The Ark Federation

PETERHOUSE

Spirituality Policy

Approval Date: 16.10.24
Date Adopted by GB: 16.10.24
Review Date: Sep 25
Person Responsible: RF

Tracked Changes (in blue)

Page	Section	Changes September 2023
5	Legal Requirements	Updated policy in line with SIAMS Framework September 2023 and Ofsted Handbook September 2023
6	Other Related Policies	Reviewed to reflect current practice in schools
	Appendix One	Added to add school's vocabulary spine for Spirituality (example provided but not ordered in age groups)
	Appendix Two	Added ways and words we use to articulate Spirituality

Spirituality in School

Our vision

St. Peter, after whom Peterhouse is named, was a close friend and follower of Jesus. Originally a fisherman, Peter's name means "rock" and Jesus told Peter that he would be the rock upon which the church (referring to all people who followed Jesus) would be built. Peter demonstrated trust in Jesus, even stepping out of a boat and onto water. But Peter also made mistakes. He sometimes misunderstood Jesus and famously said he did not even know him three times after Jesus had been arrested. Yet, after Jesus' resurrection, Peter was restored and appointed a leader in the early church.

Inspired by this story, it is our vision that Peterhouse Church of England Primary Academy will:

- Be a community built on **compassion**, offering safety and security for the families that we serve, much like St. Peter was the rock for the church.
- Meet the academic and spiritual needs of all learners through a curriculum that inspires children to be naturally curious about God's creation, building a sense of **belief** in themselves and others and God.
- Be a place where all can flourish, regardless of background or ability because, like St. Peter, everyone should experience **forgiveness** and have the opportunity of a fresh start.
- Empower children to take responsibility within their communities and have the **courage** to be advocates for change.

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school, and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

We aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions

- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

Our working definition of 'spirituality'

As a staff and governor team, we have agreed on a definition of spiritual development in our school community to support us as we talk about spirituality.

"The term spiritual and moral development needs to be seen as applying something fundamental in the human condition which is not necessarily experienced through the physical senses and /or expressed through everyday language. It has to do with relationships to other people and for believers, with God. It has to do with the universal search for individual identity – with our responses to challenging experiences, such as death, suffering, beauty and encounters with good and evil. It is to do with the search for meaning and purpose in life and for values by which to live." SCAA discussion paper

Legal requirements:

Section 78 of the Education Act 2002 states:
The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The new SIAMS Inspection Framework (September 2023) threads spirituality and spiritual development throughout each of the Inspection Questions (IQS). It features as the impact of collective worship – adults and pupils flourish spiritually, but also expects that spiritual development is planned within he taught and wider curriculum offer of the school. it continues to make those strong links between vision and spirituality. Expecting a schools theologically rooted Christian vision to shape what spirituality may look like in a school and provide direction for how it is planned and developed.

Spirituality and spiritual development are best placed and most impactful in school when it is not just left to chance. Relying on ad hoc spiritual encounters in the daily life of the school and thus the pupils and adults within it, will limit development over time. If does not fully support the Church of England's vision for education (2016) where the core desire, it to enable everyone to 'live life in all its fullness' (John 10.10).

The OFSTED School Inspection Handbook (September 2023) states inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual development alongside the school's provision for moral, social and cultural education. That 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.
Paragraph 322. 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

We support pupils in their spiritual development by:

- providing opportunities for spiritual development in collective worship
- providing opportunities for spiritual development in RE
- providing opportunities for spiritual development in the wider curriculum
- capturing opportunities for awe and wonder as they arise
- providing 'Sacred Spaces' in classrooms, public spaces, outside, and by using the church building, and through the 'Prayer Spaces in School' website
- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities

As a staff team:

- We have a staff understanding of spiritual development.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We revisit spirituality as an area for consideration in our staff meetings and offer training.
- Our governors monitor the impact of our spirituality focus through regular ethos focus agenda items in LGB meetings.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum. *Please see our diocesan webpage on spiritual development if you would like to download the guidance, resources and reading to a staff folder.*
- We ensure new staff are aware of our school policy on spiritual development.
- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors, Candle' approach.
- We aim to develop a variety of spiritual spaces both inside and outside the school building.
- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Andrew Rickett / Rebecca Nye).
- We use the 'Ricketts Grids' to support our understanding of progression in spiritual development in these four areas of Self, Others, Beauty and Beyond.
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We discuss spirituality with our church and others who can further support this thread.

