

Spirituality Policy 2025 - 2028

'Building a community of love, respect and compassion enabling us to flourish together with minds to learn and hearts to care.'

Strive for full restoration, encourage one another, be of one mind, live in peace. And the God of love and peace will be with you. 2 Corinthians 13:11

Our values:
Love (EYFS)
Peace (Year 1)
Respect (Year 2)
Compassion (Year 3)
Forgiveness (Year 4)
Courage (Year 5)
Wisdom (Year 6)

At St Anne's we strive to nurture the whole child. We aim for all of our children to reach their academic potential, to build confidence, to be prepared to meet the challenges of a changing world and to develop moral character.

We want our pupils to be creative, compassionate, open-minded and accepting individuals who are confident in the belief that they can make a difference, can achieve their dreams and can go on to have a successful and rewarding life beyond their time at St Anne's taking happy memories with them.

Inspired by Christian faith and practice, our school is a nurturing and caring environment in which children feel safe, valued, accepted, respected and loved.

Introduction

At St Anne's, we recognise that developing the spirituality of our pupils and adults is a key aspect of enabling pupils and adults to flourish.

Spirituality differs from person to person and is a personal experience. Being spiritual is not the same as being religious, a person can be spiritual without having a particular faith. Our school community is a group of people from different backgrounds coming together for the purpose of education. There

is also a wonderful variety in family backgrounds too. Therefore, it is vital that spiritual development at St Anne's must take in to account the varied circumstances and beliefs of staff and pupils.

Legal Framework – SIAMS

The SIAMS framework 2024 poses the following inspection questions in relation to spirituality:

IQ2b - How is spiritual development an intrinsic part of the curriculum?

IQ3a - How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?

IQ3d - In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?

Our shared understanding of spirituality

Spirituality is about our relationship with ourselves, others, the world and for some, with God. We use the terminology of in, out and up to provide a shared language to describe our understanding of spirituality – the journey from experience through reflection to growth, understanding and transformation.

Spirituality is the way in which we combine our thoughts and emotions to reflect, respond to and seek to give meaning and purpose to our life experiences.

In – This focuses on self-reflection, self-discovery, personal growth and empowerment. It helps us to understand our values and aspirations, recognise our strengths, build confidence and to become resilient so we can overcome challenges.

Out – This emphasises community connection, service and shared responsibility. It encourages to engage in acts of kindness and service, helps to create a thriving and supportive environment for everyone and enables us to understand our role in building a compassionate and just society.

Up – This involves seeking deeper meaning and connection to something bigger than ourselves. It helps us to ponder over deep philosophical questions, find meaning in our relationships with something bigger than ourselves and to align our character and actions with values that transcend daily life.

How can pupils show their spiritual development?

Pupils spiritual development can be shown through:

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.

A sense of awe and wonder – being inspired by the natural world, mystery or human achievement. Developing enjoyment and fascination in learning about themselves, others and the world around them including the intangible.

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.

Searching for meaning and purpose – Asking 'why me?' at times of hardship or suffering or success; reflecting on the origins and purpose of life; responding to challenging experiences of life.

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.

Relationships – recognising, respecting and valuing the worth of each individual; developing a sense of community; the ability to build and nurture relationships with others.

Creativity – exercising the imagination, inspiration, intuition and insight.

Feelings and emotions – The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of why it is important to use feelings as a source of growth.

Spirituality within the ethos of the daily life of the school

At St Anne's C of E primary School, we view spiritual growth as becoming increasingly 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 is familiar with the school's shared language of spirituality and will respond to pupils appropriately.

We use a restorative approach to manage conflict in school. This supports the spiritual development of our pupils as it encourages them to evaluate situations from the viewpoint of others, discuss thoughts and feelings and take responsibility for their actions. This level of reflection encourages spiritual growth.

Children are encouraged and supported to learn about, discuss and debate themes of equality, diversity, inclusion and justice through the curriculum, worship and pupil voice groups. This helps to support their spiritual growth as they reflect on these themes throughout their time at St Anne's.

The chaplaincy team organises prayer space days for us which provides the opportunity for the children to reflect on a wide range of topics.

Spirituality in Collective Worship

Collective worship is at the heart of daily life at St Anne's. It is inclusive, invitational and inspirational. It provides a valuable opportunity for our school community to share experiences, ideas and understanding. It is the forum in which the language of spirituality is regularly and explicitly shared.

Collective worship provides an opportunity for pupils to become aware of the importance of reflection and how our life experiences can be formative and shape us as human beings. It provides a sense of being present and belonging.

Pupils are offered a place for hearing the Christian story. They are afforded the opportunity to participate in or observe spiritual practices such as prayer and reflection. Opportunities to reflect on the beauty and joy of the world are given. Pupils have time to reflect and empathise, to consider their responsibilities to others and to grow in love and service.

Collective worship is also a time of celebration. There is a celebration of accomplishments of those in our school community and in the wider world. We also celebrate Christian festivals and those in the calendars of other faiths.

Spirituality in Religious Education.

We follow the Durham Agreed Syllabus for the teaching of RE in school. RE is a subject which explores spiritual beliefs and how these can change and shape lives. RE affords children the opportunity to use what they learn about other people and their beliefs to reflect on their own experiences. Through this process, children can engage with bigger questions about purpose and meaning and begin to shape their own beliefs. RE allows children to engage with the idea of mystery or faith and questions with no clear answers.

