

# Clipston Endowed VC Primary School

## Spirituality Policy



## Spirituality Policy

**Be Kind ~ Be Your Best ~ Be Happy**

Presented to and approved by the Governing Body: Autumn 2024

To be reviewed – Autumn 2026

Signed .....  
Mrs Sarah McElroy - Chair of Governors

## **Clipston Primary School's Mission, Ethos and Aims**

### **Our Mission**

Be Kind ~ Be Your Best ~ Be Happy

### **Ethos**

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a rounded, connected and coherent education of the highest quality.

We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The school lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the experiences it offers to all its pupils.

### **Aims**

The school's aim, through its Christian ethos, is the creation of a safe, happy learning environment, which supports all children on their journey towards becoming:

- Successful engaged learners, who enjoy learning, who are knowledgeable and skilled, and who make progress and achieve their best;
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future;
- Responsible, happy citizens of the world who have the capacity to make positive contributions to society.

**“Do to others as you would have them do unto you” Luke 6:31**

To achieve these aims, staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

### **The Policy**

Spirituality is a powerful force that determines what we are, and our self-understanding. It forms the basis for successful relationships, and shapes our behaviour and outlook on life, others and the world.

Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences, which are of enduring worth.

At Clipston Endowed VC Primary School the spiritual dimension is expressed through our strong Christian faith, and the recognition of the spiritual nature of mankind.

Our ethos enables and encourages all children to grow and flourish spiritually.

## **Aims for Spirituality**

It is our aim that the children's individual spiritual development is fostered as an integral element of the range of learning opportunities and experiences they encounter as part of the curriculum, and that it permeates all strands of school life. At Clipston we aim:

- To foster the spiritual development of each child, regardless of age, gender, ability or cultural background.
- To foster self-awareness and promote a feeling of self-worth.
- To support the development a set of values to live by every day.
- To develop positive human qualities.
- To develop respect and empathy for other people and their beliefs.
- To foster a respect for different people's feelings.
- To enable the children to value the non-material dimension of life.
- To foster reflection and stillness.
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world.
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.
- To share stories and legends and respond to festivals, rituals and symbols, particularly those from a Christian tradition.

## **Developing Spirituality**

Spiritual development is an important element of a child's education and fundamental to all other areas of learning.

Natural curiosity, the inclination to question, and imagination, insight and intuition are motivators to learning. At Clipston, we:

- Value the children's questions and give them space for their own thoughts, ideas and concerns.
- Enable the children to make connections.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', 'what?' and 'where?' as well as 'Wow!'

## Spirituality within the Curriculum

Spirituality is not taught, but is an inherent interwoven aspect of school life and it is nurtured and promoted as part of the curriculum.

The following opportunities are an integral part of the school's curriculum:

- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them as an integral part of the school's practice.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen with discernment – grasping, comprehending and commenting on the obscure.
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts.
- To explore and develop what generates 'Wow' moment for themselves and others.
- To understand human feelings and emotions, the way they impact on people.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in a wide range of learning opportunities that enable them to question, reflect and respond, and consider their own values, beliefs and feelings and those of others.

## Spiritual Development across the Curriculum

*At Clipston, Spirituality is defined as “a powerful force that determines what and who we are, and our understanding of what it means to be human”.*

**In order to facilitate spiritual development, the organisation of the school and the environment for learning are such that:**

- Everyone involved in the life of the school is valued,
- Policies and ensuing practices are clearly seen to reflect the worth of individuals,
- Behaviour policies and practices are collectively arrived at and discussed regularly,
- All adults recognise the need to set good examples of mutual respect and considerate behaviour,
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff,
- The atmosphere of the school welcomes differences in beliefs and values of those of all faiths and none and invites everyone to belong,
- The achievements, successes and efforts of everyone are recognised and celebrated.

