



# Lady Boswell's C.E. (Aided) Primary School

*Learning Together, Learning  
for Life*

## SPIRITUALITY DEVELOPMENT POLICY

**DATE OF POLICY- SEPTEMBER 2024**

**DATE OF NEXT REVIEW - MAY 2027**

**POLICY TO BE AUTHORISED BY- HT**

**POLICY APPROVED**

**AUTHOR OF POLICY- Sharon Saunders**

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

**As a result, our children will:**

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

## **CONTEXT**

This policy is written within the context of our Christian School but we acknowledge and believe that spirituality should be developed among every member of our school community, regardless of faith.

Lady Boswell's always considers how pupils and adults best relate to God and we provide opportunities for them to connect with God in ways that are appropriate for them. However, we believe that spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone; it is not dependent on a religious affiliation. Our spirituality policy outlines our commitment to nurturing the spiritual well-being of all members of our school community and provides guidance on how we integrate spiritual development into our curriculum, collective worship and wider school life.

## **DEFINITION OF SPIRITUALITY:**

At Lady Boswell's Primary School, we seek to nurture the spirituality of our whole community and develop everyone's innate sense of curiosity, awe and wonder. We believe that spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone; it is not dependent on a religious affiliation.

We recognise that all areas of the curriculum may contribute to pupils' spiritual development. We therefore ensure that opportunities exist across the curriculum which enable pupils to develop curiosity through questioning; helping them explore and articulate spiritual and ethical issues. Our pupils value learning and enjoy questioning, listening and responding creatively across a range of subjects. Teachers are encouraged to make the most of questions raised by the pupils and opportunities that occur spontaneously throughout the day.

Spirituality is primarily about relationships. It is about understanding the internal relationship within ourselves, and external relationships with one other and from a Christian perspective with God. To enable spiritual development to flourish, firstly an appropriate environment for nurturing relationships must be created. Secondly that we need to be aware that everyone has different ways of relating to one another and, for Christians, to God.

## **AIMS**

### **AIMS and INTENT**

In order to foster spiritual development at Lady Boswell's, in line with our Christian ethos, vision and values, we seek to provide all children with opportunities to develop:

- an appreciation of their uniqueness and value as a child made in the image of God
- the skills and language required to enable them to reflect upon the big questions and mysteries of life
- the capacity to make sense of their own feelings and emotions in response to both the joys and the disappointments of life, enabling them to flourish mentally and spiritually
- an awareness of, and respect for, other peoples' beliefs and faiths along with the ability to articulate their own
- an appreciation of what it means to form meaningful relationships, to grow in empathy and compassion, and develop a desire to use their gifts and abilities in the service of others and the wider community, **as taught by Jesus in the parable of the Good Samaritan**
- the ability to reflect upon experiences of beauty, awe and wonder, so that they learn to value the natural world and foster a commitment to care for creation
- curiosity, creativity and imagination, along with the ability to make informed decisions.

## **INTENT:**

- To encourage students to develop skills such as reflection to enhance their spiritual well-being and resilience
- To create a nurturing and inclusive environment where all members of the school community feel valued, respected, and supported in their spiritual journey
- To provide opportunities for students to explore and express their spiritual beliefs, values, and experiences in a safe and respectful manner
- To integrate spiritual development into the curriculum through cross-curricular activities, collective worship, and reflective practices
- To promote understanding and respect for different religious and philosophical traditions, fostering a culture of tolerance, diversity, and inclusivity

## **IMPLEMENTATION:**

### **The Importance of Relationships**

Spiritual development will be embedded throughout the curriculum, with opportunities for reflection, discussion, and exploration in subjects such as PSHE, RE, art, music, and literature. Regular assemblies and collective worship sessions will provide opportunities for students to reflect on themes related to spirituality, moral values, and personal growth. The school environment will be conducive to spiritual well-being, with designated quiet spaces, reflection areas, and displays celebrating diversity and inclusion.

## **OUR PROVISION FOR SPIRITUAL DEVELOPMENT INCLUDES:**

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Nurturing a sense of interest and enjoyment in discovering more about their own identity and the identity of those around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences
- Developing pupil's knowledge of, and respect for, different people's faiths, feelings and values
- Encouraging creativity across the curriculum and ensuring pupils have opportunities to encounter the spiritual dimension of life

## **A FRAMEWORK FOR SPIRITUALITY**

Our framework for spirituality is based on four intertwining aspects, **SELF, OTHERS, BEAUTY AND BEYOND** with a connecting concept of **RELATIONSHIPS** that bind the aspects together and what connects them is **LOVE**.

