

# Wrockwardine Wood CE Junior School



## Spirituality Policy Autumn 2023



## “Love, Laugh, Learn”

We will ignite the ability in all to *‘Love, Laugh and Learn’*, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise **‘I have come to give life and life in all its fullness.’** (John 10:10)

### Our School Christian Values



## **Legal Framework: Links to OFSTED and SIAMS expectations**

The OFSTED School Inspection Handbook, September 2023 states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The SIAMS Evaluation Schedule for Schools and Inspectors, September 2023, includes the leading IQ question:

- How does the schools theologically rooted Christian Vision enable pupils and adults to flourish?

## **Intent**

### **School Statement on Spirituality**

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, Wrockwardine CE Junior School has chosen to follow ideas developed by the Education Department at the Diocese of Lichfield.

<b>Wrockwardine Wood CE Junior School Vision</b>
<p>"Love, Laugh, Learn"</p> <p>We will ignite the ability in all to 'Love, Laugh and Learn', recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus's promise 'I have come to give life and life in all its fullness.' (John 10:10)</p>

The vision is clear and articulated by all in this school community as a Christian way of living and growing together. Our spirituality offer aims to ignite the ability in all to 'Love, Laugh and Learn'. This is achieved through recognising the extraordinary and wondrous in everything that we plan across our curriculum. When coupled with our Christian values and Jesus's promise 'I have come to give life and life in all its fullness' (John 10:10) we are able to provide the children with experiences that will inspire them and ultimately support them to flourish. Our spirituality offer supports the pupil's cultural capital as we are able to offer experiences, opportunities and contexts that they perhaps are not exposed to outside of the school community setting. It is with these experiences that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

### **Wrockwardine Wood CE junior School has six core values.**

Our values help us to love, laugh and learn, living a life in all its fullness. Each half term, pupils focus on a Christian value explicitly linked to our vision of love (compassion, friendship), laugh (joy, thankfulness) and learn (wisdom, courage).

**Compassion** – Encourage our school community to put others first and show compassion to all. 'Clothe yourselves with compassion, kindness, humility, gentleness and patience' Colossians 3.12

**Friendship** – Encourage our children to show friendship to all. 'Encourage one another and build each other up' 1 Thessalonians 5.11

**Joy** – Equip our school community to know God's love for them and find joy in life. 'Be full of joy in the Lord always. I will say again, be full of joy.' Philippians 4:4

**Thankfulness** – Encourage our school community to ‘always be thankful.’ 1 Thessalonians 5.16

**Wisdom** – Foster a love of learning and a passion for knowledge within all of our school community. ‘For the Lord gives wisdom; from his mouth come knowledge and understanding.’ Proverbs 2:6

**Courage** – Instil in our pupils a sense of courage in the face of challenges, embracing obstacles that may arise. ‘Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go’ Joshua 1:9.

To embed these values further and allow opportunities for the children to demonstrate these values in their everyday practice, the school has adopted these values to be an integral part of the behaviour management system.

### **Spirituality within the Ethos of the Daily Life of the School:**

At Wrockwardine Wood CE Junior School we view spiritual growth as becoming more and more aware of one’s natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. For this reason, every member of the school community and administrative staff are familiar with the school’s shared language of spirituality and will respond to pupils appropriately. Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to spirituality will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the golden glue of spirituality. It is through this approach that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

### **Organisation**

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life.

### **Spirituality in Collective Worship**

Collective Worship is the beating heart of Wrockwardine Wood CE Junior 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 also introduced to different musical traditions.

Opportunities to reflect on the ‘wows’ of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the moments of disappointment or pain. 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 at Wrockwardine Wood CE Junior School is invitational, inspirational and inclusive.

### **Spirituality through reflection**

Sometimes we overlook the benefits of quietness. When God met Elijah, he did not speak through the strong wind, the earthquake or the fire, but in the gentle breeze (1 Kings 19 1-13). Jesus showed us the importance of retreating from the busyness of the world. In Mark 1:35, we read about Jesus getting up early in the morning and going to find a place where he could pray alone. As a church school community, we are responsible for providing the setting, the opportunity and the example for everyone to reflect spiritually. Spiritual reflection involves an inward journey from an outward stimulus. This internal journey may then lead to purposeful change. Reflection and prayer can be interchangeable for each individual as they make their own personal response. At Wrockwardine Wood CE Junior School, each classroom has a dedicated reflection area where pupils enjoy a range of activities that allow them to spend time with God. We have tried smarties prayers, plaster prayers of healing and prayer

pictures, to name just a few. We are currently developing an outdoor reflection area which we hope will provide space for our school community to feel at one with God in our natural environment.

