

# Spirituality Policy

## bridging RE, collective worship and the school's values and ethos and seeing spirituality across the curriculum and school life

*'Learning, sharing and growing under God'*

At Curzon School spiritual development is recognised as an important part of pupils' personal development. It enables pupils to look at themselves, their relationships with others, at the wider world and equips them to face the challenges and opportunities of life. All areas of the curriculum can be embraced to contribute to spiritual development.

### A. What is 'spirituality'?

As a church school, the development of spirituality is firmly rooted in Christianity.

1. Christian spirituality is about knowing and relating to God through his son Jesus. At the heart of Christian Spirituality is God's love and grace, demonstrated by the life, death and resurrection of His son Jesus.
2. Christian spirituality is sometimes thought to be about being a "better person". However Christians, with the help of the Holy Spirit, seek to live good lives in grateful response to God's grace and love as demonstrated in the life and death of Jesus.
3. The following are important aspects of Christian spirituality:
  - a. Spirituality and the human spirit: the Bible speaks of a person having a spirit whose activity includes emotion and feeling as well as thinking, deciding, knowing and perceiving. Spirituality is therefore concerned with both the intellectual and the emotional aspects of life.
  - b. Spirituality and the body: The Bible speaks of humans as having both a spirit and body. Spiritual development therefore involves not just the intellect and emotions but entails development in the way a Christian acts/behaves and uses his or her body.
  - c. Spirituality and relationships: Humans were created for relationship with God and with other humans and therefore "spirituality" is primarily about right relationships.

### B. Aims

As a church school, rooted in Christian Spirituality and the teaching of the bible, Curzon aims to give the children the opportunity to explore and develop their spirituality.

### C. Developing Spirituality

The school aims to help the children understand Christian Spirituality and to develop their spirituality by giving them the opportunity...

- to know and relate to God:
  - to get to know God and understand his plan for salvation through Jesus in the Bible (as set out in the [Core Concepts](#) of Understanding Christianity)

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- to understand what it is to have a personal relationship with God whose attributes include (but are not limited to) love, grace, mercy, compassion, righteousness, justice and holiness.
- to develop an understanding of the Bible as God's Word
- to develop a sense that there is more to life than 'meets the eye', more than a physical or material existence and develop a capacity for open-mindedness and the ability to search for deeper meanings
- to develop good and rewarding relationships with others:
  - based on Jesus' teaching and example of self-sacrifice, grace, love, generosity and forgiveness
  - appreciating them and actively seeking a sense of community and unity
  - developing a concern and compassion for the poor, lonely, suffering and disadvantaged wherever they meet them
- to pray, praise and reach out to God
  - by moments of stillness and quiet, developing a sense of awe, wonder, thankfulness, mystery and joy in the miracle of God's creation, life and the world around us.
  - by times of prayer both individually and collectively
- to learn to deal with hard times
  - being able to face difficult or distressing matters such as life and death, suffering, grief and loss in the context of loving Christian teaching, care and support
  - being resilient as a result of developing a realistic view of human nature and the fallen world in which we live and learning how to cope with and move on from failure, disappointment and hard times.
  - develop an inner peace which comes with being aware of God's grace and love for them
- to consider the big issues of life:
  - providing good opportunities to reflect upon these, develop ability to enquire and discuss with deepening levels of wisdom in their search for meaning and purpose

#### **D. Opportunities for the development of spirituality**

In line with Curzon's three curriculum drivers (Christian distinctiveness, enjoying our beautiful outdoors, and diversity) there are interwoven opportunities for the development of spirituality and in particular:

- a. the teaching of RE and especially the new Understanding Christianity curriculum and (during the transition period) the old curriculum.
- b. the teaching of all other subjects as they provide the opportunity for engaging with spirituality issues (e.g. music and worship, art and biblical images, science and creation, English and poetry, History and the reformation etc)
- c. assemblies/collective worship – in the teaching, worship, opportunities for reflection, moments of silence, prayer etc.
- d. in the way that the behaviour and anti-bullying policies are operated (fostering a right motive for good behaviour (grace, love, mercy, unselfishness etc) and not just adherence to a set of rules)
- e. in teaching on equality and diversity (and Curzon's number one value of respect)
- f. the school environment/ the use of the school premises (prayer corner, displays etc.)
- g. in the children's use of the outdoors (whether Forest School, P.E., Science, Spiritual Trail or otherwise)

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- h. attendance at church services which reflect on key Christian festivals such as Harvest, Christmas and Easter
- i. visits to churches, mosques, temples and other religious places
- j. visits to Care Homes and involvement in community activities
- k. in the provision of resources (e.g. bibles, Christian books in the library etc)
- l. in the support of charities and charitable work
- m. by encouraging an atmosphere in which children feel able to ask searching questions about and discuss God's world, beliefs and the teachings of Jesus

#### **E. Monitoring and evaluation**

The provision for pupils' spiritual development will be considered and monitored by the Foundation Governors and the Headteacher. They will look at the way collective worship, the teaching of RE and other subjects, the use of the school premises, school trips/visits, behaviour and the other matters at D above have an impact on Christian spirituality.

#### **Key questions for the school to consider are:**

- Is our Christian distinctiveness driver securely and strongly reflected throughout the curriculum?
- How does our Christian distinctiveness permeate other aspects of school life outside of the curriculum? (eg policies, procedures, relationships)
- How does the school's environment foster pupils' spiritual development?
- How are staff recruited, inducted and supported so they have a shared understanding of the distinctive nature of our school and of the scope for pupils' spiritual development within a Christian context?
- Does the quality of pupils' reflections deepen as the children progress through the school (as expressed verbally in assembly, class discussions and in writing, reflections and prayers)?
- What is the impact of spiritual development for the learner (in their lives and relationships both at school and at home)?

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