



**ST PAUL with ST LUKE**  
CHURCH OF ENGLAND PRIMARY SCHOOL  
Leopold Street, Bow, London E3 4LA



**Policy version Control**  
**Spirituality policy**  
**September 2023**  
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<b>Version no</b>	<b>Amendments</b>	<b>Approval date</b>
1	New policy	September 2022 Fanoula smith
2	Revised vision	September 2023 Fanoula smith

St. Paul with St Luke's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God.

### **Our vision**

**Jesus said: 'Love one another as I have loved you'. John 15:12**

**We are the branch, our children the blossom,**

**We nurture all in our community,**

**We grow with love, learn, and flourish.**

The school's vision statement is taken from John 15:12 and reflects Jesus' teachings of love for one another. He calls us to love one another the way He loved and served humanity. We recognise that we are here to serve our children, enable and promote kindness and love in thought, word, and action. We believe the purpose of education is to nurture and enable every child to flourish as a unique child of God. We are called and committed to ensuring that our pupils can succeed because our belief is that all children grow through love.

### **Our School Values**

Spiritual and reflective

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development (see [www.doing-sm-sc.org.uk](http://www.doing-sm-sc.org.uk)). We can do this by:

- providing teaching opportunities to learn about themselves, others and the world around them, including the intangible
- appreciating and taking into account other people's preferences enabling
- children to use their creativity and imagination in their learning
- supporting children to reflect on their experiences

### **Caring and respectful**

Some of our values are about how we treat each other. You can give people respect by:

- listening actively to what they say
- showing respect for differences and opinions
- being honest
- respecting confidentiality
- taking an active stance against bullying and discrimination

### **Lifelong learning**

As a school we want to encourage everyone to keep developing and learning. We can show our commitment by:

- offering high quality learning experiences in all areas of the curriculum for all pupils
- offering additional support to enable pupils with special needs to reach their potential
- giving consistent messages of high expectations to all in the school community
- enabling and supporting staff in their continued professional development
- sharing facilities with the local community especially parents and carers

### **Working together**

SPSL is part of the local community. Together we can do more than we can individually. We can support each other, share ideas and solve problems by:

- working as a team
- sharing good practice with each other and the local networks/partnerships
- finding ways to involve parents/carers and the wider community

- making positive changes and being innovative

### **Taking responsibility**

We acknowledge our responsibilities and acknowledge the responsibilities of others by:

- being honest
- respecting confidentiality
- including everyone at the earliest stage possible in the decision making process
- subscribing to the school's vision and the part we play in realising that vision
- being excellent role models

### **Celebrating individuality**

Inspiring, engaging and motivating our pupils is something we value highly at SPSL. We do this by:

- giving praise and encouragement when deserved
- using activities that inspire, challenge and extend pupils
- offering an engaging curriculum which enables individuals to develop their unique potential
- developing a willingness to participate in artistic, musical, sporting, mathematical, technological scientific and cultural opportunities.

At St Paul with St Luke school we describe spirituality as:

Delight in all things  
Being absorbed in the present moment  
Not too attached to "self"  
Eager to explore boundaries of "beyond" and "other"  
Searching for meaning  
Discovering purpose  
Open to more...

Children's spirituality is like a child...

- It does not usually neatly confirm to accepted norms or use conventional expression
- At first glance, it may not sound like "Christian" narrative, it requires effort (listening) on our part to recognise what is being expressed and to develop a shared language
- It surpasses compartmentalisation
- It can be intense one minute and nonchalant the next. It is not linear
- It matters to the child
- It is valuable and not to be ignored or misunderstood

**Our aim is to:** establish the right learning environment to enable the spiritual development of all pupils through the following objectives;

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- 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 ( see mental health policy);
- Foster self-awareness and encourage pupils to make informed decisions;
- Develop the skills and language required to enable them 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.

These objectives will enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of Christian faith.

