



Abbey CofE Infant School Spirituality Policy

September 2024

Abbey CofE Infant School

Shine Brightly

Legal Framework: Links to OFSTED and SIAMS expectations

SIAMS inspectors will evaluate spiritual development within the school through IQ3 and 1Q2b:

IQ3 How is collective worship enabling pupils and adults to flourish spiritually?

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?
- e) How does the trust contribute to and enhance the school's worship and spiritual life?

IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?

- b) How is spiritual development an intrinsic part of the curriculum?

The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, states: Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

School Spirituality Statement

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 every day.

“There is a crack in everything, that’s how the light gets in” Leonard Cohen

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 wonder of spirituality. Abbey CofE Infant School uses this language and the concepts of wows, ows and nows. These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God.

Aims

Abbey CofE Infant School - **School’s Christian Vision**

Shine Brightly



(Jesus said) “You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on a stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your father in Heaven.”

(Matthew 5: 14-16) (taken from the Sermon on the Mount)

We want our children and school community to **shine brightly** in all that they do by working towards our shared theologically rooted Christian vision and living out our shared Christian values :

Shine brightly through Love: Everything we do as a school is done in love to ensure everybody shines brightly and becomes the very best that they can be, both for themselves and in support of others.

Shine brightly through The Trinity: In our diverse school community each individual contributes positively to living well together in community. Differences are valued and celebrated.

Shine brightly through Salvation: Everybody works hard to be the best version of themselves and when challenges arise, we work together, in hope, to overcome them.

At the heart of our school lies a strong Christian ethos and our Christian values of thankfulness, respect, forgiveness, perseverance, hope, friendship, love and courage permeate all that we do. Our school is a place where everyone can flourish despite their unique difference. As such, we provide a warm welcome to all.

Our vision drives our school's approach to spiritual development whereby each child is valued as unique and special;

Theological concept	Key Relationship to spiritual development
Creation	<p>OWS- When the earth does scary things and unexpected disasters occur opportunities for discussion and learning in school</p> <p>WOWS- The awe and wonder of the natural world in Geog, Science, Gardening club. Our own creativity and creative achievements in art, D&T, literacy and in play and problem solving</p> <p>NOWS-Developing our creativity. Recognising and celebrating uniqueness, difference and diversity embedded throughout our curriculum.</p>
Incarnation	<p>OWS- Death, loss, grief – providing support, empathy and community in difficult times (Thrive, Early Help, Safeguarding Policy and Practice)</p> <p>WOWS- Excitement, Joy when it is a joy to be in groups or crowds celebrating such as Easter and Christmas services and celebrations, leavers service.</p> <p>NOWS- The joy of friendship and doing life in school together no matter what happens</p>
Trinity	<p>OWS- Exclusion, learning about racism, bullying and discrimination arising from difference.</p> <p>WOWS- Celebration of unity through diversity and difference woven into curriculum through PSHE, content chosen to reflect a diverse range of cultures and backgrounds.</p> <p>NOWS- The everyday living out of unity with difference, letting others be themselves. School's commitment to inclusion.</p>
Love	<p>OWS- Hurt by someone we love, injustice, rejection or lies. Behaviour policy focussed on support and learning from past mistakes helps children to navigate and develop out of OW moments. As a school committed to continuous improvement for all, it is also necessary to speak truth and hold difficult conversations at times.</p> <p>WOWS- Finding friends, developing relationships. The work of our school is built on strong relationships.</p> <p>NOWS- Everyone aims to show kindness, respect, to treat others with dignity. Staff and pupils seek to include others and act with fairness.</p>
Salvation	<p>OWS- Disappointments, making mistakes and poor choices are all part of school life children are encouraged to learn from their mistakes and are taught strategies for managing challenge. Staff have access to confidential wellbeing support.</p> <p>WOWS- Transforming communities together e.g working with our Church to fund raise for the local community, Church and school visits to local care homes. Transformational Thrive support, enabling SEND support.</p> <p>NOWS- Being good news for each other, developing community and everyone building a happy community safe for all. School staff and pupils work in community to create a safe and secure learning/ working environment.</p>
Reconciliation	<p>OWS- breakdown in relationship, harm and pain, betrayal can occur within a school community. Children are taught strategies for managing and maintaining healthy relationships.</p> <p>WOWS- Saying sorry, making it right, building new friendships – when children can apply their relationships learning</p> <p>NOW – Learning how to be a reconciler and peacemaker in today's world. Showing empathy and forgiveness. Taught throughout the school day and curriculum.</p>

