



Leeds and Broomfield C of E Primary School

Vision

At Leeds & Broomfield we build **strong foundations for all**; to learn, **flourish** and fill their hearts with **God's love**. **Everyone is important, valued** and needed to make L&B grow. We give a quality all round **nurturing education** which **develops the whole child**; **If the rain came we would not fall.**

"As many hands build a house, so many hearts make a school."

(Matthew Ch 7 24-27)

Respect Resilience Empathy Curiosity Honesty

Nurture - 'It is about learning - breaking down barriers'.

Spirituality Policy

Introduction

At this church school, all aspects of school life are driven by our Christian vision and values. We aim for all children to develop as a whole and be the best they can, this includes their spiritual development.

At Leeds and Broomfield we believe that it is very 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 Understanding Beliefs and Collective Worship and can be explored through many different curriculum areas.

Our starting point is our pupils' own "Big" questions about life and from this we plan a series of encounters (Windows) that open up the possibility of reflection (Mirrors). Finally, the children are given an opportunity to put into action what they believe and value (Doors).

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 everyday – the **ows** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

In these special moments there is a spiritual opportunity. 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 wonder of spirituality.

What do we aim to achieve for the children?

- At Leeds and Broomfield we use the language and concepts of **wows**, **ows** and **nows**.
- The children become increasingly aware 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. The children reflect on the relationship they have with their sense of being a unique person. **(Honesty and Resilience)**
- The children become increasingly aware of the concept of **others** – a growing **empathy (Respect)**, concern and compassion of how to treat others. The children reflect on how their values and principles affect their relationships with others.
- The children become increasingly aware 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. The children explore their understanding of beauty and the effect this has on their perception of and relationship with the world. **(Curiosity)**
- The children become increasingly aware of the concept of **beyond** – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. The children search for meaning in their very existence and their place in the greater scheme of things.
- The children develop an understanding of the beliefs and values of Christianity and other world religions. The children are respectful of the beliefs and values of others. They look at links between world faiths and non-faith. These are called "Golden Threads".
- The children develop the ability to question.
- The children develop their ability to express their thoughts, ideas, feelings and their 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. In particular through Understanding Beliefs, English, Maths, Life Skills, Geography, History, Art and Music.
- We provide and plan for a wide range of opportunities for children to develop spiritually through Worship.
- We also promote spiritual development opportunities through our wider curriculum for example: "Say no to Bullying", Cultural Day, Sports Week, School Council, and Wellbeing Warriors and through other extra-curricular activities such as school drama 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 3 areas: Windows, Mirrors and Doors.

A) **WINDOWS**: Encounter – the learning about life

We give 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).

B) **MIRRORS**: Reflection- the learning from life

We provide children with time for REFLECTION – "Ows". We give children opportunities to reflect on their experiences, to look inward and consider the big questions of life. In this they are learning **from life** by exploring their own insights and perspectives and those of others. Give emotional, physical and auditory space.

C) **DOORS: Transformation** – the learning to live by putting into action what they believe

We give children opportunities to **respond to all of this**; to **do** – “nows” – 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.

This policy should be read in conjunction with:

Collective Worship Policy

RE Policy

Document History

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Bi-Annual Review