

# St Thomas the Martyr CE Primary School

## Spirituality Policy

*"Spirituality is like a bird, if you hold it too tightly it chokes, if you hold it too loosely it flies away."*

Rabbi Hugo Gryn

### Rationale

Spirituality does not fit neatly into RE lessons and all staff are expected to, and are capable of, ensuring that as opportunities do arrive, they are used to help children develop their spirituality.

All Spiritual development, at St Thomas the Martyr CE Primary School, takes place within the context of the Christian faith. As a church school we offer opportunities for all our school community to develop a relationship with God, through Jesus.

Spiritual development is only possible when the environment allows children (and adults) to feel accepted, to question and to explore. Spiritual development needs time to reflect on and absorb issues and ideas, to reflect theologically and to experience awe and wonder.

Whilst RE and Collective Worship are obvious areas to look for Spiritual Development it can also be found in all curriculum areas and in play situations.

At St Thomas the Martyr CE we aim to promote Spiritual Development within the context of Christian beliefs, values and worship. We seek to provide our children with opportunities to explore the Christian Faith and develop a relationship with God.

### Guidelines for Spiritual, Moral, Social and Cultural Development

**Spiritual:** the growth of the spirit, understanding strengths and weaknesses, self-respect, creativity, the will to achieve one's own potential and the ability to ask and try to find out answers to life's major questions, including questions about the existence and nature of God in order to foster non-material well being throughout life.

**Moral:** the development of understanding of the difference between right and wrong, understanding of moral dilemmas, the will to do that which is right, a willingness to consider others with concern and the ability to cope with moral conflict.

**Social:** the development of understanding of the responsibilities and rights of being members of families and various communities (local, national, and

international) and the ability to relate to, and work with, others for the common good and to live to these responsibilities and exercise these rights.

Cultural: the development of understanding of how people of different cultures think, feel, create, behave and live. Its aim is to develop pupils' sense of belonging within, value for and engagement with local, regional and national cultures. At the heart of cultural development lies the engagement of pupils to question, analyse, evaluate and reflect on their previous responses and the responses of others within a range of different cultural contexts and aesthetic experiences.

### Guidelines for Moral Education

We recognise the uniqueness of each individual as a child of God. As a Church school we have a commitment to live out the challenge of Jesus' teaching as well as exploring the commonly agreed norms in society. We must equip our children to recognise and evaluate what is being presented to them and continually work towards a structure and framework for their own beliefs and behaviour. We need to use the experience of others to support and prepare us for life's journey.

### Provision for Social Development

At St Thomas the Martyr CE Primary School we look to educate the 'whole' child, therefore, we make provision for social development both in the hidden as well as the explicit curriculum.

We ensure that:

1. Children are given time to play at lunch time, older children play with younger children and model how to play. Some are trained as Activity Leaders.
2. We raise money for several charities each year – local, national and international. (Theo's Tribe, Children in Need, Save the Children, the local Foodbank, British Royal Legion, Sport Relief and Comic Relief.)
3. We take parts of our infant nativity play to the local centre for the elderly
4. Year 5 and Year 6 are given the opportunity to experience a residential 'holiday' to develop, amongst other things, social skills.
5. The School Council contributes to the understanding of rights and responsibilities when part of a community.

### Provision for Cultural Development

St Thomas the Martyr CE Primary School has a proactive approach to cultural development. We aim to enrich the children's knowledge and experience of their own and other cultural traditions, through the curriculum, visits, visitors and other activities. Our duty under community cohesion reflects our philosophy within this area.

Aspects of the curriculum such as history, geography, art, music, dance, PSHE, literature and RE can all positively contribute to cultural development.

We also:

- Visit museums
- Appreciate the natural world through art and poetry
- Study other faith

## **Appendix 1**

Ways of promoting SMSC within and across subjects.

The teaching of subjects can support SMSC development in two ways that is either **through** what is taught or **how** it is taught.

This document considers each area separately, in order to highlight specific examples.

We aim to develop:

- A set of Christian personal beliefs and values by which we live
- A sense of transcendence – there is more to life than ‘meets the eye’ – more than a physical existence
- An awareness of order, pattern, meaning and purpose in the world leading to an understanding that, for Christians, creation is a revelation of God’s loving purposes
- A capacity for awe and wonder – an awareness of uncertainty and paradox
- A sense of personal worth
- An ability to value others as created in God’s image
- Self-knowledge and an awareness of and growth of feelings, emotions and imagination
- An understanding of Christian teaching on life and death, on suffering, grief and loss
- An awareness that life involves choices between good and bad
- An awareness of God’s love and care for us personally
- An understanding of the Christian belief of Jesus Christ as Saviour

We provide opportunities in worship and throughout the curriculum for our children (and staff) to:

- Be quiet and reflect on life and the world and ‘wait on God’
- Become familiar with traditional forms of Christian prayer and worship
- Give thanks to God for creation, preservation, salvation and the promise of eternal life
- Use a variety of prayer forms
- Question, explore, discuss and give an account of their own beliefs
- Use their gifts of imagination and creativity
- Explore and express feelings and emotions
- Develop respect for others
- Face difficult or distressing matters in the context of a loving Christian environment.

## Appendix 2

### Promoting SMSC through specific subjects

EXAMPLES – this list is not exhaustive

<p><b>English</b> poetry drama discussion of plot questions of right and wrong fact v opinion stories from other cultures</p>	<p><b>Maths</b> infinite numbers problem solving maths from other cultures recognising 'Eureka' moments surveys on bullying, smoking, hunger</p>
<p><b>Science</b> creation space conservation scientists from other cultures gender issues?</p>	<p><b>ICT</b> can computers create? limitations on what computers can do PC v Human!</p>
<p><b>RE</b> awe &amp; wonder right and wrong festivals suffering life &amp; death new life family life – different models of 'family'</p>	<p><b>PSHCE</b> self-respect respect towards others ethical issues codes of behaviour rights v responsibility</p>
<p><b>History</b> motivation of individuals who made sacrifices (Martin Luther King etc.) consequences of actions conflict resolution social structure (Victorians/Tudors)</p>	<p><b>Geography</b> appreciation of the world landscapes conservation our community ... contrasting locality natural disasters</p>
<p><b>D &amp; T</b> creativity – fulfilment in making something teamwork &amp; cooperation</p>	<p><b>Art</b> appreciating and responding to talent explore feelings from looking at artwork explore artwork that helps understanding of beliefs</p>
<p><b>Music</b></p>	<p><b>PE</b></p>

<p>appreciation  care of instruments  other cultures' music  awareness of the power of music to the listener  lose yourself in a piece of music – where did you go to?</p>	<p>self-fulfilment  teamwork  abiding by rules  positive attitudes  honesty  respect  commitment / loyalty  ritual – 'three cheers' / clapping / the Maori Hakka</p>
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