



“Together, we inspire a lifelong love of learning.”

Longnor CE Primary School

Spirituality policy

September 2024

Reviewed by: L. Edgerton	Date: 14 th September 2024
Position: Head teacher	

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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.

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.

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. 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: love, hope, joy and trust.

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.

Through our whole school music listening scheme, pupils are given an opportunity for personal reflection and spirituality upon arriving to collective worship each day. Time to 'nest' and take time to themselves before the day begins is important to reflect upon own beliefs and perspectives.

Within worship, children are offered time to reflect themselves upon the value and story shared. They are given opportunities to respond in continued activities back in class.

Each child has a 'Book of Joy'. This book is personal to each student. Children are encouraged to reflect in their book most days through:

- **Window moments:**
 - Opportunities for children to be aware of the world in new ways, looking out into the world.
 - To wonder about life's 'WOWS'. Things that are amazing.
 - To think about life's 'OWS' that take us by surprise!
 - Learning about life in all its fullness.

- **Mirror moments:**
 - Opportunities to reflect on their experiences.
 - Looking inside yourself.
 - Consider life's big questions and reach for some possible answers.
 - Learning from life by exploring our own insights and those of others.
- **Door moments:**
 - Opportunities for children to respond.
 - Moving onto a new path or situation.
 - To do something creative to develop and apply our ideas.
 - Learning to live out our beliefs and values.

Spirituality in Collective Worship

Collective Worship is the beating heart of Longnor CE 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 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.

Opportunities to reflect on the **words** of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the **mirror** 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 way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Longnor CE Primary School is invitational, inspirational and inclusive.

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 **windows, mirrors and doors** where appropriate.

Spirituality within the Curriculum

What is SMSC?

- **Spiritual development** relates to that aspect of inner life through which pupils acquire insights into their personal existence that are of enduring worth. Spiritual is not synonymous with religious; all areas of the curriculum may contribute to pupils' spiritual development. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose.
- **Moral development** is about building a framework of moral values for pupils, which regulates their personal behaviour. It is the development of pupils' understanding of society's shared and agreed values, including an understanding that there are contentious issues where there is disagreement, and that society's values change. It is also about pupils gaining an understanding of the range of views and the reasons for the range and developing an opinion about the different views.
- **Social development** is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together and functioning effectively in a multi-racial, multi-cultural society. It also involves the development of the inter-personal skills needed for successful relationships.
- **Cultural development** is about pupils understanding their own culture, other cultures in their locality and region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world; about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. Young people need to understand that cultures are always changing and be able to cope with this.

Spiritual development

Aims	Outcomes	Evidence	Impact on pupils
<p>Children/pupils/students:</p> <ul style="list-style-type: none"> are able to reflect on their own personal beliefs about religion and other concepts, which help them develop their own thoughts and ideas about life; show an interest in (and respect towards) the varying thoughts, beliefs, faiths and values of different people; know about, can talk about and respect different peoples' faiths, feelings and values; experience a sense of enjoyment and fascination in learning about themselves, others and the world around them; use imagination and creativity in their learning; are willing to reflect on their experiences, both in school and at home. 	<p>Children/pupils/students:</p> <ul style="list-style-type: none"> are supported through lessons, to develop the skills needed to express their own thoughts feelings, beliefs and opinions; ask and answer questions about their own beliefs, such as: <ul style="list-style-type: none"> What makes me special/unique? What do I enjoy doing? What am I good at? What am I thankful for? How can I make a difference? investigate and find out about the similarities and differences between major religions, beliefs, practices and festivals; understand and appreciate that we live in a culturally diverse country; are supported in learning the importance of demonstrating empathy and can do so; are inspired by engaging and exciting lessons and assemblies that encourage them to use imagination and creativity; are able to talk about things they have done and what they have learnt, enjoyed or disliked. 	<p>RE curriculum PSHE curriculum Reflection time in worship Children leading assemblies and worship Right to withdraw from collective worship Sharing assemblies MacMillan coffee morning Drama Visits to St Mary's church Visits to Hereford cathedral Hygge week Reading and paired reading with Little Owls Forest school Visiting students from Concord College to share about their faiths and beliefs.</p>	<p>Children start to show empathy and ability to reflect on own and others' achievements.</p> <p>Pupils develop positive attitudes, values and principles.</p> <p>Pupils have a first-hand experience of other places of worship and of people of other faiths.</p> <p>Respect for themselves and others.</p> <p>Awareness and understanding of own and others' beliefs.</p> <p>Leadership skills, taking responsibility for others (ethos throughout the school of older pupils taking care for younger ones).</p>

