



**Barcombe Hamsey Iford and Kingston Plumpton  
Skylark Federation**

## **Spirituality Policy**

**Reviewed and approved by FGB: 17.11.22  
Next review: Autumn 2024**

# Spirituality Policy – Iford and Kingston CE Primary

At Iford and Kingston CE Primary School, all aspects of school life reflect a Christian ethos and this policy is based on Christian principles. We aim for all children to work together to ‘aim high and fly with the skylark’, including their spiritual development.

## What is it?

At Iford and Kingston CE Primary School, we believe that it is important to provide all children with a range of opportunities to help them develop spiritually. We believe that spiritual development may not be synonymous with Religious Education and Collective Worship and can be explored through many different curriculum areas. As a school, we focus on the idea of 4 concepts of spirituality: self, others, world and beauty, and beyond. Our starting point is our pupils’ own ‘big’ questions about life and from this we provide opportunities (Windows) that open the possibility of reflection (Mirrors). Finally, the children are given an opportunity to put into action what they believe in and value (Doors).

## Why is it important?

Christians believe that God became human and therefore always strive to be the best human they can possibly be. Therefore, as educators, we want to help every child to be the best that they can be and it is our duty to help the children to achieve this.

## What do we aim to achieve for the children?

The children will develop:

- An increased awareness of the concept of **self** – the inner person and the way that this shapes an individual’s perception of themselves as a unique human being. Children reflect on the relationship they have with their sense of being a unique person.
- An increased awareness of the concept of **others** – a growing empathy, concern and compassion for how to treat others. Children reflect on how their values and principles affect their relationship with others.
- An increased awareness of the concept of a physical and creative **world** – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Children explore their understanding of beauty and the effect this has on their perception and relationship with the world.
- An increased awareness of the concept of the **beyond** – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Children search for meaning in their very existence and their place in the greater scheme of things.
- The ability to question.
- The ability to express their thoughts, ideas, feelings and beliefs.

### **How do we do it?**

- We provide and plan for a wide range of opportunities for children to develop spiritually in all areas of the curriculum.
- Children consider what it is that makes their heart full of joy, be it God's created world, their relationships within it or their faith
- We provide and plan for a wide range of opportunities for children to develop spiritually through Worship.
- We promote spiritual development opportunities through our wider curriculum, for example Forest School, visits and residential trips, and school productions.
- We provide areas for quiet reflection in school and in the outdoor environment.
- We provide opportunities for prayer, including silence and stillness.
- When planning for spiritual development, we focus on three areas: Windows, Mirrors and Doors.

**Windows:** Encounter – Learning *about* life.

We give children opportunities to become aware of the world in new ways, to **wonder** about the world around them and to identify need in the world.

**Mirrors:** Reflection – Learning *from* life.

We provide children with time for **reflection**. We give children opportunities to reflect on their experiences, to look inward and consider the big questions of life. Throughout this, they are learning *from* life by exploring their own insights and perspectives and those of others. They consider what their response can be to the world's needs.

**Doors:** Transformation – Learning to live by putting into action what they have learned.

We give children opportunities to respond to their encounters and reflections; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. They have the opportunity to act on their considered responses to the world's needs.

*Please note that this policy should be read in conjunction with the following policies:*

- Religious Education Policy
- Collective Worship Policy
- Equalities Policy

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Subject Leaders: Jennifer Ross and Annie Clarry