Spirituality in the Curriculum

PE Beliefs – having belief in our own abilities, sharing a set of sporting beliefs with others to support teamwork (wisdom, peace, compassion) Creativity – opportunities for children to express creativity through movement and dance (peace and wisdom) Self-knowledge – learning and acquiring new skills, developing a positive sense of self through sport (wisdom) Feelings and emotions – the ability to handle winning and losing, coping with set-backs, accepting limitations (wisdom, peace and courage) Relationships – working together as part of a team, showing respect towards opponents (peace, love and compassion) Experience feelings of transcendence – moments of reflection, mindfulness, extremes of skill, endurance and achievement (peace and compassion)
DT A sense of awe and wonder – seeing the beauty in design, learning from nature's design (respect and wisdom) Self knowledge – developing perseverance to solve problems and refine designs, accepting when things don't go to plan (courage and wisdom) Creativity – designing something new, discovering how something works (wisdom) Relationships – appreciating the ingenuity of others, working collaboratively on designs (wisdom and respect) Feelings and emotions – managing the joys of success or the frustrations of failure (compassion and wisdom)
English A sense of awe and wonder – appreciation of the beauty of language used to create vivid pictures of other places, escaping in to other worlds (respect and wisdom)

Feelings and emotions – empathy with characters in texts, emotions and sentiments in writing and speech, imagining oneself as someone else (compassion, respect, love and peace)

Creativity – pleasure derived from the creative processes of reading and writing (wisdom)

Searching for meaning and purpose – losing and finding ourselves in texts, value of great works, heroes and heroines in literature (all values)

Self-knowledge – searching for answers, ideas, thoughts and inspiration in literature (wisdom and courage)

Relationships – meet and consider human beings from a wide array of backgrounds, across periods of time, build empathy, concern and compassion while considering their own circumstances and choices (compassion, respect and forgiveness)

Experience feelings of transcendence – losing ourselves in the pleasure of reading and the escape to other worlds. (peace)

Science

A sense of awe and wonder – covered in the topics of plants and space (wisdom)

Questions of beginning, creation and evolution – covered in the topics of plants, seasonal changes, living things and their habitats, evolution and inheritance. (wisdom)

Birth, life death and renewal – covered in the topics of animal including humans. (wisdom)

The universe and beyond - covered in the topics of light and Earth space – (wisdom)

Regularity and order in science - covered in the topics of forces, living things and their habitats (wisdom)

Beliefs in science and the faith of scientists - covered in the topics of earth and space, living things and their habitats. (wisdom)

Maths

Creativity – exploring pattern and shape (wisdom)

Searching for meaning and purpose – exploring truth, certainty and likelihood (wisdom)

A sense of awe and wonder - the universality of mathematics over time and space, infinity and nothing (wisdom)

Self-knowledge – developing knowledge and skills, showing perseverance (courage)

Computing

A sense of awe and wonder - wonder of instant worldwide communication, the speed of the growth of knowledge (wisdom)

Relationships - the accessibility of knowledge and contact with others worldwide, showing respect for others online (respect, peace and compassion)

Creativity – using IT to solve problems, research and create (wisdom)

The Arts (Art and Music)

Feelings of transcendence - the sense of fulfilment and transcendence through your own performance and performance of others, the beauty of art and music (peace and respect)

Feelings and emotions – the effect of the arts on the senses, emotional responses to the arts, the arts as a means of expressing mood, expressing, interpreting and exploring deep feelings and profound beliefs (wisdom, peace and love)

Self-knowledge – personal responses and preferences to art and music, personal reflection on their own work (wisdom, respect and compassion)

Creativity – exploring different media and materials, using skill in our own creations (wisdom)

Relationships - the work of creative artists from a variety of times and places (wisdom and respect)

Geography

Relationships - awe and wonder at the diversity of people (Respect)

A sense of awe and wonder - at the diversity of environments, land formations, majesty and the natural world, asking questions about how to care for the environment. (Wisdom and Respect)

Beliefs - The beliefs behind particular causes and campaigns (Respect, Wisdom and Courage)

Searching for meaning and purpose – world development (Wisdom)

Relationships, feelings and emotions, beliefs, self knowledge - Empathy with people from other parts of the world (Compassion and Respect)

History

Relationships – having empathy with people from other times in history (respect and compassion)

Searching for meaning and purpose – war and peace and their impact on our own lives, influential events and people (peace, forgiveness and compassion)

A sense of awe and wonder – handling artefacts, nature and importance of invention and exploration, the sacrifice, bravery and ingenuity of explorers and inventors (wisdom, courage and respect)

Feelings and emotions – empathy with other people from different times in history (respect, forgiveness and compassion)

Self-knowledge – being in touch with past, being part of history, knowing where we belong in history, understanding how the past shaped our present (wisdom)

Recording, monitoring and evaluating

The Curriculum and Standards committee review this policy every three years in partnership with senior leaders. Views of parents/carers, pupils and staff are considered in order to make any changes or recommendations. Recommendations are fed back to the full governing board and are 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.

Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development. ECTs and staff new to the school will receive training and support from senior leaders.

This policy is shared on the school website so it is accessible to all staff and is part of the induction for new staff.

Policy Review

The policy is reviewed every three years or more frequently as required.