### **Teaching and learning**

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- The curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values;
- Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life; **see Appendix 2**
- Unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and children;
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;
- The school building and outdoor environment provides appropriate spaces for silence, stillness and prayer;
- That children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits;
- The provision of opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Support for learning to live with success and failure for themselves and with others;

- That moral development is linked to spiritual development through strategies such as 'windows, mirrors and doors' (see Appendix 2);
- That the outstanding RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives;
- That children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;
- Promotion of strategies for positive mental health (see Appendix 3).

## **Approaches**

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning by:

- Seeking to foster spiritual capacities, e.g. imagination, insight and empathy;
- Allowing children the security and opportunity to explore and express feelings and emotions and to celebrate diversity;
- Providing opportunities for prayer including silence and stillness;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop relationships based on the school's Christian vision and associated values;
- Enabling children to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today;
- Providing an environment that promotes space to reflect, think and wonder.

## **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 by providing them with induction and development training;
- Evidence from pupils' work, e.g. reflective diary, RE books, SMSC work, creative writing, art;
- Regular inclusion in the SEF;
- CPD opportunities and sharing examples of good practice with other schools.

**Sources and further reading:**

Children's Spirituality – what it is and why it matters? - Rebecca Nye with quotations from Gerald May, Rowan Williams and Jo Anne Taylor

The Diocese of Salisbury Derek Holloway and David Rickett

The Diocese of Exeter

Making sense of spiritual development – David Smith

More than Caring and Sharing. Making a church school distinctive – John Cox

Ofsted SCAA discussion paper

Adams, K, Hyde B, Wooley R (2008) *The Spiritual Dimension of Childhood*. London and Philadelphia: Jessica Kingsley Publishers

Adams, K (2010). *Unseen Worlds. Looking through the Lens of Childhood*. London and Philadelphia: Jessica Kingsley Publishers

## WINDOWS:



giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'WOWs' (things that are amazing) and 'OWs' (things that bring us up short). In this children are learning *about* life in all its fullness.

## MIRRORS:



giving children opportunities to *reflect* on their experiences; to *meditate* on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

## DOORS:



giving children opportunities to *respond* to all of this; to *do* something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

## Appendix 2 Planned and unplanned

Wisdom, knowledge and Skills	Community and Living Well Together
Hope and Aspiration	Dignity and Respect

Our aims	Where in the curriculum	KS2	KS1	EYFS
Develop an appreciation of their uniqueness and value as a child made in the image of God;	In the way you act, what you say, how you behave towards chn and their underrating of the vision and values	School values, Morning and evening greeting, Vision days, Prayer days, Collective worship, PSHE, P4C, Discussion, Pipil voice.	RE, PSHE, P4C, Talk for Writing, collective worship	RE (Special People), school values, show 'n' tell
Develop an understanding of the distinctive ethos of the church school as well as the context, language and symbolism of the Cristian faith;	Worship, RE, in establishing weeks	Collective worship, Class worship , Church services, Choir, after lunch reflection, Harvest banners	Visits to church, linking it to RE for example work on Harvest. Harvest banners	School vision, worship, establishing week, prayers school values, RE
Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;	Worship School's birthday – 50 years	School values, Vision, RE lesson, Collective worship	RE curriculum, looking at other faiths Celebrating differences and individuality	School vision and values, RE, PSED
Develop an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own;	RE, PSHE, Humanities, Worship	P4C, RE lessons, visits to other place soft worship, class visitors, questioning, promoting curiosity, class members sharing their won spiritual journeys (inter faith)	Worship at church, RE lessons, caring for the planet through gardening	School vision and values, RE, PSED
Develop an appreciation of what it means to be part of a community (e.g. using their gifts and abilities in the service of others);	Mentoring, leadership roles, charity work, courageous advocates	P4C discussion, RE lessons, church visits, collective worship, after lunch reflection, lunch and after school clubs, food bank support	RE, PE, PSHE, mindful breathing between lesson transitions, stories	Harvest festival and food collection, First love Food Bank, Re lessons, PSED
Develop strategies to build good mental health (see Mental health policy);	Mindfulness	Morning and afternoon greetings, mindfulness, PSHE, calm environment, P4C, mindful breathing, after lunch reflection, wider curriculum, clubs at lunch and after school: circus, movie and mindfulness, art, Arabic, old fashioned games, board games, choir etc. Think Equal	Clear behaviour routines and school/ class rules, PSHE, extending learning through marking asking questions for deeper thinking	PSED, mindfulness, thinking time
Foster self-awareness and encourage pupils to make informed decisions;	PSHE, RE, Worship, Picture News	Morning and afternoon greetings, mindfulness, PSHE, calm environment, P4C, mindful breathing, after lunch reflection, wider curriculum	Literacy curriculum, reading, well planned curriculum.	Provisions that allow children to make choices about their learning through free-flow play, lunch time food choices



