Colnbrook Church of England Primary School

Spiritual Development Statement

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go" Joshua 1:9

In the Bible, the term for spirit comes from the Hebrew word *'ruach'*, which has a range of meanings: spirit; breath; wind; life-giving. The Latin root *'spiritus'* also means *breath*. As a Church of England school, we interpret this as encompassing the *'whole being'* – mind, body and spirit, in other words *'living life in all its fullness.'*

What is Spirituality?

'Spirituality…arises from a creative and dynamic synthesis of faith and life, forged in the crucible of the desire to live……authentically, responsibly, effectively and fully.'
- Alistair McGrath

"We touch spirituality when we encounter an experience on life's journey that causes us to reflect on the deeper things of life, its meaning and our purpose within it, and as a consequence our lives are transformed."
- John Westwood

[Spirituality is] *'the search for meaning and purpose, expressions of relatedness, transcendence… connection to something greater, awareness.'*
- Brendan Hyde

Spirituality lies beyond the rational, and that it is to be found in a person's inner wisdom, sense of compassion and deep meaning.
- Brendan Hyde

We acknowledge that spirituality is unique and personal to each individual. We also know that our diverse community expresses their faith, belief or worldviews in a number of different ways. We want to provide children with opportunities that develop their understanding of themselves and others, so that they can be a force for good in the world.

Shared Approach to Spirituality

The following statements summarise spiritual development at Colnbrook:

- Spirituality is about being aware of yourself and the world around you.
- Spirituality is about the 'wow' factor.
- Spiritualty is about life's big questions.
- Spirituality is about understanding and experiencing our emotions.

Spirituality is about embracing the awe and wonder of human existence. At Colnbrook we want to create a place of encounter, so that children develop a strong understanding of themselves, an appreciation of others and of the wider world.

Windows, Mirrors, Doors

We explain spirituality using the terms windows, mirrors, doors.

Windows are for looking out onto the world and becoming aware of its wonders. Both the 'wows' and the 'ows'; things that are awe-ful and make us grateful and the things that are 'awful' and make us wonder and ask questions. The whole curriculum and life itself are full of opportunities to recognise this sensitively.

Mirrors are for looking into and reflecting alone and together, to see things more clearly, for thinking and asking important questions and learning from our own and each other's responses. Some subjects and times allow for this specifically such as RE and collective worship, but in all subjects, there will be opportunities, unexpected or planned when things just 'crop up'. Handled sensitively, it is possible to make the most of all these times.

Doors are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful all-in response. This can simply be done through a change in attitude, behaviour or thinking. It can be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.

Spirituality in Action

At Colnbrook you will see the following taking place that encourage spiritual development:

- Using 'Spacemakers' resources as a guide to exploring spiritual development.
- Time set aside in collective worship to use windows, mirrors, doors.
- Time used in curriculum lessons to explore the big questions.
- Flexibility encouraged to use opportunities to develop children's spiritual awareness.
- Use of the outdoor environment, both in celebrating the natural world and children seeing themselves as part of a global community.
- Encouraging children to understand perspectives that are different from their own.
- Capturing the 'awe and wonder' moments during the school day.
- Using our school's vision as a vehicle to develop a strong sense of inclusion and self-belief.
- Growth mindset approach, linked to the value of 'resilience' – not giving up.
- Using curriculum opportunities to develop children's moral purpose
- Develop children's awareness of the wider world, and encouraging them to be agents of change.
- Inclusion and diversity – celebrating the rich variety of backgrounds and views represented.
- Questions that stimulate children's spirituality, helping them to begin to tackle life's big questions.