SELF	OTHERS	BEAUTY	BEYOND
<p>We recognise that all human beings are capable of spiritual growth. Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.</p>	<p>Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.</p>	<p>Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.</p>	<p>Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things and how this impacts on their lives and shapes the way in which they live.</p>

Where we are and who we mix with everyday affects not only how we see ourselves but also how we see others, our place in the world and our own sense of spiritual identity. It happens most powerfully and tangibly in and through our relationships as we experience the love of others. Through this we learn to love and care for ourselves and others and our world. Having healthy, loving relationships is vital for our whole development in order that we as individuals and as a society can thrive.

## WINDOWS, MIRRORS AND DOORS



At Lady Boswell's, we help children understand their developing spirituality using the symbolic language of windows, mirrors and doors: These are used in RE, for example, as a means of reflecting upon what they have just learned.

**WINDOWS** are for looking out onto the world and becoming aware of its wonders. Our whole curriculum and life itself are full of opportunities to recognise this sensitively.

**MIRRORS** are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other's responses. At Lady Boswell's, we ensure there is time for individual and group reflection and sharing of perspectives.

**DOORS** are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response. This can simply be done through a change in attitude or behaviour or thinking; it can also be expressed powerfully through music, art, drama or dance, and our children are encouraged to demonstrate it through a variety of different forms of social action (e.g. World Earth day activities) or through specific acts of charity and giving.

## THE IMPORTANCE OF SPIRITUAL STYLES

We encourage our children to express their spirituality in a range of different ways and to encourage a respectful understanding and an equal valuing of all these styles. According to Csinos, there are four key 'spiritual styles':

**WORDS:** some find spiritual expression and understanding best through words, through loving the structure and clarity that well-crafted words can offer

**EMOTIONS:** others find the freedom of spontaneous emotional expression empowering and enabling

**SYMBOLS:** others are captured by the simple but multi-layered depth and mystery of symbols

**ACTIONS:** others find themselves most naturally energised by the practical everyday expression of faith in actions

What is vital to note is that all of these 'styles' can, and indeed should, be seen as equally valuable and potentially enriching.

### **SPIRITUALITY IN RELIGIOUS EDUCATION**

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides our school's approach to RE and spirituality. Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of **WOWS, OWS AND NOWS** where appropriate. For further details, please refer to Lady Boswell's Religious Education Policy and The Church of England's Statement of Entitlement.

### **SPIRITUALITY IN COLLECTIVE WORSHIP**

Collective Worship is the beating heart of Lady Boswell's School. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (now moments) which are often linked to invitations to pray.

Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

We provide and plan for a wide range of opportunities for children to develop spiritually through Worship including: whole school, whole site and class services.

Opportunities to reflect on the **WOWS** of life such as the beauty and joy of the world are given, as well as time to reflect and empathise with the **OW** moments of disappointment or pain and the **NOWS** of personal reflection. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way, pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in our school is invitational, inspirational and inclusive.

### **SPIRITUALITY WITHIN THE CURRICULUM**

We believe that spiritual development may not be synonymous with Religious Education and Collective Worship and can be explored through many different curriculum areas.

We aim to develop:-

**SPIRITUAL CAPACITIES** in our children - which include children's 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

We provide and plan for a wide range of opportunities for children to develop spiritually in all areas of the curriculum. In particular through Religious Education, English, Maths, P.S.H.E., Science, Humanities, Art and Music.

We also promote spiritual development opportunities through our wider curriculum, for example: during our themed weeks such as 'Science Week'; 'Say no to Bullying Week'; 'Book Week', 'Forest School' and through other extra-curricular activities such as the school drama productions.

We provide areas for quiet reflection in school and in the outdoor environment.

We provide many opportunities for prayer, including silence and stillness

We provide many 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

Our 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

We promote strategies for positive mental health and wellbeing.

**Within our school we ensure that children and adults are given opportunities to engage in and with:-**

**Physical Spaces** – We have a spiritual garden, for children and staff to be quiet and pray if they wish to.

**Reflection areas** – interactive prayer corners are in every classroom and in the hall for all to use.

**Subject or curriculum spaces- Children are** given time for reflection in lessons and we encourage children to grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society. For example, in RE the 'Big questions' enquiry-based curriculum gives space for personal reflection and the opportunity to ask and discuss 'big questions'.