	How can I shine brightly at different times?	Language used in school to name wow, ow and now times
Shining brightly in the 'wow' times:	<p>These are the awe and wonder moments. The times when you want to breathe in and capture the feeling, holding onto it as long as you can.</p> <p>Shining brightly in the WOW moments at Abbey CofE Infant School:</p> <ul style="list-style-type: none"> • Children finding joy in learning and playing together. • Children learning new skills and knowledge and showing fascination when finding out about our wonderful world and all the different people who live here. • Staff finding joy in working together to help children to grow, develop and achieve. • Celebrating wow moments through star of the week/ class dojo awards/ jigsaw award. • Helping others to succeed. • Being a good role model when following our school rules READY, RESPECTFUL and SAFE and contributing to living positively in community. • Finding joy in helping others and contributing to community. 	<p>Wow moment</p> <p>This is a WOW moment you have blown my socks off because...</p> <p>This is a WOW moment for you! How do you feel?</p> <p>This is a WOW moment. You have written an amazing sentence as a result of your hard work and determination.</p> <p>Let's stop to think about this WOW moment. How incredible to think of the amazing courage Captain Scott must have had on his Antarctic expedition.</p> <p>Let's pause for a WOW moment – just look at the beautiful colours on this flower.</p> <p>I am most thankful for...</p> <p>A person I think is really good is...</p>
Shining brightly in the 'ow'	<p>These are the blows life can bring. They can knock the breath out of you.</p> <p>Shining brightly in the ow moments at Abbey CofE Infant School:</p> <ul style="list-style-type: none"> • Children are explicitly taught resilience and encouraged to demonstrate this by being like don't give up Donald Duck and have a go Harold (our learning behaviours characters) • Our school community live out our Christian Values of love, hope and perseverance. Children might show this in learning a new skill that is really challenging me e.g OPAL lunchtimes, being a kind friend, learning a new mathematical concept, offering ideas to solve a problem. • Staff live out our shared Christian values such as when experiencing challenging situations. Staff live out our Christian values of love, perseverance and hope as they work in community in support of each other during times of challenge. • Receiving additional support in school through Thrive to enable children to shine in their learning and friendships. • Receiving additional support for SEND to ensure all children have a chance to shine brightly in all aspects of school life and beyond. • Offering early help support to families to help them to shine. • The safeguarding team acting to support children at times of need. • Through praying for others at difficult times. • By reflecting on mistakes and learning from them. • Reflecting on the feelings and actions of others during worship e.g. Jesus on the cross 	<p>Ow moment</p> <p>Let's just stop because I think this is an OW moment. You've made a mistake and I can see you feel sad about that, what will you do differently next time?</p> <p>Even though you have found this difficult and it feels like an 'OW' moment you are shining brightly by being like 'don't give up Donald Duck'</p> <p>This is really tough and feels like an OW moment but you are shining brightly by being like 'have a go Harold'</p> <p>I can see you are having an OW moment. Can you explain what you are feeling? What do you think might have caused you to feel that way?</p> <p>Lying is wrong because...</p> <p>There would be less trouble if...</p>
Shining brightly in the 'now' (everyday)	<p>These are the everyday ordinary times: being able to be present in the moment, being open and receptive to life, because God is not just for emergencies!</p>	<p>You are shining brightly by being calm and reflective. This is helping you to learn, to be a good friend to others, share good ideas with your class, spot</p>

times:	<ul style="list-style-type: none"> • Reflection time in lessons and in worship • Prayer throughout the school day • Following our school rules and being like Sally Safe, Roger Respectful and Ready Rita • Demonstrating good learning behaviours (our learning characters) • Being a good talk partner and listening to our friends • Thinking of others at play, in our learning and whilst at work 	<p>small details, see things differently and in an interesting way etc</p> <p>I can find peace by...</p> <p>I think God is like...</p> <p>One thing I wonder about God is...</p> <p>Silence makes you feel...</p>
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❖ We help each other to recognise these moments in life and to reflect on events that make us who we are.

Organisation

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

Physical environment

- Classroom spiritual spaces
- Whole school prayer space in front entrance
- Worship table in the hall is a focus in whole school worship sessions

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life.

Spirituality in Collective Worship

Worship Collective Worship is the beating heart of Abbey CofE Infant School. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared. Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. The children at Abbey CofE Infant School are very young, therefore, language is simplified and worship plans are kept deliberately simple. Ted the Teddy Bear is used to model reflection time. Objects, pictures and pupil participation are used to support children to understand and engage in the early stages of their spiritual development. Collective Worship also provides a real sense of being present (now moments) which are often linked to invitations to pray. Pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the joys of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the low moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service.

