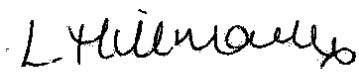





**IDE HILL PRIMARY SCHOOL
SPIRITUALITY POLICY**

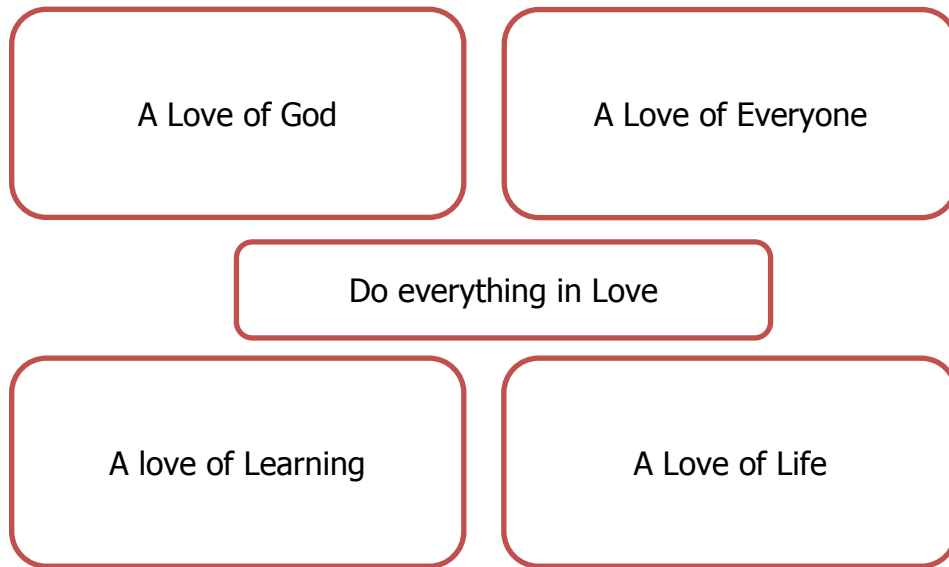
**REVIEWED: NOVEMBER 2022
REVIEW DATE: NOVEMBER 2026**

Signed by Louisa Hillman, Headteacher	
Signed by Anne Fletcher, Chair of Governors	

When reviewing and implementing this policy, staff, governors and stakeholders commit to linking policy aims and objectives to our vision:

“Do Everything in Love”

At Ide Hill Church of England Primary, we seek the 'abundant life' that Jesus promised (John 10:10) - pupils and staff flourish. From the tiny Saplings in Reception to the mighty Oaks of Year 6, children are nurtured through the learning and experiencing of respect, responsibility and love - and the greatest of these is love. Our vision is based upon 1 Corinthians 16:14. Our Key Values are: Respect, Love and Responsibility



Vision Statement

At Ide Hill School we seek the 'abundant life' that Jesus promised for all. Pupils, staff and families flourish within the caring community of our beautiful village. All are nurtured through the learning and experiencing of respect, responsibility and love, 'and the greatest of these is love.'

Introduction

At Ide Hill Church of England School our vision and ethos are rooted in the parable of the Good Samaritan in *Luke 10: 25- 37*.

Which of these three acted like a neighbour? The man answered "The one who was kind to him." Jesus said "Go then and do the same."

Through the parable, our school values are at the heart of our thoughts and deeds.

Respect *is the outworking of love in all our relationships. We develop our spirituality through our reverence for God, for the world and for others. Like the Good Samaritan, we believe that all have the capacity to reflect God's generous love through our words and actions, day by day. We learn to love ourselves and others, embracing everyone's uniqueness.*

Love *"We love because God first loved us" 1 John 4:19*

We learn to love by first receiving God's love through the love of others. We seek to reflect this love in our appreciation of God's creation and to be inquisitive. We learn to show kindness, gentleness and patience to others and to ourselves. (Galatians 5:22). Love is the power to show compassion and to forgive. Love lies at the heart of our school.

Live

Our

Vision

Everyday

Responsibility: *The Good Samaritan refused to pass by on the other side. His heart was "filled with pity" and "he took care of the man." He showed love and respect for his neighbour by taking responsibility. At Ide Hill School we take responsibility for ourselves and for others in all our learning, through relationships with the wider community, in word and action.*

"Do everything in love." 1 Corinthians 16:14

Ide Hill CE School is a Silver Rights Respecting school. We ensure that all members of our school community are aware of the UN convention for the rights of the child. Article 28 states: *Every child has the right to an education*. This policy supports children's entitlement to this right. Article 3 states: *The best interests of the child must be top priority in all decisions and actions that affect children*. This policy has been written in the best interests of the children.

All areas of the curriculum and aspects of school life contribute to pupils' spiritual development. Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone, and is not dependant on a religious affiliation. At Ide Hill CE School we describe spirituality as

Spirituality is a personal journey for each of us. It is a journey which enables us to develop an awareness and connection with God, with one another, with the world around us and with ourselves. It nurtures our very being. Through reflection, questioning and our relational experiences, we can experience life in all its fullness. Our spirit is seen in our acts of love, courage and perseverance, in dealing with both setbacks and praise, in endeavour and enquiry. Through developing our own spirituality we are able to find our own identity and our place in the world.

We aim is to establish the right learning environment to enable the spiritual development of all pupils through the following objectives;

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- Develop an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own;
- Develop an appreciation of what it means to be a part of an active community and to use their gifts in service of their local and wider community.
- Develop strategies to build good mental health (see wellbeing policy);
- Foster self-awareness and encourage pupils to make informed decisions;
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;
- Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- Understand the value of difference and diversity through involvement with others;
- Encourage curiosity, creativity and imagination;
- Develop the ability to reflect upon experiences of awe, compassion, beauty etc.
- Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

These objectives will enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of Christian faith.

Teaching and learning

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/or 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 the outstanding RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives;
- 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;
- Promotion of strategies for positive mental health and wellbeing.
- That moral development is linked to spiritual development through opportunities for 'windows, mirrors and doors'

Windows



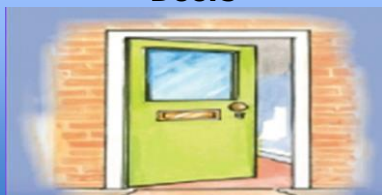
Windows give children opportunities to become aware of the world in new ways, to wonder about life's "wows" (things that fill us with awe and wonder) and "ows" (things that bring us up short). Through these moments, children are learning **about** life in all its fullness.

Mirrors



Mirrors give children opportunities to reflect on their experiences; to mediate on life's big questions and to consider some possible answers. In this, they are learning **from** life by exploring their own insight, perspectives and those of others.

Doors



Doors give 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.

Approaches

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning by:

- Seeking to foster spiritual capacities, e.g. imagination, insight and empathy;
- Allowing children the security and opportunity to explore and express feelings and emotions and to celebrate diversity;
- Providing opportunities for prayer including silence and stillness;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop relationships based on the school's Christian vision and associated values;
- Enabling children to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today;
- Providing an environment that promotes space to reflect, think and wonder.

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.