**Spiritual spaces** – We encourage our children to develop a positive sense of self and well-being; and encourage them to take time to reflect; enabling them to be confident to make the right choices and keep themselves safe in an ever-changing society, especially in our RE, PHSE and RSE curriculum,

**Relational space** – At Lady Boswell’s we have many systems and procedures that enable children to develop their spirituality and deepen their relationship and responsibility for each other. For example, our peacemakers’ buddies, behaviour policy,

**Relationships developed over time** – throughout their time in school from Year R to 6, with the church, who lead worship at least weekly and through forging close relationships between school and home throughout the child’s journey at Lady Boswell’s.

**Prayer space**- children at our school have opportunities for daily prayers, to participate in prayer day and class led worship linked to key Christian church festivals and through annual events such as the Advent kindness calendar.

#### **REVIEW AND EVALUATION:**

This spirituality policy will be reviewed every three years by the school leadership team in consultation with staff, students, parents/carers, and governors. Feedback and suggestions for improvement will be welcomed and incorporated into future revisions of the policy. Regular monitoring and evaluation will ensure that the objectives outlined in this policy are effectively implemented and that the spiritual well-being of our school community remains a priority.

Underpinning research

<https://ldbs.co.uk/wp-content/uploads/2019/11/2019-Spiritual-Development-Interpretations-of-spiritual-developments-in-the-classroom.pdf>

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## APPENDIX 1

### Underpinning pedagogy to this policy.

- A. The language of Christian spirituality begins from an understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Christians would view this as an opportunity to relate to the Divine Creator God.
  
- B. Based on the work by **Garry Thomas on 'Sacred Pathways,'** we ensure that we use natural objects such as stones and water in reflection and prayers. We have an outside spiritual garden and prayer day activities include praying outdoors and in nature. For those children who are moved by the senses we include music, candles and art etc. For more traditionalists, we incorporate rituals such as openings and closings, including the Grace into all governor meetings and in collective worship. Our collective worship follows the Gather, Engage, Respond and Send model and we mark the church seasonal colours. For those who value solitude and simplicity, we involve our children in the act of giving, fundraising, Advent and Lent kindness calendars, prayer days and prayer walks, and reflection and prayer corners in each class. Children are given many opportunities to write and say prayers; we use Primary Picture News to help pupils make connections between biblical teachings and the world around them.
  
- C. **KINTSUGI, THE JAPANESE ART OF MENDING BROKEN CERAMICS**

Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **WOWS** of life.

Cracks may happen when something challenging happens and threatens the comfort of every day – the **OWS** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **NOWS** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical every day.

In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the **WOWS, OWS AND NOWS** of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.

## APPENDIX 2

There are many aspects to spiritual development, including, but not limited to:

1. **BELIEFS** – The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity
2. **A SENSE OF AWE AND WONDER** – being inspired by the natural world, mystery, or human achievement Experiencing feelings of transcendence – Feelings which may give rise to belief

in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday EXPERIENCE

3. **SEARCH FOR MEANING AND PURPOSE** – Asking 'why me?' at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.
4. **SELF-KNOWLEDGE** – An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self respect.
5. **RELATIONSHIPS** – Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.
6. **CREATIVITY** – Expressing innermost thoughts and feelings; exercising the imagination, inspiration, intuition and insight.
7. **FEELINGS AND EMOTIONS** – The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use feelings as a source of growth.

### APPENDIX 3

Categories of spirituality	Meaning	Suggested activities
Awareness-sensing	Paying attention to, being aware of, one's awareness	Stilling, meditation and contemplation
Here-and-now	The ability to be 'in the moment'	Meditation exercises focusing on the breath
Tuning	An intense feeling of connection or belonging	Listening to evocative music, viewing a beautiful image
Flow	Getting caught up in an activity, where the experience transcends the physical	Opportunities for pupils to become engrossed in an activity
Focusing	Getting in touch with the felt-sense of reality	'Grounding' activities, e.g. getting in touch with bodily feelings
Mystery-sensing	Seeing patterns in the world; becoming aware of transcendence	Asking big questions
Wonder and awe	Sensing our smallness in the vastness of the universe; a profound feeling of amazement	Creating 'wow' moments through sensual stimulation
Imagination	Transcending the ordinary through thoughts that go beyond the obvious	Telling stories; exploring symbolic meanings, myths and archetypes
Value-sensing	Awareness of the significance and importance of truth, principles, justice, fairness	Discussing ethical dilemmas

Delight and despair	Sensing the emotional impact of experiences	Exploring issues related to the environment, poverty, human kindness, spiritual enlightenment
Ultimate goodness	Trusting in goodness and love	Exploring examples of compassion, altruism and agape
Meaning	Awareness of a deeper, transcendent meaning	Exploring issues of identity and purpose