**HOLY TRINITY C of E SCHOOL**

**East Finchley**



**SPIRITUALITY POLICY v2**

Our vision is to create a family rooted in love for one another where children and adults can flourish and achieve their potential to reach their own spiritual, academic and personal goals.

 *“Love one another. As I have loved you, so you must love one another.”*

John 13: 34

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| **Sub Committee to review** | RE and Worship |
| **Governor Reviewer** |  |
| **Target Audience** | Staff, Parents and carers. Governors |
| **Curriculum / non curricular** | Curriculum |
| **New Policy or Review of existing policy.** | New |
| **Date of Submission** | November 2019 |
| **Date for Review** | November 2020 |
| **Reviewed** | Every 5 years |
| **Date ratified by Governors** |  November 2019 |

**Statement of Intent**

At Holy Trinity school spirituality is encapsulated in our school prayer. Through finding and nurturing a relationship with God we are able to reflect beyond ourselves and in doing so, serve others.

**Holy Trinity School Prayer**

Into your hands O Lord,

We give ourselves this day.

Be with us ‘til its close.

Help us to see that in doing our work,

We are doing your will.

And in serving others,

we are serving you.

Amen

At Holy Trinity C of E School we describe spirituality as:

 “**enabling us to become aware of God, one another, the world around us and ourselves through nurturing the inner life of the soul of a person, enabling and embracing their questions, doubts and wonders of existence.”**

**Aim**

Spiritual development is an important element of a child’s education and fundamental to all other areas of learning. Our aim therefore, is to: establish the right learning environment to enable the spiritual development of all pupils and their awareness of God through the following objectives:

**Awareness of One Another**

* Develop knowledge and understanding of the School’s core Christian values of: Koinonia, Forgiveness and Compassion and the Biblical teaching that underpins them;
* Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
* Develop an awareness of and respect for other people’s beliefs and faiths and the ability to articulate their own;
* Understand the value of difference and diversity through involvement with others.

**Awareness of the World Around Us**

* Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
* Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.
* Develop the ability to reflect upon experiences of awe, compassion, beauty etc.

**Awareness of Ourselves**

* Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
* Develop an appreciation of their uniqueness and value as a child made in the image of God;
* Develop strategies to build good mental health;
* Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
* Foster self-awareness and encourage pupils to make informed decisions;
* Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;
* Encourage curiosity, creativity and imagination.

**Teaching and Learning**

It is our belief that developing the inclination to question, providing opportunities to exercise imagination, insight and intuition, children are motivated to learn. In view of this, teaching styles are adopted which:

Spirituality is an inherent and interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. Through teaching and learning, the school pursues the aims and objectives by ensuring:

* The curriculum and all areas of our community life will be driven by the School’s Christian vision statement and associated values;
* Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life;
* Unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and celebrated by staff and children;
* Collective Worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
* A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;
* The school building and outdoor environment provides appropriate spaces for silence, stillness and prayer;
* That children’s spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits;
* The provision of opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
* Support for learning to live with success and failure for themselves and with others;
* That children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;
* That moral development is linked to spiritual development through strategies such as:
	+ Windows – giving children opportunities to become aware of the world in new ways, to wonder about life’s WOWs (thing which are amazing) and ‘OW”s’ (thing which bring us up short). In this children are learning about life in all its fullness.
	+ Mirrors – giving children opportunities to reflect on their experiences; to meditate on life’s big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.
	+ Doors – giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value. *(Taken from Salisbury Diocese Spirituality Policy – Derek Holloway/Andrew Rickett 2012).*
* Promotion of strategies for positive mental health by giving children opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing.

**Curriculum Areas**

Outlined below are some examples of the key ways in which spiritual development is nurtured and promoted within different curriculum areas

**Creative Arts**

* + Expression, interpretation and exploration of deep feelings and profound beliefs
	+ The arts as a means of expressing mood and feeling
	+ The effect of the arts on emotions and senses

**Design and Technology**

* Discovering how something works
* Perseverance to solve problems

**English**

* Empathy with authors and the characters in stories and plays
* Emotions and sentiments in writing and speech
* Imagining oneself as someone else
* Escaping into other worlds through literature

**Geography**

* Wonder at the diversity of environments and people
* Caring for our planet

**History**

* Empathy with people from other times in history

**Information Technology**

* The accessibility of knowledge and contact with other people worldwide

**Mathematics**

* Infinity
* Pattern and order
* The wonder of numbers, formulae and equations

**Physical Education**

* Pushing yourself to the limits
* Emotion in sport
* Personal limitation and failure

**Religious 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/questions of God
	+ The idea of mystery and questions with no clear answers
	+ Knowledge and understanding of spirituality from a number of world faith and world view perspectives

**Science**

* Wonder as the basis of science
* Birth, life, death and renewal
* The universe and beyond

**Monitoring and Evaluation**

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways:

* Observing and listening to children;
* Regular discussion at staff and governor meetings alongside the school’s Christian vision and values;
* Sharing of classroom work and practice;
* Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training;
* Evidence from pupils’ work, e.g. reflective diary, RE books, SMSC work, creative writing, art;
* Regular inclusion in the SEF;
* CPD opportunities and sharing examples of good practice with other schools.