### **Opportunities for promoting Spiritual Development across each subject**

**In Physical Education:**

- Being a team member,
- Pushing yourself to the limits,
- Extremes of skill, endurance and achievement,
- Emotion in sport,
- Personal limitation and failure,
- Appreciation of perfection,
- Sportsmanship.

**In Design and Technology:**

- Discovering how something works,
- Appreciating genius,
- Beauty and wonder in design,
- Perseverance to solve problems,
- Personal achievement,
- Learning from others and nature.

**In English:**

- Empathy with authors and the characters in stories and plays,
- The appreciation of beauty in language and oracy,
- Emotions and sentiments in writing and speech,
- The values of great works and poetry,
- Heroes and heroines in literature,

- Imagining oneself as someone else,
- Escaping into other worlds through literature,
- The element of wonder in literature.

#### **In Maths:**

- Infinity and nothing,
- Pattern and order,
- Shape and regularity,
- Truth, certainty and likelihood,
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

#### **In Science:**

- Wonder as the basis of Science,
- Questions of beginning, creation and evolution,
- Discovering the limits of experimentation,
- Birth, life, death and renewal (chicks hatching, lambs being born, tadpoles becoming frogs, caterpillars becoming butterflies),
- The universe and beyond,
- Regularity and order in science,
- Beliefs in science and the faith of scientists,
- The impact of scientific achievements.

#### **In Computing:**

- The wonder of worldwide instant communication,
- The fascination of the vastness of the world vs “it’s a small world”,
- The speed of the growth of knowledge,
- The accessibility of knowledge and contact with other people worldwide.

#### **In the Creative Arts (Art, Music, Drama and Dance):**

- The work of creative artists from a variety of times and places,
- Beauty, truth and goodness,
- Expressing, interpreting and exploring deep feelings and profound beliefs,
- Artistic creativity,
- The effects of the arts on emotions and senses,
- The arts as means of expressing mood,
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms,
- Effects on the emotions and senses,
- Personal response and preference,
- Mood, Skill, Pattern.

**In Geography:**

- Wonder at the diversity of environments and people,
- Questions about the care of the environment,
- The beliefs behind particular causes and campaigns,
- World (economic) development,
- Land formation,
- Empathy with people from other parts of the world.

**In History:**

- Being in touch with past people, things and ideas,
- Being part of the chronology of history, including at Clipston,
- Handling artefacts,
- Influential events and people,
- The commitment of significant people in history,
- War and peace,
- Interpretation in history and the cause and impact of events,
- The nature and importance of invention and exploration,
- Empathy with people from other times in history.

**In 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,
- Forms of worship,
- Use of music, art and drama to express beliefs, feelings and emotions,
- The variety of beliefs, celebrations and rituals,
- Ideas of commitment and belonging to groups and institutions,
- The idea of mystery and questions with no clear answers.

**In Worship Assembly:**

- Opportunities for reflection and response are planned into worship,
- Stillness,
- Personal and collective beliefs are respected,
- Sharing and celebrating common beliefs,
- Celebrating success,
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.,
- Common activities such as singing, listening, laughing, praying, reflecting on a theme,
- Remembering and celebrating the lives of people of spiritual significance,
- Emphasising common purpose and values,
- Experiencing emotions,
- Wonder and awe of the wider world, events, thoughts and ideas.

**In addition, as part of the curriculum, the children have opportunities:**

- To visit places of beauty, interest and challenge, including our Mother Church, Peterborough Cathedral and religious buildings of other faiths, such as the Central Mosque in Leicester,
- To visit our parish church on a regular basis for worship e.g. Harvest, Christmas, Easter and to learn about the church itself,
- To admire and wonder at the natural environment and human creative efforts,
- To work out personal relationships in unusual and challenging situations,
- To engage in charity-based activities which have direct meaning to us,
- To participate in a wide range of events and activities, involving a range of outside agencies - coaches, musicians, creatives, theatre, large venues etc.,
- To experience community cohesion links at a local, national and global level.



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