



Tibberton CE First School and Hindlip CE First School Spirituality Policy



Policy agreed: Autumn 24 Review Date: Autumn 26

Chair of Governors: Mr A. Clarke. Executive Head Teacher: Mr A. Gromski

Governor with responsibility for spirituality: Minister Porter

'Grace is a gift from God.' (Ephesians 2:8)

Our school Federation is driven by our Theologically Rooted Christian Vision. In meeting this Vision, we ensure that the spiritual life of the school Federation enriches the lives of all of our community. It is impossible to serve with Grace if we do not enable our spiritual selves to flourish.



Our Vision is a deep commitment to serving with Grace, giving our very best to every individual within our school community, to enable everyone to flourish. Without giving our best to every individual we cannot realise Jesus' promise of 'life in all its fullness.' In reflecting God's gift of unmerited favour, it's imperative that we offer Grace in serving others, simply because they are them. Not because of merit, attainment or significance but through LOVE and forgiveness. **'Go and do likewise.'** (Luke 10:37)

In serving with Grace, we provide the opportunity for our community to grow academically, intellectually, emotionally, physically, socially, morally and SPIRITUALLY.

This is impossible without a shared understanding of Spirituality. To foster a clear understanding, we have worked with all stakeholders to grow a shared definition of Spirituality for our Schools.

Spirituality at Hindlip and Tibberton Schools is:

'A recognition that we all have a connection to something bigger than ourselves. It is about awe and wonder, asking questions and being inspired to look beyond ourselves and to serve and care for others and nature.'

Our spiritual life is fostered in many ways. Through Collective Worship, through our deep and rich curriculum, through our shared and lived school values, through our curriculum drivers, through the experiences and responsibilities available to our pupils, our wider partnerships and through opportunities to explore a personal relationship with God:

Ways we develop spirituality:

- Making school an emotionally safe place where pupils can ask questions and voice their opinions, express feelings and emotions
- Creating time to learn about, discuss and reflect on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth. This can happen in any part of the curriculum.
- Designing activities which foster spiritual capacities such as imagination, self-awareness, empathy, reflection and creativity
- Encouraging pupils to respond to spiritual issues through dance, art, drama, poetry, design. Many of the beliefs and concepts of the Christian faith and other traditions are expressed through the creative arts and can be explored across the curriculum and in worship.
- Providing opportunities to explore making free and responsible choices being aware of consequences and implications. (PSHCE, circle time).
- Encouraging pupils to develop relationships based on the Christian values of love, forgiveness and service to others.
- Providing opportunities for silence, stillness and prayer, for example, by using reflective displays in classes and outside.
- Encouraging pupils to reflect on the significance of what they have learned, ensuring that all pupils have full access to spiritual development whatever their ability.
- Developing links with local churches and their teams to provide opportunities for experiencing sacred space, exploring the Christian faith and experiencing Christian spirituality. e.g., 'Experience Easter'; 'Open the book', iSingPop.
- Recognition of spirituality across all faiths and for those without a recognised faith. We recognise that you can be spiritual without being overtly religious.

Our schedule of **Collective Worship** is intrinsically linked to spiritual development for all. It is at the heart of daily school life & involves the whole community. It is planned to be inclusive, invitational and inspirational for pupils & adults, making it a transformational reflection of our Vision.

Collective Worship provides pupils with the examples, understanding and skills they need to reflect and apply our Christian Vision and values in their own lives, creating a positive culture where acceptance and love are evident, underpinning attitudes to learning and towards each other and enabling staff and children to develop a path towards God should they desire.

As a church school we seek to develop the following in pupils:

- A sense of self-worth reflecting the Christian belief that all are created in the image of God.
- A sense of being in relationship with others and a sense of community.
- Involvement with others in the wider world and an appreciation of diversity and difference.
- A response to a distinctive church school ethos and knowledge of the Christian faith as a way of understanding meaning and purpose in life.
- An ability to reflect on experiences of awe, compassion, beauty etc.
- An ability to realise that difficult experiences can be times of growth (e.g., death of a pupil or member of staff)
- A willingness to explore Christian beliefs and values as way of countering the negative forces in human experience.
- An ability to explore ultimate questions and mysteries in life

Spiritual capacities are developed through:

- **Self-Awareness or Self-Knowledge** - All humans need to be aware of, and acknowledge, their own inner life of thoughts, feelings and emotions. What does it mean to be human? This is an important part of developing self-respect, a sense of identity and self-worth. In turn, this enables us to value and respect others. Pupils will be given a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- **Forming Relationships**. An important part of personal growth is being able to develop relationships with others, recognising them as people of worth and value. This includes developing a sense of community and building social relationships. Pupils will be given the opportunity to develop an understanding of both their individual and group identity and to form and maintain worthwhile and satisfying relationships.
- **Asking Ultimate Questions**. This is the search for meaning and purpose in life. It involves asking questions such as “Why me?” in times of suffering, or “What happens when you die?” The youngest children often ask the most profound questions of this type and deserve to be taken seriously when they do so. We believe that it is important that this area of reflection and challenge is encouraged, not stifled. Ultimate questions are not limited only to RE and collective worship but can arise at any time.
- **Beliefs and Values**. This is the search for, and development of, personal beliefs and values which may or may not be shared with other members of the community. This naturally may include the development of religious beliefs, and as a church school we seek to be a supportive environment in which people can explore and clarify their own beliefs.
- **Uncertainty, Awe and Wonder**. In historical and spatial terms everyone is insignificant. An awareness of one’s place in the world enables a person to live with natural doubt and uncertainty and encourages the search for meaning in life. When faced with eternity and infinity, or the wonders of the natural world and human achievements, feelings of awe and wonder are also a natural response. For some this may include experiencing feelings of transcendence which give rise to belief in the existence of God. It may also encourage a belief in ideals and possibilities of rising above one’s present experience of the world (e.g., by adopting and supporting specific causes or issues). Pupils will be given opportunities to reflect on, consider and celebrate the wonders and mysteries of life and to experience moments of stillness and reflection, for example in Collective Worship.
- **Creativity**. This is the exercising of the imagination or intuition and insight to express one’s innermost thoughts and feelings, especially through the creative arts. Creative work can be an important tool for exploring some of the other areas of spiritual development, including the Creative Curriculum, Music, Art and opportunities beyond the traditional classroom setting.
- **Feelings and Emotions**. The sense of being moved by kindness or beauty, or being hurt by hatred and injustice. This should bring a growing awareness of when it is important to control feelings and emotions. Pupils will be able to foster their emotional life and express their feelings in the community of the church school, knowing themselves to be accepted and loved as unique individuals. We recognise that these areas of experience are common to most people - they are the “third dimension” of existence alongside the physical and the mental. All the above experiences may be explained and explored in both religious and non-religious terms and demonstrates our commitment as a church school open to those with other faiths and beliefs.

Promoting spiritual development involves developing our capacity to be responsible in different contexts. Remember “**Love and respect ourselves, others and God’s world**” and “**Achieve, Believe, Care**” (our school vision statements) relates to us all.