### **Spiritual Journals**

The use of spiritual journal books further raises the profile and importance of spiritual reflection at Wrockwardine Wood CE Junior School. These journals are used daily as a means of allowing children to record their spiritual reflections within a safe, supportive and nurturing learning environment.

### **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 this 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.

For further details, please refer to Wrockwardine Wood CE Junior School's Religious Education Policy and The Church of England's Statement of Entitlement. In Church of England schools, the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith.

### **Spirituality within the Curriculum**

Christian vision is a driver for our curriculum design in our school:

#### **Maths:**

The wonder of number patterns

- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes

#### **Reading:**

How do you frame questions around a text? For example

- What inspired you in this text?
- How did a character cope with a challenge in life?
- How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment?
- What do you think makes these words so powerful/beautiful/painful?

#### **Writing:**

Points to consider:

- If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

#### **Design Technology:**

Points to consider:

- What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

#### **Music:**

Points to consider:

- What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)?
- What styles of music have the opposite effect?
- How does music encourage creativity, delight, and curiosity?

#### **MFL:**

Points to consider:

- What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?

- What does it feel like to genuinely communicate with someone in a new language?

### **Geography:**

Points to consider:

- The wow of physical geography
- Discovering different physical regions do not provide the same opportunities
- What options/opportunities are there to respond and take responsibility in a challenging world?

### **History:**

Points to consider:

- Which stories tell fantastic historical events?
- Which stories tell historical events that cause sadness or disruption?
- What lessons for future decisions and choices do they provide?

### **PE:**

Points to consider:

- How do you celebrate a new skill? How does it feel to be proud of your whole self?
- What does it feel like to be completely focused on a task or challenge?
- How do you recognise the delight in movement, connectedness, and creativity?
- Encourage the awareness of one's own strength and limitations
- Recognise/celebrate equality, freedom, respect and trust

### **Science:**

Points to consider:

- Delight in discovering how things work
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

### **Art:**

Points to consider:

- How does art invite you to explore the mystery that dances within your soul?
- What are the exciting and sad events in the stories behind the artists you study?
- How do you celebrate and respect different responses to art?

### **PSHEE and RSHE:**

Points to consider:

- As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the amazing aspects of life and the more sad parts?
- How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

### **Outdoor Education and Educational Visits:**

- What amazes you about Gods' creation?
- Do you have any questions about Creation for God?
- Delight in how things were created.

### **Courageous Advocacy:**

- How can we be courageous advocates?
- How can we encourage others to be courageous advocates ?

### **Throughout our curriculum subjects, we encourage children to consider:**

- How do they celebrate the achievement and break-through of success?
- How we deal with the difficulty and frustrations?
- How we maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

### **Recording, Monitoring and Evaluation**

The governors review the policy annually in partnership with Senior Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate.

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

### **Roles and Responsibilities**

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

The Headteacher and SLT team alongside the RE Lead and RE Link Governor are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life.

### **This role also includes: (amend as appropriate)**

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process particularly around IQ1

### **Staff Development and Training:**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to our academy will receive training and support from the staff member identified as leading on spirituality.

### **External Agencies:**

We share the contents of this policy and encourage external staff to reflect on spiritual opportunities during their time at our school.

This policy is reviewed every year, or more frequently, as required.

