



The Swallowtail Federation of Church Schools
With friendship, trust and kindness we fly!

(Love your neighbour as yourself, Mark 12:31)

We welcome all people and encourage everyone to meet their full potential – to love each other, love to learn and learn to live in all its fullness. We love our neighbours – in our school, our federation, the local community, nationally and globally, as Jesus told us to do so.

Spirituality Policy

This policy will be reviewed in full by the Governing Body every 2 years. This policy was last reviewed and agreed by the Governing Body May 2023. It is due for review May 2025.

Signature N.J.Butcher Exec Headteacher Date: May 2023

Signature S.Watts Chair of Governors Date: May 2023

Spirituality in this Federation of Church schools contributes to the outworking of our vision which focuses on the Christian values of friendship, trust, and kindness along with compassion and respect. It also plays a significant part in the pupil's ability to learn and achieve. We believe that spirituality enables our pupils to be open to more of God's creation around them and encourages them to spend time quietly contemplating and reflecting. We believe that spiritual development may not be synonymous with Religious Education and Collective Worship and can be explored through all curriculum areas.

We focus on the idea of four concepts of spirituality:

Self

Others

The world

Beauty and beyond.

Aims

We aim for children, and adults, to grow in their 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

(From David Smith's work on Spiritual Capacities)

Our Working Definition of 'Spirituality'

Staff and governors have written a definition together:

At the Swallowtail Federation of Church Schools spirituality is defined as learning about life, learning from life and learning to live. It is interwoven in all we do and is developed through reflection on what we see, hear and experience leading to a changed way of thinking. We recognise that spirituality is personal to everyone due to our own life journeys and the relationships we have with ourselves, others and the world around us.

Legal Requirements

Section 78 of the Education Act 2002 states: The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS Schedule (2018) references spirituality in both the RE and Collective Worship strands but the main focus is as part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

The OFSTED framework 2019 states that pupil's spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faith, 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 We support pupils in their spiritual development by:

Supporting Spiritual Development

We support spiritual development by:

- Ensuring that everyone connected with our Federation is aware of our values and aims.
- Providing high quality and valued Collective Worship, which allows time for stillness and reflection.
- Developing a consistent approach to spiritual development throughout the Federation.
- Ensuring pupils, staff, governors and regular volunteers know what is expected of them and why.
- Ensuring that lessons are planned within a context that is meaningful and appropriate to pupil's age and development.
- Enabling pupils to develop an understanding of their individual and group identity.
- Enabling pupils to begin an understanding of their social and cultural environment and an appreciation of the many cultures which now enrich our society.
- Giving each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility towards each other, the wider world and the environment.
- Giving each pupil time to reflect on their own personal beliefs whether these are religious or non-religious.
- Providing opportunities to reflect on experiences of awe and wonder, beauty and compassion etc.
- Providing opportunities to explore the distinctive ethos of Church schools and the content, language and symbolism of the Christian faith.
- Providing a safe environment where both pupils and staff know their self-worth and they are comfortable with, take risks and learn from failure.
- Ensuring pupils and staff have a physical place where they can stop to reflect and recharge.

Supporting Spiritual Thinking

To support our own thinking in spirituality, we use the 'Windows, Mirrors, Doors, approach.

Windows: (Encounter) – The learning about life. We give pupils opportunities to become aware of the world in new ways and to wonder about these.

Mirrors: (Reflection) – The learning from life. We provide pupils with time for reflection. We give pupils opportunities to reflect on their experiences, to look inward and consider the big questions of life. In this they are learning from life by exploring their own insight and perspectives and those of others.

Doors: (Transformation) – The learning to live by putting into action what they believe. We give pupils opportunities to respond to their encounters and reflections and in this they are learning to live by putting into action what they are coming to believe and value, thus flourishing and 'flying' with their knowledge and understanding.

Developing Spirituality Through Links With The Wider Community

We actively seek opportunities to make links with the wider community. These include:

- Regularly welcoming visitors into school, to support our curriculum and provide enrichment.
- Fostering links with the parish church, the Diocesan Board of Education, St. Benet's and other church schools.
- The development of a strong home-school link is regarded as important, enabling parents and staff to work in an effective partnership to support the pupil.
- Teaching pupils to appreciate, and to develop a sense of responsibility towards their local environment.
- Links with the local charities (Foodbank), local events and local organisations
- Supporting the local community for example Carol singing and delivery of Christmas cards

Monitoring Spirituality

Monitoring and review of spiritual development provision is carried out on a regular basis in the following ways:

- Learning walks
- Pupil voice.
- Regular discussions at staff and governor's meetings.
- Audit of policies.
- Monitoring of Collective Worship and practice.
- Sharing of classroom work and practice.
- Evidence from children's work.
- Parent and pupil surveys.

Other Related Policies:

- Collective Worship
- Teaching and Learning
- Behaviour

- In addition, our curriculum overviews.

Referenced reading: Church of England Education Office (CEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)

<https://www.bathandwells.org.uk/supporting-children/school-effectiveness/re-collective-worship-andspirituality/spiritual-development/>