

Davenham Church of England Primary School

'...encourage one another and build each other up...'

1 Thessalonians 5:11.

'Working Together, Playing Together, Serving God and Serving Others'

POLICY FOR SPIRITUAL DEVELOPMENT

The Church of England's vision for education is for 'Life in all its fulness' John 10:10. This recognises the importance of educating the whole child. The revised SIAMS schedule 2023, references spirituality in religious education (RE), collective worship and the curriculum.

Everyone has a spiritual dimension to their life which supports them to develop an awareness of self, relationships with others, the world and the divine.

The language of spirituality begins from the Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). 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. Christians would view this as an opportunity to relate to the Divine Creator God.

OWS, WOWS and NOWS

Cracks may happen when something challenging happens and threatens the comforts of everyday – the '**ows**' of life.

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

Cracks can also occur in the stillness and ordinariness of everyday – the '**nows**' of life, when a moment of stillness, a pause or prayer can create a crack in the normal, physical every day.

Kintsugi, the Japanese art of mending broken ceramics with gold, makes something broken into something differently beautiful and even more valuable. Using this metaphor, the ows, wows and nows of life offer the possibility of becoming cracks that are filled with gold, adding significance and value to life.



Spirituality is personal to individuals. It is not necessarily the same as religious belief or faith.

It is nurtured through positive relationships and the development of knowledge and skills delivered within a holistic curriculum. Opportunities to explore the natural world along with time to reflect and be quiet are also crucial.

Spirituality provides opportunities to:

- be self-aware
- be reflective
- question ideas
- engage with others' ideas and thoughts
- be empathetic
- appreciate and celebrate the awe and wonder of the natural world
- develop resilience
- reflect on one's own personal beliefs and viewpoints
- enjoy moments of stillness and reflection
- be invited to engage in prayer and reflection
- develop an understanding of the transcendent nature of life
- explore life's big questions
- explore a sense of the divine

SPIRITUAL DEVELOPMENT THROUGH COLLECTIVE WORSHIP

Opportunities for spiritual development are provided in several ways. These include collective worship and the use of reflection spaces inside and outside the school building. Pupils have access to a Spiritual Garden, the Jubilee Chapel and the 'Shhhed'. These are used as prayer and reflection spaces. All classrooms have reflection areas which link to our Christian values. Prayer is always invitational.

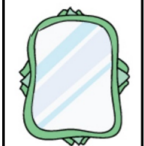
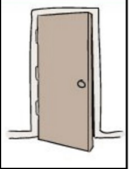
Through collective worship we use the windows, mirrors and doors symbols.

The mirror symbol encourages pupils to think about themselves and to reflect. The mirror is concerned with **how** individuals think and feel about what is happening **now**.

The window symbol reminds pupils how special the world around them is. It encourages them to think about the awe and wonder of the world – the **wow** and the **ow** moments.

Finally, the door focuses on how pupils can respond to what they believe. They are encouraged to think about how they can make a difference by responding to what they have learned. This may be through actions or promises (**vows**) that they make.

Pupils are familiar with the symbols and symbolism of windows, mirrors and doors. This provides a structure and shared language for adults and pupils.

Windows, Mirrors and Doors	 COMING TOGETHER Being ready to learn from worship	 LOOKING OUT INTO THE WORLD Learning about - Encounter: The 'learning about life in all its fullness'.	 REFLECTING Learning from - Reflections: The 'learning from life' by exploring their own insights and perspectives, and those of others.	 GOING AND DOING LIKEWISE Transformation - Putting thoughts and ideas into action: and becoming Inspiring Change-makers The 'learning to live by putting into action what you believe'.
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SPIRITUAL DEVELOPMENT THROUGH THE CURRICULUM AND WIDER CURRICULUM

RE has clear links to spiritual development by encouraging pupils to think about what they believe and what others believe. However, we also recognise that explicit opportunities for spiritual development exist within other subjects. Therefore, when planning lessons, teachers consider explicit opportunities for spiritual development. These are highlighted on teacher's planning grids.

We use the concept of spiritual capacities to support teachers with this.

SPIRITUAL CAPACITIES

Be self-aware and learn to empathise with the experience of others as relationships deepen and an understanding of interdependence grows.
Be guided by their beliefs and values and be willing to take a stand to defend them.
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 be 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 their lives and show generosity towards others.

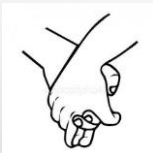
Staff also use the windows, mirrors and doors concepts to support them when planning explicit opportunities for spiritual development across the curriculum and wider curriculum.

Andrew Rickett Relational Awareness	Windows, Mirrors and Doors Liz Mills		Curriculum Links
Self and Others	MIRROR	Like looking in a mirror and reflecting. Thinking about ourselves and HOW we (and those around us) think about things NOW	Some subjects and times allow for this specifically such as religious education and collective worship but in all subjects, there will be opportunities, unexpected or planned, when things just 'crop up'.
World and Beauty	WINDOWS	Like looking through a window – looking out into the world and noticing the WOVES and the OWS. Awe and Wonder – the power of questions	The whole curriculum and life itself are full of opportunities to recognise this sensitively
Beyond	DOORS	Like opening the door and stepping out – responding to what you believe, how you behave, value and think. What do you VOW to do with a POW!	This can simply be done through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.

THE WIDER CURRICULUM

Sport, music and drama all provide valuable opportunities for spiritual development. In addition, outdoor learning, visits and visitors enable pupils to learn more about the world around them and as such offer those moments of awe and wonder.

