian community where every child achieves a love of life and of learning.

We aim to create a caring, confident and inclusive community in which we all value each others life ambitions through creative and inspirational learning.

The Parable of the Good Samaritan: Luke 10:25 – 37, is the foundation of our vision and we reflect on the messages of the Good Samaritan parable. It helps us to take forward the compassion and charity that we can show to others, and also realise that each of us at some time needs the help of others through no fault of our own. We want our school community to love our neighbours as ourselves.



4. Organisation

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. The language of spirituality is displayed in school.

Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

This is done through the use of our outdoor area; the children are given opportunities to grow, care for and nurture wildlife and fruit and vegetables through our garden. Children are given time and opportunity to stop and reflect. We have a friendship bench which children can use at playtimes and lunchtimes. Children have the opportunity to take part in prayer space workshops.

Each class has their own reflective area so children have spaces where they can stop and think, have quiet time and reflect on what is going on in their lives.

We have identified specific areas which contribute to the spiritual growth of pupils:

collective worship, the whole curriculum, including RE and the general ethos of the school within daily life.

5. Spirituality in Collective Worship

Collective Worship is the beating heart of Lydney Church of England Primary School. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, 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 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 such as beauty and joy of the world are given, as well as time to reflect and empathise with the *ow* moments of disappointment or pain. 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



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way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Lydney Church of England Primary School is invitational, inspirational and inclusive.

6. 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. 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 of *wows*, *ows* and *nows* where appropriate.

For further details, please refer to Lydney Church of England Primary School Religious Education Policy and The Church of England's Statement of Entitlement.

7. Spirituality Within the Curriculum

Our school curriculum is underpinned by Christian and British values that we hold dear at our school.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our curriculum is underpinned by the following drivers:

- Spirituality
- Belonging
- Possibilities
- World Aware
- Well-being

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.



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- We value the rights enjoyed by each person in our society.
- We respect each child in our school for who they are and we treat them with fairness and honesty.
- We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Drawing on the language of *wows*, *ows* and *nows*, conversations around spirituality will be included in classroom teaching when appropriate from Reception to Year 6.

7.1 Maths

The wonder of number patterns:

- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes.

7.2 Reading

How do you frame questions around a text? For example

- What inspired you in this text?
- How did a character cope with a challenge in life?
- How did the actions of a character surprise you? How do you think you would have responded to that *wow* or *ow* moment?
- What do you think makes these words so powerful/beautiful/painful?

7.3 Writing

If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

7.4 Design Technology

What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?



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7.5 Music

What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)?

What styles of music have the opposite effect?

How does music encourage creativity, delight, and curiosity?

7.6 Modern Foreign Language

What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?

What does it feel like to genuinely communicate with someone in a new language?

7.7 Geography

The *wow* of physical geography. An increased awareness of the concept of a physical and creative world.

The *ow* of discovering different physical regions do not provide the same opportunities.

What options/opportunities are there to respond and take responsibility in a challenging world?

The wonder of the natural world and the results of human creativity.

7.8 History

Which stories tell historical *wows*?

Which stories tell historical *ows*?

What lessons for future decisions and choices do they provide?

7.9 Physical Education

How do you celebrate a new skill? How does it feel to be proud of your whole self?

What does it feel like to be completely focused on a task or challenge?

How do you recognise the delight in movement, connectedness, and creativity?

Encourage the awareness of one's own strength and limitations.

Recognise/celebrate equality, freedom, respect and trust.



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7.10 Science

Delight in discovering how things work.

Opportunities to linger longer on the wonder!

What questions cannot be answered by science?

7.11 Art

How does art invite you to explore the mystery that dances within your soul?

What are the *wows* and *ows* in the stories behind the artists you study?

How do you celebrate and respect different responses to art?

7.12 PSHCE & RSE

As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the *wows*, *ows* and *nows*?

How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

How can we show growing empathy, concern and compassion in relation to the way we treat others?

7.13 All Subjects

How do you celebrate the achievement and break-through *wows* of success?

How do you support the *ows* of difficulty and frustrations?

How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

8. Spirituality within the Ethos of the Daily Life of the School

In Lydney Church of England Primary School, we view spiritual growth as 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, including MDSA and administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately.



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Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to *wows*, *ows* and *nows* will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the *golden glue of spirituality*.

9. Recording, Monitoring and Evaluation

The Local Academy Committee review the policy every three years in partnership with Senior/Middle Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to Local Academy Committee and are then actioned as appropriate.

Local Academy Committee members ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision.

10. 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 Headteacher and Deputy Headteacher are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life. This role also includes:

Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice:

- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process particularly around Strand 2

11. 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. ECTs and staff who



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are new to Lydney Primary School will receive training and support from the staff member identified as leading on spirituality.

This policy links to our Religious Education Policy.

This policy is available on the school website: www.lydneycofe.co.uk/policies/.

Paper copies are available on request from the School Office.