## Appendix 1



### Spiritual Pathways at Wrockwardine Wood CE Junior School



Spiritual Pathway	Styles	Suggestions/ideas	Where is it seen in your school?
<b>Naturalists:</b> <b>Loving God outdoors</b>	I connect best to God in nature. <b>Keywords:</b> Creation Outdoor Activities Symbolism Creativity <b>Strengths:</b> Spend time outside, get away often, include beauty	Opportunities to be outside. Forestry, birdwatching, caring for creation, looking at habitats, minibeast hunts.	Forest school, brain breaks, daily mile track, school garden outdoor sports competitions, sports day, visiting the local area, playtime- adventure-games, activities at lunchtime, outdoor learning, interventions. Granville/ Wrekin. field trip Shrewsbury, reflection area, PE, geography fieldwork
<b>Sensates:</b> <b>Loving God with the senses</b>	I connect best to God with my senses <b>Keywords:</b> sights, sounds, smells, incense, architecture, and music. <b>Strengths:</b> Creative, artistic, and aesthetically inclined. Enjoyment of the created	Activities that involve any of the senses Visual imagery Art, story, oracy Opportunities to discuss what it feels like to touch or use a particular material.	Art & music, choir, ukulele, PE singing assembly, art gallery, body percussion club, drama club, computing, science, health & wellbeing, healthy food week, DT tasting and creating- Katie's kitchen, Quirky objects, class texts, senses to prompt food, writing inspired by video
<b>Traditionalists:</b> <b>Loving God through ritual and symbol</b>	I connect best to God while completing Kingdom tasks. <b>Keywords:</b> Corporate praise Celebration Passion Participation <b>Strengths:</b> Engage in worship Listen to music Embrace traditions Personal/corporate	Festivals and ceremonies Events and people in Christian history (Influential Christians) Using the church's seasonal colours Pattern and structure	Liturgical cloths- follow calendar Awareness days, church services, worship Historical learning experience days at church, and other places of worship, Prayer spaces, liturgy, Compassion club, Harvest, Christmas workshops, Lord's and school's prayer
<b>Ascetics:</b> <b>Loving God in solitude and simplicity</b>	I connect to God best when I am in Ascetics solitude. <b>Keywords:</b> austerity, simplicity, deep commitment, self-disciplined <b>Strengths:</b> Not afraid of discipline or solitude, pray in silence and simplicity.	Use of silence – no distractions Time alone to pray, contemplate or reflect 'Pause for thought'.	Reflection, values, outdoor reflection spiritual journals, prayer garden prayer spaces worship - church visits, reflecting in worship, colouring, reading
<b>Activists:</b> <b>Loving God through confrontation</b>	I connect best to God when I link worship with action. <b>Keywords:</b> Strong Vision Justice Potential Problem Solving <b>Strengths:</b> Face challenges	Bringing about change in the community/taking up a cause (courageous advocacy) Eg. writing letters/emails to local MPs or organisations	Active bystanders, PHSE, Prophets for change, advocacy, pupil group, school council, compassion club made cards for choir at retirement village, charity, police visit, fundraising for charity,

	Bring out the best Work in teams		Window on world- awareness day choir debates,
<b>Caregivers:</b> <b>Loving God by loving others</b>	I connect best to God when I am with others. <b>Keywords</b> Helping Responsibility Designated One <b>Strengths</b> Get Plugged in See God in serving Genuinely Helpful Pray first	Serving others, particularly those who are poor or needy. Blessing others beyond the community e.g., helping refugees, visiting the elderly, learning sign language.	Foodbank- harvest- shoeboxes compassion club. worship, Christian values, British values Big questions- questions to ponder PHSE/ pupils groups/ pupil voice, Rivers & Robots, school vision, picture news, Lawndale visit.
<b>Enthusiasts:</b> <b>Loving God with mystery and celebration</b>	I connect to God best when I feel excitement and mystery in worship. <b>Keywords:</b> Joyful Celebration Life in its Fullness. <b>Strengths:</b> cheerleaders for God and for others.	Celebrations – dancing, singing. Range of music Re-enacting biblical stories	Worship- open the book. RE, PE Music curriculum Ukulele, workshops with Reverend from Holy Trinity church, Celebrations & singing worships, Christmas performance, church visits, forest school, Memorable experience
<b>Intellectuals:</b> <b>Loving God with the mind</b>	I connect best to God when I learn. <b>Keywords</b> Study Scripture Theology Thinking <b>Strengths</b> Read great books Listen to teaching Learn with others	Philosophical debate and discussion News – making connections between biblical teachings and the world around them.	RE Debate, picture news. library, Bible stories, themed bibles- relatable, accessible, enjoyable, Debates RE, reflection- behaviour policy, Questions to ponder. Art critique
<b>Contemplatives:</b> <b>Loving God through adoration</b>	I connect best to God when doing great things. <b>Keywords:</b> Being Alone Reflection Prayer <b>Strengths:</b> Regular solitude Follow intuitions Act on leadings	Writing poetry, music, prayers, or narratives about their spirituality Stilling or mindfulness activities	English curriculum, TPS choir concert. L2R, clubs, different bibles in reflection areas Reflection, performing, Spiritual reflection

## Appendix 2

[Spirituality Training School.pdf](#)