



Bournebrook C. OF E. Primary School **Spirituality Policy**

Introduction

Bournebrook Primary School is a voluntary controlled school with a Church of England foundation. Our Aims Statement identifies the importance we place on the Christian Foundation and ethos of our school.

‘Spiritual development is part of our whole development as human beings. It is a vital part of us becoming fully human. As such, it involves exercising and valuing all our capacities, ‘body, mind and spirit’; our imaginations, our emotions, our moral and social sensitivities, our intellects.

We aim to contribute to the development of the whole child through:

- Helping them to value and respect themselves, each other, the community of which they are a part and the world in which they live
- Helping them to examine, develop and live out their own faith/life view in response to the experiences and insights which they meet every day.’

(E. Bebbidge 1997)

The policy outlines the purpose, nature and management of spiritual development in our school, which places the child at the centre of all we do.

The policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff and governor discussion. Parents have the opportunity to contribute to the review and children have identified opportunities for prayer and reflection in school.

This policy should be viewed in conjunction with the policies on: Collective Worship, Religious Education, PSHE, Equality and Positive Behaviour and Personal Safety.

At Bournebrook Church of England Primary School the focus of Spiritual development throughout the curriculum includes:

- Beliefs the development of personal beliefs including religious beliefs, an appreciation that a person’s beliefs determine the way they live their lives.
- Sense of awe, wonder and mystery being inspired by the natural world of human achievement and the belief in a divine being.

- Search for meaning and purpose ... reflecting on the origins and purpose of life, responding to the challenges of life.
- Relationships ... valuing the worth of each individual, sense of community, relationship with others.
- Creativity ... expression of innermost thoughts and feelings through art, music, writing, literature and crafts.
- Feelings and emotions ... moved by beauty and kindness, hurt by injustice, need to control emotions and feelings and show them appropriately.

Each classroom has a focus area for the development of spirituality which is changed every half term.

Entitlement

All pupils are provided with knowledge and insight into values and religious beliefs and with opportunities to reflect on their experiences in order to develop self knowledge and spiritual awareness.

At Bournebrook, children are offered the opportunities to:

- reflect on the importance of a system of personal belief
- recognize the place that a Christian, or other, faith has in the lives of people
- develop a sense of awe, curiosity and mystery
- be creative, questioning and imaginative within a broad Christian framework which recognizes the importance of personal values and respect for the beliefs of others
- develop their own personal Christian (or other) faith

Implementation

Spiritual Development may occur at any time of the day and at any place. All aspects of the curriculum allow the children to develop their spirituality to some degree. However, specific opportunities within the school day can be identified where spiritual development is the focus of the activity e.g. Collective Worship, RE lessons, aspect of Science, Music and Art and PSHE.

Teachers ensure that opportunities for spiritual development are planned for, but also recognize that frequently the deepest spiritual insight comes from spontaneous responses.

Teachers will aim to:

- provide opportunities for reflection, silence and quiet times
- encourage pupils to be creative and imaginative
- foster a sense of respect for self and others
- explore what commitment means
- create an atmosphere which enables pupils and staff to speak freely and reflect about beliefs
- explore symbolism and imagery

- create opportunities for exploring spirituality across all Faiths through visits and visitors.

Opportunities for Spiritual Development

All children will be given opportunities to express themselves through discussion, drama and variety of written forms, art and music.

Young children are naturally curious and in awe of the world around them. Personal and social development focuses on the increasing responsibility for self awareness of others and developing social relationships. Opportunities for Spiritual Development frequently arise out of the children's own experience as well as planned opportunities across the curriculum.

Equal Opportunities

The nature of Spiritual Development means that all children can develop spiritually regardless of faith, gender, ethnic or cultural origins or differing needs

All children will be given the same opportunities to develop their own spirituality and will respond in many ways that are appropriate for them.

Resources

Resources in all curriculum areas may provide the starting point for opportunities for Spiritual Development. Ideally children should experience a range including music, art by known and unknown artists, sculpture, poetry, drama etc.

A range of books supporting collective worship and spiritual development are available for staff in the staff room, resource room and hall.

Our churches are also an important resource for spiritual development.

Parents

Parents/Carers have an important role to play in the spiritual development of their children both at home and in the support they give to the school. They are welcomed at our weekly Celebration Assembly and there are opportunities throughout the year for parents, pupils and staff to worship together at Corley and Fillongley Churches.

Co-ordinators: Alison Patchett and Lynette Farrar
Governor: Rev. Ian Kennedy

Review Date: Spring Term 2017

Ratification by Governors:

Next Review Date: Spring Term 2020