Moral development

Aims	Outcomes	Evidence	Impact on pupils
<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • are able to recognise the difference between right and wrong and can use this in their own lives; • understand and recognise the need for rules and laws as boundaries; • understand and respect the civil and criminal law of England; • understand that their behaviour and actions have consequences; • are interested in investigation and offering reasoned views about moral and ethical issues; • are able to understand and appreciate others' viewpoints and opinions on moral and ethical issues. 	<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • talk about and discuss moral issues, making links with previous experiences; • talk about decisions they have made and how they were good or bad choices; • know and respect school rules; • are involved in the creation of rules and boundaries in school, their classroom, lessons and wider areas of school life; • know about the criminal and civil laws of England; • are able to express reasonable views and opinions on moral and ethical issues discussed in the classroom; • are able to explain how others' viewpoints and opinions on moral and ethical issues may differ from their own and understand why this might be the case. 	<p>RE curriculum PSHE curriculum Assemblies and collective worship - some led by pupils. School council Sports ambassadors SOUL team Assembly leaders Eco-committee Crucial crew Reverse advent calendar Bags for life Pupil voice Class helpers Reading</p>	<ul style="list-style-type: none"> • Pupils have more confidence in themselves and their local community • Pupils are able to give reasons for things being right and wrong • A positive atmosphere pervades the school • Pupils look after each other and take responsibility for each other; conflicts are resolved quickly and effectively • Pupils have very clear values which impact on their behaviour; they have a definite sense of what is right and what is wrong • Pupils enjoy celebrating others' achievements and have opportunities to feel proud of themselves and others (whole school Sharing Assembly) • Through the pupil mentoring system, pupils have a greater awareness of their own achievements • Pupils have a wider understanding of the needs of others

Social development

Aims	Outcomes	Evidence	Impact on pupils
<p>When working with others, children/pupils/students:</p> <ul style="list-style-type: none"> • listen carefully and take turns to speak; • share resources, equipment and toys; • demonstrate patience and remain calm; • empathise and take into account different views and opinions; • respect personal space and boundaries; • relate well to all peers from all different backgrounds; • cooperate well; • work together to resolve conflicts. <p>Children/pupils/students:</p> <ul style="list-style-type: none"> • understand the concept of belonging to a family, religion or another group; • join in with group activities both in school and the wider community; • understand how to resolve conflict; • engage with the British values of democracy and the democratic process; • show mutual respect and tolerance of those with different faiths and beliefs; • are developing skills and attitudes to help them participate in, and contribute positively to, life in modern Britain. 	<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • work well in pairs, small groups and as a whole class; • have excellent social skills in a variety of situations, in school and wider activities; • have numerous opportunities to practise empathy; • are exposed to, and discuss, a variety of views and opinions and are supported to understand why they may differ; • are given the opportunity to join different groups and activities at school; • have a strong sense of belonging to their school community; • regularly discuss the concept of belonging and what they feel they belong to; • regularly identify and discuss the notion of what it means to be British and how they can encompass British values; • take part in democratic votes as part of school life; • are exposed to a variety of cultures and beliefs through a multicultural curriculum running through all lessons and subjects; • are given opportunities to apply the skills and develop attitudes to help them become positive and responsible citizens of modern Britain. 	<p>MacMillan coffee morning Charitable events School council SOUL team Sports ambassadors Eco-committee Club leaders Assembly leaders More able pupil events with other schools Maths and science with Wrekin and Concord College Class rules Longnor Way Grandparents' tea party Poetry post Community tea party Refugee donations Coats 4 Calais Range of clubs at lunch and after school Young voices Shropshire Sings Class plays and performances</p>	<ul style="list-style-type: none"> • Pupils are given opportunities to socialise with a wider range of people and other pupils • We invariably receive positive comments about our pupils whenever we go on a trip or receive visitors in school • Pupils build effective friendships and relationships • We have a very close knit school community and good relations with the wider village and rural community • Opportunities are given to widen pupils' horizons • Pupils feel they have a say in their school • Pupils exercise responsibility in running the school