Time is given for celebration, both for the accomplishments of school members and to mark seasonal

Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Abbey CofE Infant School is invitational, inspirational and inclusive.

Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality. Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of wows, ows and nows where appropriate. For further details, please refer to Abbey CofE Infant School Religious Education Policy and The Church of England's Statement of Entitlement.

Our school vision sets out our shared goal to support all children to shine brightly. To achieve this we believe children must enjoy learning and be exposed to high quality teaching and learning opportunities. In order to help children to shine in their learning we aim to provide a magical curriculum rich in wows, ows as well as nows. Our curriculum supports children to acquire vital knowledge and skills as well as opportunities for developmentally appropriate spiritual growth.

Drawing on the language of wows, ows and nows, conversations around spirituality will be included in classroom teaching when appropriate from Nursery to Year 2.

Maths

- The wonder of number patterns.
- The concept of division in relation to sharing and fairness.
- Considering what cannot be measured? For example, love
- 4. Considering what cannot be accurately counted? For example, the difference an act of kindness makes.
- 5. Tackling mathematical challenges encourages resilience, patience, and a growth mindset, all of which are valuable aspects of spiritual development.
- 6. Recognition of patterns, symmetry, and order in mathematics can evoke a sense of awe and appreciation for the inherent beauty and harmony within mathematics and it connects children to the broader world, enhancing their appreciation of its structures and patterns.
- 7. Discussions on the infinite nature of numbers and the concept of zero can stimulate profound reflections on existence and the mysteries of the universe. Encouraging children to reflect on these abstract concepts nurtures their spiritual awareness and curiosity.
- 8. Sequences, patterns, measures and ultimately the entire study of Mathematics was created to make more sense of the world around us and we enable each of our pupils to use Maths as a tool to explore it more fully.

Reading

-Providing opportunities to ponder big questions about stories, poetry and books such as; What inspired you in this text?, How did a character cope with a challenge in life?, How did the actions of a character surprise

you? How do you think you would have responded to that wow or ow moment?, What do you think makes these words so powerful/beautiful/painful?

Writing:

- Responding with empathy through writing e.g. Captain Scott's diary
- Reflecting on writing, making time to look back and reflect on progress in writing.
- Responding to extraordinary events through writing.
- Writing a prayer.

DT

- Being able to appreciate designer's way of expressing their thoughts and opinions creatively, with a desire to improve on and inspire the lives of others
- Allowing children to develop their innovate skills, problem solve and act creatively in response to a design brief

Music

- Allowing children to pull apart' messages within a range of musical styles and appreciate them.
- Enabling different genres of music to impact their sense of self, understanding that music can affect their emotions in different ways.

Geography

Children will celebrate their cultures, families and traditions with their peers. They will bring in photos and items that are important them and share these with their peers through discussions. The children show a sense of pride when talking about what is important to them and their family. Children are encouraged to recognise and acknowledge the breadth of cultural diversity within our classroom and school.

Geography connects children to the natural world and the local environment around them. Activities such as map drawing and fieldwork allow the children to engage with nature, promoting an appreciation for the local world around them. This connection can inspire a sense of wonder and reverence for the environment.

Geography also connects the children with the wider world. They become aware of countries and places that are contrasting to where they live. They learn about continents, seas and significant landmarks that are important to other cultures and countries. This also allows for a sense of awe and wonder about the rest of the world and the people who live on Earth.

The children learn about other countries and the similarities and differences between the United Kingdom. We discuss the landscape, fauna and flora, climate and make comparisons. Within this we also discuss the opportunities that we have in our country compared to the opportunities that children in other countries have.

Ows - In Geography, the children learn to take responsibility in how to look after the world around them. The children come up with suggestions about how we could look after the school grounds and their houses and gardens. We discuss recycling and the positive impact that that has on the natural world.

Ows – We discuss the impact that our behaviour has on the environment and how our behaviour has an impact on the planet. We discuss the negative impacts that our actions, as humans can have on our world and also the positive difference we can make if we all make small differences.

History

- Our history learning offers pupils the opportunity to reflect on religious and cultural stories from the past. It provides the opportunity to explore how these stories teach us about the ow and wow moments in both our own, local and worldwide historical events.
- Our curriculum teaches lessons about injustices, unexpected disasters, death and discrimination. However, it also celebrates significant people from history, recognises diversity and provides the excitement of understanding the huge accomplishments people can make.
- Our children are offered time to reflect upon how we can learn lessons from key historical events. We intend for children to create future decisions which will be fair, celebrate difference, advocate for peace and work towards a safe community.