		mindfulness, art, Arabic, old fashioned games, board games, choir etc.		
Develop the skills and language required to enable them to reflect upon the big questions and mysteries in life;	PSHE, Humanities, English	P4C, RE lessons, visits to other place soft worship, class visitors, questioning, promoting curiosity	PSHE, Literacy curriculum. Guided reading, shared reading, across the curriculum	Language in the environment, provision, Re lessons, Christmas nativity, Easter
Being to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;	PSHE, Way soft dealing with behaviour, Zone of Regulation	Morning and afternoon greetings, mindfulness, PSHE, calm environment, P4C, mindful breathing, after lunch reflection, wider curriculum, clubs at lunch and after school: circus, movie and mindfulness, art, Arabic, old fashioned games, board games, choir etc. Think Equal	PSHE, English curriculum, playing and learning together, working together to be more independent	PSHE, talking to unfamiliar adults in settings, relationships
Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;	Stories, Worship, RE, PSHE	Growth mindset, P4C, PSHE, discussions, enquiry based approaches, supportive environment, units of work	Sports and PE, reflections on learning with peers, growth mindset	Sports days, celebration assemblies, story time
Understand the value of difference and diversity through involvement with others;	Stories, Worship, RE, PSHE	School values, vision, RE lessons, collective reflections, worship, sharing own ideas, opinions, debates, cultures, faiths, life experiences, vision displayed in class and referred to often, units of work.	Sports and PE, Re, PSHE, storytelling, playing together	Understanding of the world curriculum
Encourage curiosity and imagination;	<b>Across all areas</b>	Art lessons, RE lessons, Storytelling, English lessons, P4C, PSHE, Promoting curiosity, Awe and imagination in all topics	Across the whole curriculum	Story stepping and innovating, art, music, outdoor environment (water and sand play, digging)
Develop the ability to reflect upon experience soft awe, compassion, beauty etc.;	<b>Arts, gardening, music, maths, science</b>	Science lessons, Music drumming, Choir, Art lessons, Promoting outside learning, Explorative play, Gardening, Weaving, Vision, RE lessons, Collective Worship, PSHE, P4C, Discussion, Pupil Voice	Celebrating learning in class and weekly star of the week assemblies, playing and learning cooperatively, curriculum map that revisits and builds on prior experiences and learning and introducing new learning in a creative and exciting way	Circle time, reflection, pupil celebration assemblies
Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creations	Arts and Science	P4C, PSHE, school values, reflection, outdoor learning, science lessons, music, drumming, choir, art lessons, explorative play, gardening, weaving vision, RE lessons, collective worship, discussion, pupil voice, all topics.	Re, school values, tidying up in the playground, using the outdoors as a learning environment such as gardening and observing seasonal changes, autumn, spring, summer rambles	Forest school, gardening, understanding the world, seasonal changes and life cycles

## **Appendix 3 Extract from the Mental Health and Wellbeing Guidance; Advice for Schools and SIAMS Inspectors 2018**

### 1. Spirituality and mental health

The Royal College of Psychiatrists has published some useful guidance on spirituality and mental health where they identify ways in which some aspects of spirituality can offer real benefits for mental health. They identify spirituality as being within and beyond formal religion and recognise that it 'often becomes more important to people in times of emotional stress and physical and mental illness, loss, bereavement and the approach to death.

They recommend that a person with a religious belief may need support which acknowledges and gives space to their faith as part of their support. Schools should therefore look to provide opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing. Religious Education which offers the opportunity for young people to engage with a diversity of people can support this. Schools would also benefit from building relationships with the religious leaders in their community.