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.

Other related policies:

Collective Worship

Religious Education
Teaching and Learning
Behaviour

Referenced reading:

Church of England Education Office (CEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)
https://www.bathandwells.org.uk/supporting-children/school-effectiveness/re-collective-worship-and-spirituality/spiritual-development/

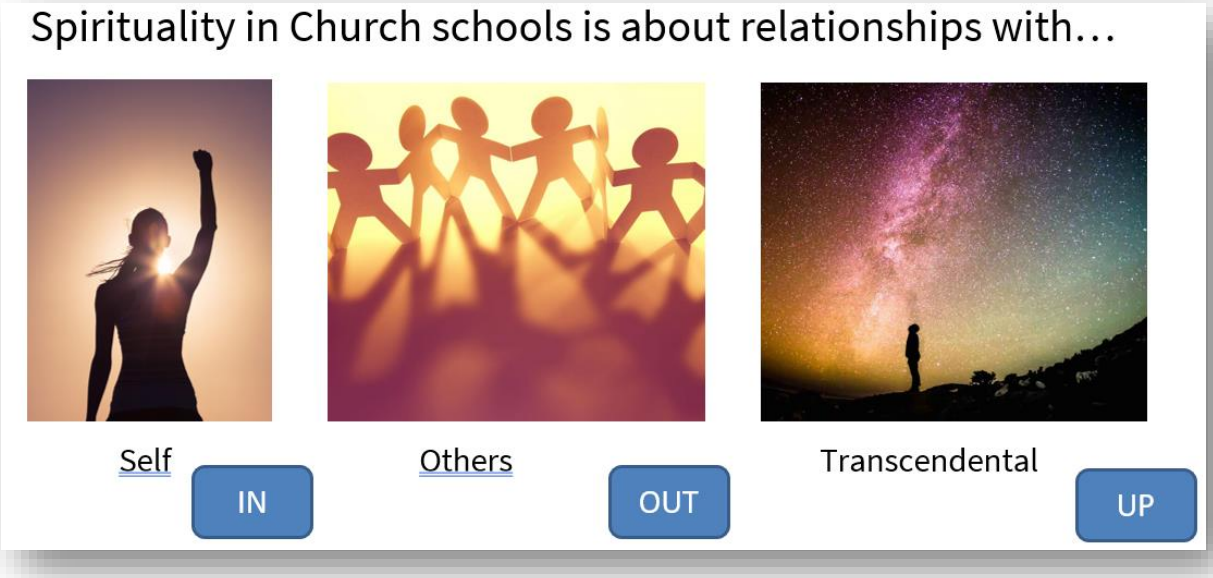
Appendix 1

Spirituality Vocabulary Spine

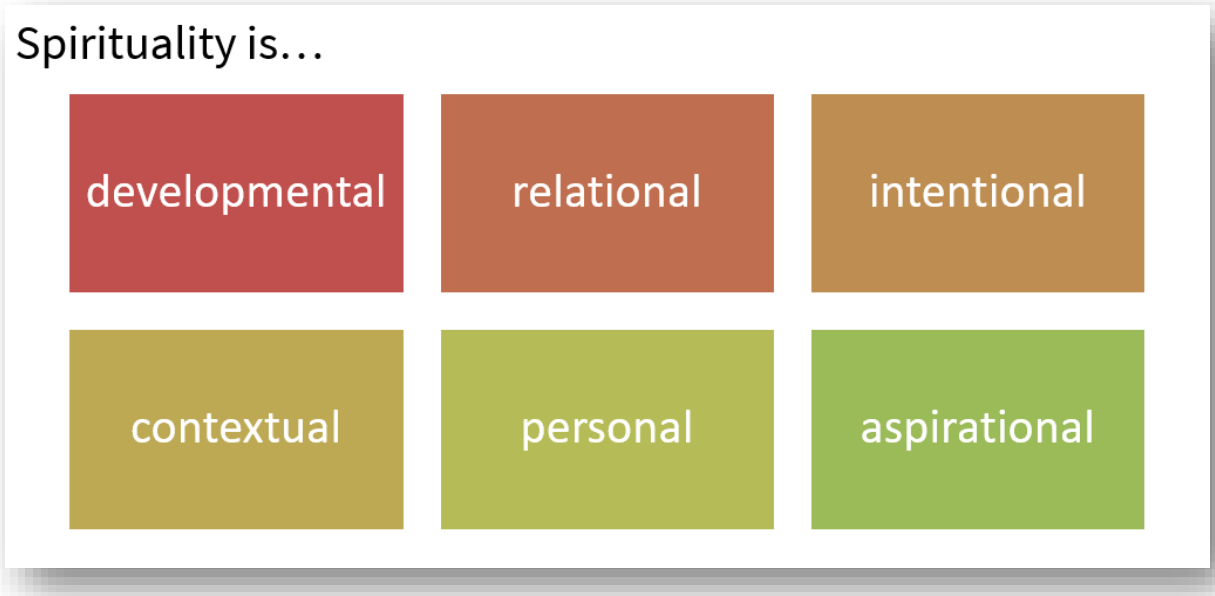
faith	think	prayer
compassion	me	kindness
strength	others	truth
courage	ideas	change
humility	questions	transform
