

Developing Spirituality Policy 2025

Deddington CE Primary School



At Deddington CE Primary School, the spirituality of everyone in the school community is important. Spirituality is not the same as religious faith, but it is the bedrock on which faith is founded.

Our Christian vision:

At Deddington we create an inclusive, nurturing, caring community empowering each other to **let their light shine** through **INSPIRING** and supporting each other, **BELIEVING** in ourselves and others and **ACHIEVING** together.

Theologically rooted in: **Matthew 5 v14 and 16**

“You are the light of the world. A town built on a hill cannot be hidden. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

“Let your light shine - Inspire Believe Achieve.”

Our vision and values influence the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread running 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.

What is Spirituality?

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

Spirituality is about how we experience life and therefore how we live our own lives. It is also about our relationship with ourselves, others, the world and with faith. We believe it gives us the confidence to reflect, ask questions and challenge in many ways searching for meaning. It reminds us that we are all valued and all unique.

Spiritual development is shown by our:

- Beliefs, religious or otherwise, which inform our perspective on life and our interest in and respect for different people’s feelings and values.
- Sense of enjoyment and fascination in learning about ourselves, others and the world around us, including the intangible.
- Use of imagination and creativity in our learning.
- Willingness to reflect on our experiences.

What does Spirituality do for our children and adults?

To be in touch with our spiritual self means that we are self-aware. Inevitably, spirituality requires reflection, introspection, questioning and engagement with ideas.

If we can enhance our spiritual being then we can enhance our self-esteem, improve our empathy and relationships, allow ourselves to find our place in the world, to value others and ourselves. Beyond academic learning, we can support each to be founded, strong, meaningful and engaging citizens of the world who can bring greater value into our own lives and those of others.

We aim for all our children and adults to grow in Spirituality to:

- Be guided by our 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 ourselves, care for ourselves, believe in our potential to achieve, and find inner strength and resilience when facing challenges.
- Exercise imagination and creativity, appreciate the beauty in the world and be alive to experiences of awe and wonder
- Be intrigued by mystery
- Be comfortable with stillness and silence and open to engage in reflection, meditation and prayer
- Be ready to say sorry when mistakes are made, to forgive ourselves 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.

What does spirituality look like at Deddington CE Primary School?

Our staff provide opportunities for spiritual development in five main ways:

1. During Collective Worship
2. Religious Education Lessons
3. Across the wider curriculum
4. Pupil Leadership opportunities
5. Provision of spaces inside and outside of school (Prayer Spaces, visits to church, Quiet garden)

To help the school community understand our developing spirituality, staff explain it using clear language and symbols supported by Liz Mills 'Windows, Mirrors, Doors'. These symbols can be seen both inside and outside of the school.

<u>Windows, Mirrors and Doors</u> (Liz Mills)	
<p>Mirrors</p> 	<p>MIRRORS - SELF AND OTHERS</p> <p>Like looking in a mirror and reflecting... thinking about ourselves and 'how' we (and those around us) feel about things 'now'.</p>
<p>windows</p> 	<p>WINDOWS - WORLD AND BEAUTY</p> <p>Like looking through a window ... looking out into the world in new ways - noticing the 'Wows' and 'Ows'!</p> <p>Awe and wonder - the power of questions.</p>
<p>Doors</p> 	<p>DOORS - GO OUT AND DO!</p> <p>Like opening the door and stepping out ... responding to what you are coming to believe, behave, value and think.</p> <p>Consider performance and actions that you 'vow' to do with a 'pow!'.</p>

How do staff support pupils in their spiritual development?

- As a school, we have a culture which recognises the importance of spirituality to all, both children and adults.
- We ensure new staff are aware of our school policy on spiritual development
- We use models and language to support our own thinking about spirituality in our curriculum, worship and reflection time (Windows, Mirrors, Doors)
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We actively use the language we have agreed on with staff to nurture an awareness of its importance to well-being and development with the children.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, display and our website.
- Opportunities for Spirituality are planned throughout the wider curriculum across all subjects.

Spirituality across the Curriculum

The following table updated from the Diocese of Norwich publication *Spiritual, Moral, Social, Cultural Development: a Christian perspective* provides many examples of how to develop spirituality across different areas of the Curriculum.

<i>Subject</i>	<i>Opportunities</i>
<i>PE</i>	By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative . By being aware of one's own strengths and limitations.
<i>Computing</i>	By wondering at the power of the digital age e.g. use of the internet and social media. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.
<i>Drama</i>	By allowing for insight, self-expression and the chance to walk in someone else's shoes
<i>Design and Technology</i>	By enjoying and celebrating personal creativity. By reviewing and evaluating created things.
<i>Music</i>	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music being played as background. By considering how music makes one feel and can 'move us' deeply.
<i>Art and Design</i>	By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. Northern Lights.

	<p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality; ethical issues.</p> <p>By promoting the process of 'reviewing and evaluating'</p>
<i>PSHE/RSHE</i>	<p>By developing awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength. By valuing self as unique in the image of God. By cherishing relationships.</p>
<i>RE</i>	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. By asking and responding to questions of meaning and purpose.</p> <p>By considering questions about God and evaluating truth claims.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers as well as any relevance to their own life.</p>
<i>Geography</i>	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By making links with history when exploring the environment and speculating on why the landscape is as it is.</p> <p>By comparing their lives with pupils living in other countries or other parts of the UK, possibly through our worships with NO Outsiders, Fairtrade, Christian Aid focusses help with this.</p>
<i>History</i>	<p>By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066?</p> <p>By looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>By speculating about how we mark important events from history and the people who shaped them.</p>
<i>MFL</i>	<p>By exploring the beauty of languages from around the world.</p> <p>By exploring the way language is constructed.</p>
<i>Science</i>	<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p>

<i>Literacy</i>	<p>In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</p> <p>By appreciating the beauty of language.</p>
<i>Maths</i>	<p>By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends their day with how children in the UK spend their time.</p> <p>By considering pattern, order, symmetry and scale both man made and in the natural world.</p> <p>By appreciating the beauty of shape and space.</p>

