

Slough and Eton Church of England Business and Enterprise College



A Member of Slough and East Berkshire C of E

Multi Academy Trust

Spirituality Policy

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1. Aims, vision and ethos

At the heart of our spirituality policy are the words of Jesus, 'I have come in order that you might have life – life in all its fullness'. Together with our school mantra of Work Hard, Be Nice, No excuses and our C.H.R.I.S.T. like values we aim to provide an environment where all members of the community are able to develop their spirituality through a variety of means and experiences. As a Church of England school, our spirituality is expressed through our understanding of the Christian gospel, rooted in the person of Jesus Christ. We fully respect that our students come from families of other faiths, the Christian faith and from families of no faith, and that students will hold beliefs and values of their own. Through our spirituality policy, our aim is to enable all our students to reflect deeply on what it means to be human and to ascribe meaning and value to human existence.

2. What is spirituality?

We describe spirituality as finding wonder in all things, enabling reflection and to become aware of one another, the world around us and ourselves. Spirituality is the nurturing of the inner life of the soul of a child, enabling and embracing their questions, doubts and the wonder of existence.

Spirituality is:

- Being aware of yourself and the world around you;
- Considering values and beliefs and asking the big questions;
- Being aware of your own emotions and others;
- Realising the 'wow' factor;
- How we understand ourselves and our place in the world: recognising strengths, weaknesses and having the confidence to challenge ourselves;
- Caring for the local and global community.

3. What do we want for our students?

We would like our students to:

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- Develop an understanding of our distinctive ethos as well as the context, language and symbolism of all faiths;
- Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- Develop an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own;
- Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- Develop strategies to build good mental health;
- Foster self-awareness and encourage students to make informed decisions;
- Develop the skills and language required to enable children to reflect upon the big questions and mysteries of life;
- Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;
- Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- Understand the value of difference and diversity through involvement with others;
- Encourage curiosity, creativity and imagination;
- Develop the ability to reflect upon experiences of awe, compassion, beauty etc.
- Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

4. Opportunities for spiritual development

During the course of the school year there are lots of opportunities to develop students' spirituality;

4.1 A sense of the mystery of life:

- Reading – Poetry/Stories
- Relationships and Sex Education
- Challenges in all subjects
- 'Big' questions at the start of lessons
- Reflection area in classroom, hall and outside
- Sacred spaces – visits
- Visits to places and film clips about special places
- Visitors into school and interviews with visitors online

4.2 A sense of choice, decision making and personal responsibility:

- Independent Study
- Self-evaluation
- Group work – peer marking
- Behaviour choices- how their behaviour impacts on others
- Use of Restorative Justice?
- Opportunities to choose work – extra challenges
- Philosophy and ethics
- Classroom and school responsibilities
- Designing and making models
- Student voice groups
- External visitors leading collective worship

4.3 A sense of awe and wonder:

- Visits to the theatre/religious centres e.g. churches, mosques/parks/museums
- Do Now tasks and starters to lessons which inspire students.
- Awareness of world – climate change and tree planting
- Visitors to school
- Collective worship times
- Real life experiences
- Science investigations/experiments

4.4 A sense of awareness of there being something more to life than meets the eye:

- Reflection
- Big questions
- Stories and collective worship
- Relationships
- Religious Symbols
- The Arts

4.5 A sense of love for the outside:

- Outside areas/Sanctuary Garden/Kitchen Garden
- Off-site visits / walks / residential
- Gardening club
- Art club
- Religious building visits
- Sports Day
- Time spent outdoors at lunchtimes and break

4.6 A sense of pattern, sequence and order:

- Science/Music/Languages
- The Arts
- Poetry and Prayers
- Behaviour for Learning policy
- Collective Worship
- A school week - timetables
- Daily timetable/routines
- The school year

4.7 A sense of enquiry and open mindedness:

- English/RE lessons
- 'Big questions' in Science and other subjects
- PSHE sessions
- Self-evaluation/ peer assessment
- Christian values of tolerance and respect
- British Values

4.8 A sense of life's joys and achievements:

- High levels of attendance
- Celebration Collective Worship (House assemblies)
- Genuine achievement – high standards
- Stars of the week
- Compliments
- Personal celebrations
- Leavers' awards/end of year awards
- Prizegiving
- Inspirational speakers (Seniores)
- Fun lessons
- Practical lessons
- Humour in lessons
- Students supporting planning and leading Collective Worship

4.9 A sense of disappointment and failure, suffering and pain:

- Pets, plants, family, friends leaving or dying.
- Disasters in news
- Collective Worship stories (Biblical and multi-cultural)
- PSHE
- Supporting charities - house charities
- Understanding that sometimes bad and unexpected things happen to people

4.10 A sense of others as feeling, thinking people

- Relationships with others
- Resolving conflicts
- Respect for each other – unique and special
- Caring for each other's feelings
- PSHE
- Group work
- Collective Worship
- C.H.R.I.S.T. Like Values
- Staff modelling
- Taking turns
- Behaviour for learning policy

- Global links
 - Prefects / Mentors
- 4.11 A sense of empathy with others:
- Social stories
 - Anger management
 - Stories
 - Role play
 - Supporting charities
 - Sportsmanship
 - Emotional intelligence
- 4.12 A sense of silence and reflection:
- Noise level in classrooms – Quiet working
 - Planning and preparation time for teachers
 - Collective Worship is a time for stillness and reflection
 - Thinking time for students and staff
 - Calm school
 - Professional development time for all staff to reflect on practice
- 4.13 A sense of self-worth and the worth of others
- Awarding positives
 - Effort and achievement celebrated in displays
 - High academic standards
 - PSHE - discussion
 - Global days/themed weeks
 - Restaurant themes
 - Self/Peer marking
 - Christian vision statement and C.H.R.I.S.T. Like values
 - Students discussed regularly in meetings
 - Celebration assemblies – House assemblies
 - Staff knowing all students well
 - Rewards system
 - Headteacher lunch
 - PiXL Edge
 - Hot chocolate Friday
- 4.14 A sense of self-confidence in expressing inner thoughts:
- Group work
 - PSHE
 - RE
 - Leading Collective Worship Assemblies
 - Class presentations
 - Students presidents/ student leadership team
 - Oracy and the importance of talk
- 4.15 A sense of the joy in life:
- Sports/Art subjects/Clubs
 - Humour
 - Interschool sports competitions
 - Theme days and weeks
 - Productions
 - Students leading assemblies and collective worship

5. Monitoring and evaluation

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Observing and listening to children;
- Regular discussion at staff and governor meetings alongside the school's Christian vision and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school
- Evidence from students' work, e.g. reflective diaries, collective worship feedback, RE books, creative writing, art;
- Regular inclusion in the school's evaluation;
- Collective Worship/assembly feedback;
- CPD opportunities and sharing examples of good practice with other schools.