love	response	embrace
care	transform	celebrate
reflect	hope	meditate
challenge	profound	eternal
spiritual	philosophical	listen
grace	attitude	joy
rejoice	nourish	nurture
inspire	aspire	dream
contemplate	absorb	grasp
heal	peace	calm
pause	enlighten	seek
forgive	repent	unify

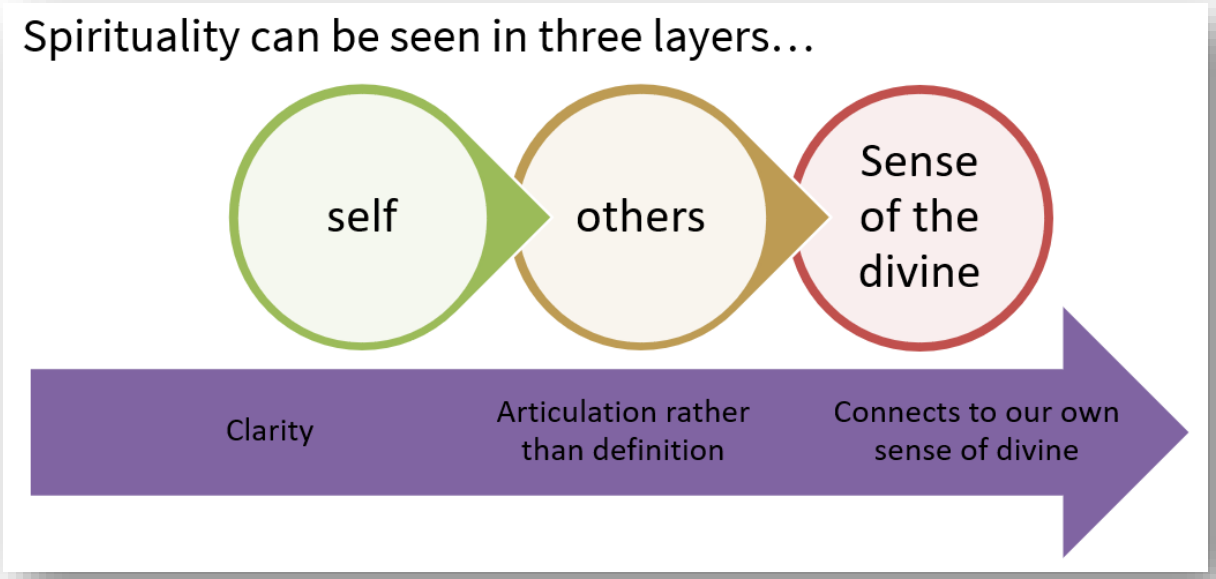
Appendix 2

Words and Ways we Articulate Spirituality in School






Spirituality is…
developmental
relational
intentional
contextual
personal
aspirational


Spirituality can be seen in three layers…
self
others
Sense of the divine
Clarity
Articulation rather than definition
Connects to our own sense of divine