Cultural development

Aims	Outcomes	Evidence	Impact on pupils
<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • are able to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others; • are able to understand and appreciate the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain; • are able to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities; • demonstrate knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and how it continues to develop Britain; • are willing to participate in, and respond positively to, artistic, musical, sporting and cultural opportunities; • show interest in exploring different faiths and cultural diversity, showing respect for and demonstrating interest in improving their understanding of these; • are able to understand, accept, respect and celebrate diversity, shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	<p>Children/pupils/students:</p> <ul style="list-style-type: none"> • are given opportunities to learn about a variety of different cultures which have had an impact on their own and others' lives; • are given opportunities to learn about the range of cultures in their own school; • are given opportunities to learn about the cultures of the wider community and the country in which they live; • spend time investigating, exploring and understanding the similarities that we share across different communities; • learn about the operation of Britain's democratic parliamentary system; • learn about how Britain's parliamentary system has been central in shaping our history and values and how it helps to continue the development of Britain; • have opportunities to engage with a variety of artistic, musical, sporting and cultural activities; • learn about different faiths and cultural diversity in RE and other curriculum lessons; • demonstrate positive attitudes to all people from all backgrounds, locally, nationally and globally; • understand what it means to treat everyone equally, what equality looks like and why it is important; • are not involved in racist, homophobic, sexist or other abuse towards individuals in the school and wider school community. 	<p>Wide range of visits and trips Music service School choir Recorder and music clubs RE curriculum PSHE curriculum Range of clubs World book day African drumming workshop Use of First News / Newsround Geography / history curriculum to increase knowledge of the world Study traditional stories from around the world in English Dance workshops Young Voices Commonwealth project Concord College visits - multi-cultural faiths</p>	<ul style="list-style-type: none"> • Pupils have opportunities to become aware of people from different cultural backgrounds which help to contribute to a positive atmosphere in school • Pupils have an understanding of the world outside their own • Pupils feel they have opportunities to showcase their diverse talents and feel valued for this (piano performances and sharing of out of school achievements in weekly sharing assembly) • Pupils experience opportunities for awe and wonder

SMSC across the curriculum

ENGLISH

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.
- Wide range of texts that represent cultural diversity and explore moral issues.

HISTORY makes a contribution to children's SMSC by:

- Looking at the creation and evolution of British society;
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism;
- Showing an awareness of the moral implications of the actions of historical figures.

MATHEMATICS

- Enabling pupils to acknowledge the important contribution made by mathematics by cultures.
- Collaboration and resilience development when working as part of a team to problem solve.
- Inter-personal skills needed for success and relationships are developed.

SCIENCE

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment;
- Consideration of the moral dilemmas that can result in scientific developments;
- Showing respect for differing opinions, on creation for example;
- Co-operation in practical activity;
- Raising awareness that scientific developments are the product of many different cultures.

COMPUTING

- Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world;
- Making clear the guidelines about the ethical use of the internet;
- Acknowledging advances in technology and appreciation for human achievement

GEOGRAPHY

- Opportunities for reflection on the creation, earth's origins, future and diversity are given;
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change;
- Studies of people and physical geography gives our children the chance to reflect on the social and cultural characteristics of society
- Moral obligation to consider impact of our choices.

PE

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

FRENCH

- Children may gain insights into the way of life, cultural traditions, moral and social developments of other people;
- Social Skills are developed through group activities and communications exercises.
- Listening skills are improved through oral/aural work.

The ARTs

- Art lessons develop children's aesthetic appreciation
- In turn Art evokes feelings of 'awe' and 'wonder';
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists and composers with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting.
- Exploring and expressing feelings.

DESIGN & TECHNOLOGY

- Reflection on products and inventions, the diversity of material and ways in which design can improve the quality of our lives;
- Awareness of the moral dilemmas created by technological advances;
- How different cultures have contributed to technology;
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

Spirituality within the Ethos of the Daily Life of the School

In Longnor CE 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.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that their reflections will be heard and taken seriously. They will be encouraged to reflect on these experiences using the quiet space allocated outside: the firepit circle is used as a quiet reflection zone for spirituality.

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 is 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

School prayer:

Dear God,

Please help us to be kind to ourselves and others.

Please help us spread hope and joy throughout the world.

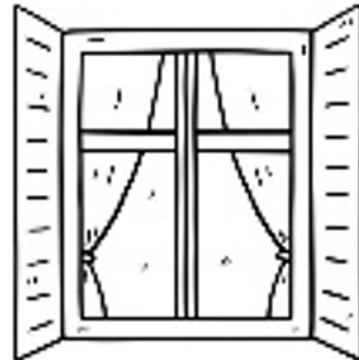
Thank you for trusting in us.

Amen

Book of Joy

Window moments:

- Opportunities for children to be aware of the world in new ways, looking out into the world.
- To wonder about life's 'WOWS. Things that are amazing.
- To think about life's 'OWS' that take us by surprise!
- Learning about life in all its fullness.



Book of Joy

Mirror moments:

- Opportunities to reflect on their experiences.
- Looking inside yourself.
- Consider life's big questions and reach for some possible answers.
- Learning from life by exploring our own insights and those of others.





Spirituality

Book of Joy

Door moments:

- Opportunities for children to respond.
- Moving onto a new path or situation.
- To do something creative to develop and apply our ideas.
- Learning to live out our beliefs and values.

