



# Pendock CE Primary School

Be the best that you can be

## PENDOCK CE PRIMARY SCHOOL Spirituality Statement

We aim to enable and encourage all those connected with Pendock school to be the best that we can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.

### What is Spirituality?

Spirituality is the way in which we combine our thoughts and emotions to reflect upon a world filled with awe and wonder: a world in which we seek to give meaning and purpose in a caring and compassionate community.

Pupils' spiritual development is shown through their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Willingness to reflect on their experiences.

There are many aspects of spiritual development, such as:

- Beliefs – The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.
- A sense of awe and wonder – Being inspired by the natural world, mystery, or human achievement.
- Experiencing feelings of transcendence – Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experience.
- Search of meaning and purpose – Asking "why me?" at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.
- Self-Knowledge – An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.
- Relationships – Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.
- Creativity – Expressing innermost thoughts and feelings; exercising the imagination, inspiration, intuition and insight.
- Feelings and Emotions – The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use feeling as a source of growth.

Effective learning is a spiritual experience. Learning involves engagement with and exploration of a new concept, thinking deeply about it and trying to connect it to what we already know. If we can do this successfully we can evoke a positive emotional response. With each new concept acquired, we change ourselves, moving forward in life a little altered, motivated, fulfilled and inspired by the experience.

### Why is spiritual development important?

As a church school, we believe that our role is to educate the whole child and that the spiritual growth of our children is as important as their academic development. The values developed each week through our assemblies, our school vision, as well as opportunities created throughout our curriculum underpin all we seek to achieve in the lives of our children. Getting people to look at the world around them, reflect and think for themselves, encourage positive emotional responses is an important aspect for spiritual development.

### How is provision made for spiritual development?

We strive for the children and adults connected with Pendock to be the best that they can be by living out our core values:

- P – positive attitude;
- R – respect
- I – individuality
- D – determination
- E – excellence

An important contributor to effective spiritual development is the underlying key Christian Values for life which operate in the school. These are:

Friendship	Courage	Forgiveness	Perseverance	Truthfulness	Responsibility
Compassion	Hope	Humility	Service	Trust	Respect & Reverence
Peace	Thankfulness	Creativity	Generosity	Wisdom	Justice

In addition, our vision determines how adults and children relate to one another. This creates the right atmosphere for effective spiritual development. For example:

- Everyone involved in the life of the school is valued and seen to be valued.
- Policies reflect the worth of individuals
- Behaviour and policies and practices are collectively arrived at and discussed regularly
- All adults recognise the need to set good examples of mutual respect and considerate behaviour
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff
- The atmosphere of the school welcomes differences in belief and values, and invites everyone to belong.

Daily Collective Worship, based on the Christian values above provides opportunities for:

- Reflection and response
- Thinking deeply
- Stillness and prayer
- The respect of personal beliefs
- Celebrating success
- Shared activities such as singing, listening, laughing, reflecting on a theme
- Experiencing emotions
- Through pupil led worship, children have the opportunity to support the spiritual development of others, and in turn this leads to a sense of fulfilment and is therefore a spiritual experience for the leaders
- The use of visual stimulus such as religious symbols, candles, art, icons, photos, videos

Religious Education is a subject that looks at the spiritual experiences of others and how these change and shape their lives. RE allows children to use what they find out about other people and their beliefs to reflect on their own understanding. Through this, children can begin to shape their own beliefs. RE allows children to engage with the idea of mystery and questions with no clear answers.

Structures frameworks and process will support the development of spirituality by explicitly planning for it. The list below indicates some examples of the developing structure. It is not exclusive and is only an indication of what happens on a day to day basis here at school.

The development of spiritual capacities is like a woven web across school- in conversation, actions and experiences.

- Responsibility Groups- provide an opportunity for every child to put words into action and make a positive impact on school
- Collective Worship – offers a time and place for prayer, stillness, worship and reflection (as mentioned above)
- Specific RE teaching that links directly to developing spiritual capacities through the ministry of Christ (as mentioned above)
- Restorative behaviour techniques- underpinning conversations to support children in their choices and reflections.
- Visits, visitors, experiences- varied and rich and to include time for reflection.
- Global awareness and opportunities for courageous advocacy.
- Within the curriculum – links and opportunities for spiritual development
- In relationships and interactions
- Within the children themselves- their pride, perseverance, respect, tolerance, kindness, generosity, self-efficacy, openness, approachability... in their sadness and in their laughter and joy.

This document will be updated in line with the Collective Worship and RE Policy as needed.