PE

- Children will celebrate a new skill by voluntarily performing in front of their peers. They will record themselves to then watch it back and show a sense of pride when watching them complete their new skill. Children are encouraged to recognise other children's skill development and acknowledge one another's achievements.
- Children are encouraged to acknowledge how their body feels when faced with a task and overcome a physical challenge.
- PE connects children to the natural world and their environment. Outdoor activities, such as team sports or field events, allow children to engage with nature, promoting an appreciation for the world around them. This connection can inspire a sense of wonder and reverence for the environment. Sports often serve as a powerful vehicle for spiritual expression and connection across various cultures and traditions around the globe.
- Children are given opportunities to self-reflect and think about their own strengths and limitations. They are also encouraged to feedback to their peers in a respectful way.
- PE lessons provide numerous opportunities for children to interact, collaborate, and build relationships with their peers. Team sports and group activities, such as bench ball, require cooperation and communication. These experiences teach children about empathy, trust, and mutual respect.

Overall, by integrating spirituality into PE, we nurture well-rounded individuals who are not only physically fit but also spiritually aware and connected.

Science

- The opportunity to investigate and explore the World around them.

- Become aware of how the World works, discovering the wonders of the animal kingdom and learning about their own bodies. Reflecting on their role within the World community and form their own thoughts and opinions about their beliefs.
- Considering how they can make a difference to the world around them by looking after the world they have been gifted.
- Understanding that they play a part in ensuring the world is looked after for future generations.
- By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.
- Making a prediction and investigating to find an outcome.
- Looking at the outcome and understanding that sometimes our predictions may not be correct.
- How can we improve our experiments to change the outcome.
- Reflecting on what is happening within our experiment or the world around us and learning from mistakes.
- Making simple observations.
- Asking simple questions and recognising that they can be answered in different ways.
- Develop a deeper appreciation for the world around them and acquire a sense of wonder and connection.

Art

- Being able to express feelings and creativity in a self expressive manner.
- We celebrate the 'wows', 'ows' and 'nows' through evaluation and discussion of the works of artists, self and peers.
- Showing respect for the work of artists, themselves and peers, by discussing and evaluating in a critical manner.

PSHE & RSE

- Pupils will develop their sense of self and explore how they fit into the wider world.
- Pupils will develop their ability to be reflective about their own beliefs which will help inform their perspective on life.
- Develop their interest in and respect for different people's faiths, feelings and values.
- Pupils will develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. We provide opportunities for pupils to develop their use of imagination and creativity in their learning. Enable opportunities to develop a willingness to reflect upon their own experiences.
- Develop the language of wow, ow and now-Discussion around how we can 'shine brightly' in different moments. Model the naming of wow, ow and now moments, in order for pupils to develop their use of this language.

Spirituality within the Ethos of the Daily Life of the School

In Abbey CofE Infant School we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. For this reason, every member of the school community, including MDS and administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately. Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to wows, ows and nows will be heard and taken seriously.

They will be encouraged to reflect on these experiences and be comfortable about talking about the golden

glue of spirituality.

Wows

- Celebration worship
- Easter/ Christmas service is a time of coming together in celebration
- Celebrating and learning about other religions and worldviews
- Sports day
- OPAL playtimes
- After school clubs
- Regular praise for demonstrating learning behaviours/ Christian values
- OPAL playtimes e.g climbing a tree, building a den, observing nature
- Visits
- Visitors
- Inclusive practice

Ows

- Explicit teaching of growth mindset and learning behaviours
- Using success criteria to assess own work and learning from mistakes
- Restorative conversations in behaviour policy
- Behaviour policy focus on individual support when required
- Early Help / Safeguarding support
- Protective Behaviours Curriculum
- Thrive support
- Bereavement support
- SEND support

Nows

- Sensory breaks – mindfulness
- Behaviour characters – Ready Rita, Roger Respectful and Sally Safe
- PSHE curriculum (jigsaw)
- Prayer Spaces in classrooms for calm prayer and reflection
- Talk partners and class discussions for pause and reflection
- Whole school prayer station (main entrance) all children and staff invited to contribute
- Reflection time in worship
- School Council / Worship council

Recording, Monitoring and Evaluation

The (SIAMS Committee) review the policy (bi-annually) in partnership with Senior/ Middle Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate. Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate. The Headteacher is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life, This role also includes: other teachers from the senior/ middle leadership team

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process

Staff Development and Training

We

ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to Abbey CofE Infant School will receive training and support from the staff member identified as leading on spirituality. This policy is shared on the school's website and is part of the induction pack for new staff and new governors. This policy is reviewed every 3 years, or more frequently, as required.

Date September 2024