



## Spirituality Policy

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<b>Policy Owner:</b> Headteacher- Emma Rose

## Our Vision

At Pinvin we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential.

At Pinvin C of E Academy, we believe that every child is a unique creation of God, with a bright future as promised in **Jeremiah 29:11: "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."**

We strive to create a nurturing and inspiring environment where every child can achieve their full potential. Our vision is to ensure that all our pupils can **'Be happy, grow and flourish.'** in a safe and supportive community. Through innovative teaching and a commitment to Christian values, we prepare our pupils to become confident, compassionate, and resilient individuals, ready to thrive in a changing world.

## Equality and Diversity Statement

At Pinvin C of E Academy we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality. In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

***This policy has been reviewed; to the best of our knowledge, we do not feel it impacts negatively on any specific group or individual within our school community.***

# Pinvin C of E Academy

## Spirituality Policy 2024-25

*As children of God, we are working together with warmth and the belief that everyone can be happy, grow and flourish.*

**Definition of Spirituality: Spirituality allows us to become aware of God, one another, the world around us and ourselves. It is the nurturing of the inner life of the soul of a child, enabling and embracing their questions, doubts and wonder of existence.**

The Pinvin C of E Academy recognises the importance in this definition and ensures that children have opportunities to fulfil this. The language of spirituality begins from a 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.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **wows** of life. Cracks may happen when something challenging happens and threatens the comfort of every day – the **ows** of life. Cracks can also happen in the stillness and ordinariness of every day – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical day.

In these special moments there is a spiritual opportunity.

Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the **wows, ows and nows** of life offer the possibility of cracks that are filled with gold and

make the pot even more beautiful. The gold in the cracks reflect a little of the awe and wonder of spirituality.

These are used to explore relationships with: - ourselves, others, the wider natural world and beyond and offer the invitation to relate to God.

### Rationale

Spirituality is a powerful force that determines what we are, who we are, what we want to be and our overall self-awareness. It forms the basis for successful relationships and connections with not only ourselves, but also creating meaningful relationships with others too. Additionally, there is evidence that suggests that spirituality can shape our behaviour and outlook on life, and can allow people to make better, well-informed choices.

At the Pinvin C of E Academy, spirituality connects with the values of the school. It promotes children to deepen relationships through **Love** to others and themselves; have **Hope** and understanding for the world and develop their sense of **Peace**. To be able to **Forgive** others and themselves. Furthermore, having this knowledge and **Wisdom** will also enable children to experience **Joy**. The collective impact of this allows pupils at our school: *'To be Happy, Grow and Flourish'*.

Our vision is the heart of the school and underpins everything we do. It promotes the idea that all children can grow and flourish spiritually as well as academically. It is our aim that the children's individual spiritual development is fostered as an integral element of the curriculum and is woven into everything that they do. This includes academic success, personal development, and cross-curricular experiences.

### Aims

The aims for spirituality at Pinvin C of E Academy are:

- To provide a context of faith, security and loving relationships to support each child's spiritual search.
- To foster the spiritual development of each child, regardless of age, sex, ability or cultural background.
- To foster self-awareness and promote a feeling of self-worth.
- To develop a set of values, principles and beliefs that children can carry forward into their everyday lives.

- To develop positive human qualities and connections.
- To develop respect and tolerance for different cultures, beliefs and religions
- To foster a deep respect for, both, their own feelings and for others in the community
- To enable the children to attribute meaning to experiences.
- To foster reflection and stillness, and change behaviour based on these experiences
- To foster a sense of meaning, purpose and direction in life.
- To share religious stories and festivals, rituals and symbols, particularly those from the Christian faith.

### **Organisation and Implementation**

Spiritual development is an important element of a child's education and fundamental to all other areas of learning. This is why, at The Pinvin C of E Academy, spirituality is encouraged within every subject and curriculum area. Without curiosity and the inclination to question, children would lack the motivation to learn which is why reflection is embedded into every Collective Worship session, and encouraged at the end of curriculum lessons too.