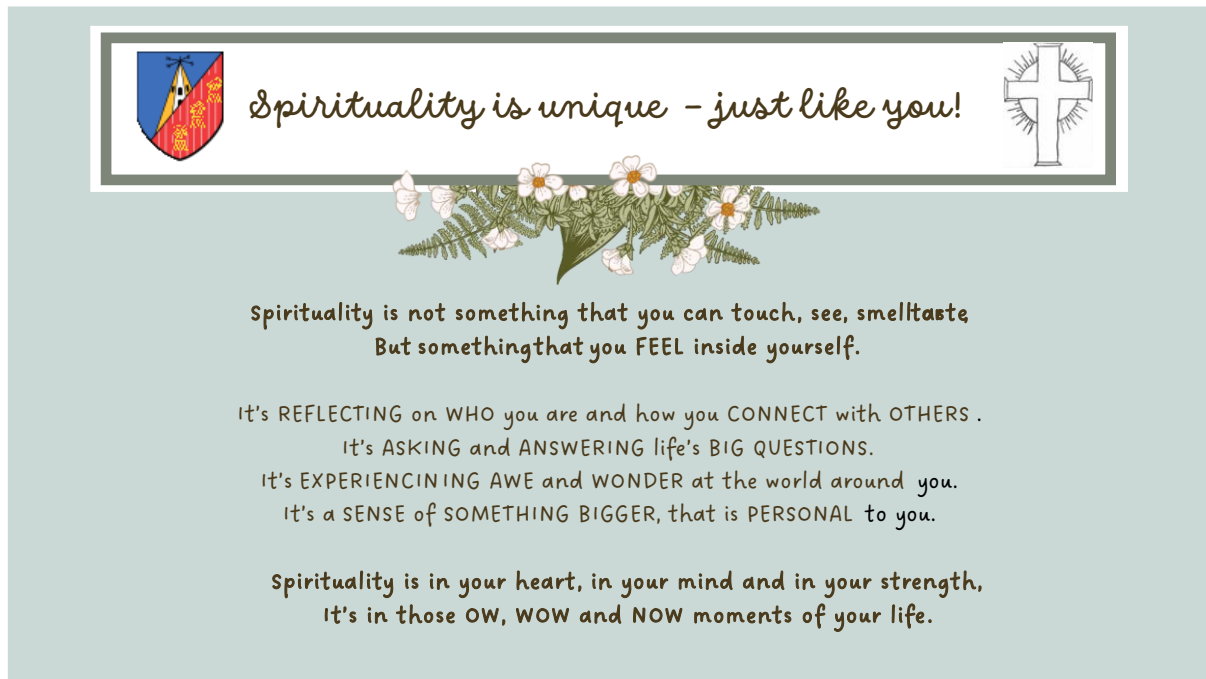
This is reflected in the importance of our Pupil Pledge.



- Our pledge to the children of Davenham C of E Primary School is ...
to help and support them to become rounded, educated citizens with confidence and an appreciation of human diversity
creativity and achievement.
To help children achieve these goals, we will ensure that they
- Visit and explore our local church and other places of worship.
- Learn about and celebrate different faiths, cultures and festivals.
- Develop an understanding about the diversity of the world we live in.
- Have the opportunity to learn two modern foreign languages.
 - Support the people in our local community.
 - Support charity at a local, national and global level.
- Learn about how to care for and protect the environment we live in.
 - Learn to play a musical instrument
 - Perform to an audience.
 - Work with an artist in residence.
- Have the opportunity to represent school at a sporting event.
 - Visit a city of culture.
 - Enjoy a range of residential visits.
- Study and meet a range of people who can widen their understanding of the world, including people who have made a difference or overcome adversity.

SHARED LANGUAGE AND DEFINITION

We have developed a shared language and definition of Spirituality.
This is displayed in each classroom and the hall.
This provides a sense of structure for adults and pupils whilst recognising that Spirituality is different for everyone.



IMPACT

The impact of a focus on spiritual development is wide and varied. It can be seen in the way pupils interact with adults and with one another.

It supports pupils to develop skills, such as...

- Being able to accept themselves and others for who they are.
- Being able to express and reflect their own thoughts and feelings (and the thoughts and feelings of others).
- Being able to think about how they connect with others.
- Being able to appreciate the beauty of the world around them.
- Developing an awareness of what they believe in. (this could be a faith for some pupils).
- Being able to enjoy moments of quiet, stillness or contemplation.
- Being able to ask questions through prayer or reflection.
- Showing joy in new knowledge and skills.
- Developing resilience.
- Having positive relationships.
- Understanding feelings.
- Having a moral sense of right and wrong and wanting to make a positive difference.
- Being able to forgive and to be forgiven.

ADULTS' SPIRITUAL DEVELOPMENT

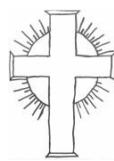
All staff are involved in collective worship which offers opportunities for spiritual development.

There has been training around Spirituality for all staff.

Each term, our local rector provides a Time for Reflection to which all staff are invited.

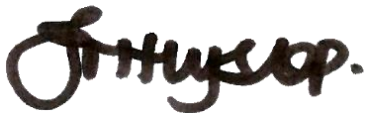
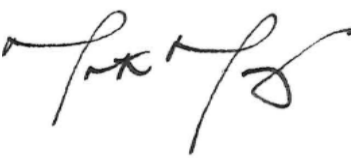
EQUALITY STATEMENT

Davenham Primary School is committed to ensuring equality of opportunity for all pupils, staff, parents, carers and visitors irrespective of their race, sex, gender identity, disability, religion or belief, sexual orientation, marital status, age or pregnancy and maternity. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.



Davenham Church of England Primary School

POLICY FOR SPIRITUALITY

Effective Date		March 2025
Review		Every 2 years
Person Responsible		Joanne Hyslop
Signed Headteacher	Signed Chair of Governors	Date Ratified
 Joanne Hyslop	 Martin Mewies	17 March 2025