

Spirituality at Archbishop Courtenay Primary School

Our shared definition of Spirituality

'With God's love and care guides us along our spiritual path making us a strong, resilient and proud community ready to learn, thrive and flourish together'.

At Archbishop Courtenay Primary School, we believe that spiritual development is essential for personal happiness. It influences all areas of education as it does all aspects of life; providing children with opportunities to find joy in the ordinary. We believe in embracing spontaneous moments, with a sense of enjoyment and fascination, in order for our children to learn about themselves, others and the world.

Spiritual development supports our children's academic progress offering opportunities to think critically about their beliefs, religious or otherwise, to inform their perspective on life and their ability to respect the feelings and values of others so that they become well rounded richly unique individuals who are ready to take their place in society, fulfilled, happy, spiritually aware and socially and emotionally engaged.

No child is complete without spiritual engagement, be it through art, music, literature, nature etc. One-way spirituality can be expressed is through Collective Worship offering knowledge, along with an awareness or understanding of the value of silence and reflection. We therefore actively provide opportunities for our children to reflect and give them time to think more deeply about things to fully appreciate the world around them and to consider the contribution they can make to it.

Windows: Opportunities to look out on the world to gaze and wonder: The Wow moments. The things we find amazing and captivating.



Encounter: The learning about life



Mirrors: Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others.

Reflection: The learning from.

Doors: Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions.

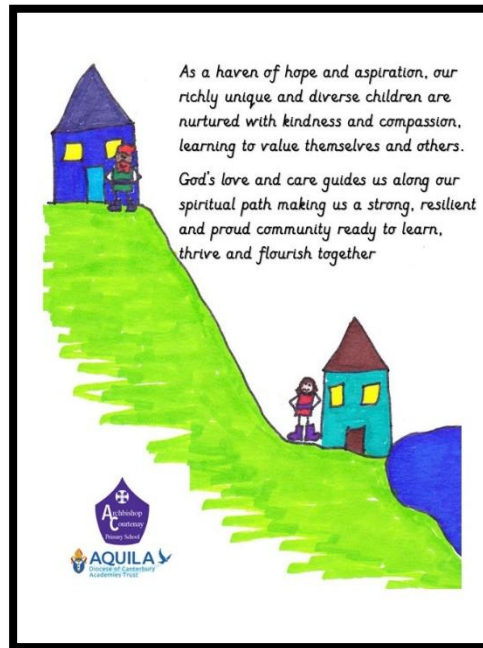


Transformation: The learning to live by putting into action what they believe.

It is often said that Spirituality will only happen when we are open and willing to go deeper. At Archbishop Courtenay Primary School, we try to develop spirituality by

being creative and engaging, by enabling our pupils to connect with stories, by empowering our children to ask and respond to questions, by promoting play and creativity and by developing relationships, by providing a sense of belonging and by the use of prayer and symbols. Our school is set in beautiful surroundings which help our children to appreciate the world around them from the very beginning of their school journey.

There are many opportunities for parents to share spiritual activities with the school including church services and worship sessions in school.



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

In Physical Education:

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

In Design and Technology:

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

In Literacy:

- Empathy with authors and the characters in stories and plays.
- The appreciation of beauty in language.
- 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 Mathematics:

- 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 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.
- 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.

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 Religious Education:

- 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 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, the children have opportunities:

- To visit places of beauty, interest and challenge.
- To admire and wonder at the natural environment and human creative efforts.

- To work out personal relationships in unusual and challenging situations.
- To experience community cohesion links at a local, national and global level.
- To engage in charity-based activities.
- To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.
- In order to facilitate spiritual development, the organisation of the school and the environment for learning are such that:
 - Everyone involved in the life of the school is valued and seen to be valued.
 - Policies and ensuing practices are clearly seen to reflect the worth of individuals.
 - Behaviour and people management 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.
 - Aesthetic awareness is encouraged.
 - The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
 - The achievements, successes and efforts of everyone are recognised and celebrated.

Monitoring and Evaluation

Opportunities offered to children for Spiritual Development will be monitored and evaluated in the following ways:

- Monitoring of lesson plans and teaching and learning by leaders, senior management and or/governors.
- Audit of policies and schemes of work.
- Regular discussion at staff and governor meetings.
- Sharing of classroom work and practice.
- Evidence from pupils' work
- Regular inclusion in SEF.