The above opportunities are made accessible to all children, no matter their ability, gender, age or culture. The school's practice facilitates spirituality by inviting all children to take part; including all children and inspiring them to reflect on their own lives no matter what an individual's culture or beliefs are. Spirituality should enable children to become 'better members of society' regardless of culture and background. Within school, children are able to question their own values and beliefs (including religious and non-religious) beliefs, and the way in which they impact on peoples' lives. Children are taught to look attentively and observe carefully through a range of different stimuli so that they can be creative and imaginative, thus being inclusive. They have opportunities to listen to music, text and film, as well as examining artefacts. Working collaboratively with their peers means that they can then learn how to value the contribution made by others and form their own opinions on others' comments. To respect all, children are encouraged to think of responses that show an awareness and understanding, and to look at things 'through another lens', even if they do not agree with the initial comments. Children always have opportunities to experience silent, calm and tranquil moments which afford time for reflection.

Whilst spirituality is promoted in every aspect of the curriculum, it is explicitly mentioned in the sessions outlined below:

### **In Collective Worship:**

- Opportunities for reflection and response are planned into worship

- Stillness
- Personal and collective beliefs are respected
- Sharing and celebrating common beliefs
- Celebrating success
- Remembering and celebrating the lives of people of spiritual significance
- Reflecting of Christian stories
- Making connections between the school's vision and values and their everyday life
- Prayer & praise books
- Journalling time for children to reflect
- Opportunities to understand 'wider/ national days' to promote a sense of tolerance
- To experience community cohesion links at a local level.
- Welcome words and closing prayer to encourage all children to think

In order to facilitate spiritual development at a holistic level, the whole staff are involved. This includes the developing the learning environment to reflect our Christian Distinctiveness. Everyone involved in the life of the school is valued and seen to be valued, policies clearly reflect the worth of individuals and the vision of the school, all adults recognise the need to set good examples of following the Pinvin Powers, the school welcomes differences in beliefs and values and invites everyone to belong. Additionally, the achievements, successes, and efforts of everyone in the school are always recognised and celebrated.

### **Spirituality in the Curriculum**

It is important that spirituality is developed and promoted in all aspects of the curriculum both incidentally and deliberately. Pupils should be given opportunities to see awe and wonder in all subjects and also to ask deep and engaging questions.

Outlined below are some of the ways in which spiritual development is nurtured and promoted as part of the curriculum:

#### **In Religious Education (RE):**

- People, places, things, books, actions and ideas held by religious believers to be holy.
- Ultimate questions of meaning and purpose.
- Ideas of the divine / questions of God.
- Forms of worship.
- Use of music, art and drama to express beliefs.

- Varieties of beliefs, celebrations and rituals.
- Ideas of commitment and belonging to groups and institutions.
- The idea of mystery and questions with no clear answers.

#### **In Literacy:**

- Empathy with authors and the characters in stories and plays.
- The appreciation of beauty in language.
- Awareness of other cultures and religions.
- Dialogue with social issues.
- Emotions and sentiments in writing and speech.
- The values of great works.
- Heroes and heroines in literature.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.

#### **In Numeracy:**

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

#### **In Science:**

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.
- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

#### **In Physical Education (PE):**

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievements.
- Emotion in sport.
- Personal limitation and failure.

- Appreciation of perfection.
- Sportsmanship.

### **In Design and Technology (D&T):**

- Discovering how something works.
- Appreciating genius.
- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.

### **In Computing:**

- The wonder of worldwide instant communication.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

### **In the Creative Arts (Art, Music, Drama and Dance):**

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness. o Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.
- Mood.
- Skill.
- Pattern.
- Formulae

### **In Geography:**

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.

### **In History:**

- Being in touch with past people, things and ideas.
- Being part of history.
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace – interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.

### **In Collective Worship:**

- Opportunities for reflection and response are planned into worship.
- Stillness.
- Personal and collective beliefs are respected.
- Sharing and celebrating common beliefs.
- Celebrating success.
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Common activities such as singing, listening, laughing, praying, reflecting on a theme.
- Remembering and celebrating the lives of people of spiritual significance.
- Emphasising common purpose and values.
- Experiencing emotions.

In addition, as part of the curriculum, pupils have opportunities to:

- Visit places of beauty, interest and challenge
- Admire and wonder at the natural environment and human creative efforts
- Work out personal relationships in unusual and challenging situations
- Experience community cohesion links at a local, national and global level
- Engage in activities that promote courageous advocacy
- Participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.