

Love Determination Responsibility Respect Kindness Friendship Honesty



faith, hope and love abide. But the greatest of these is love.
1 Corinthians 13v13

Spirituality Policy

This Policy will be reviewed every three years by the Curriculum Committee.

Signed

Head Teacher:

Rosalind Owen

Chair of Governors:

Maire B. Bardwell

Date:

18th November 2021

At St Michael's C of E Primary School, we fully embrace our responsibilities under the National Curriculum to promote the spiritual, moral, cultural, mental and physical development of our children. We are further driven by the Church of England's vision for an education with Jesus' promise of 'life in all its fullness' at its heart and by the Christian values and principles that we follow in school. We see spirituality as an essential aspect of our lives as we grow as individuals and as a community. This policy sets out how we nurture the spiritual life of the members of our school.

We are committed to creating an environment in which every member of our school community can thrive. Our seven key values of Respect, Determination, Responsibility, Honesty, Friendship, Kindness and Love are the foundation on which we build our community and express those things that enable us to flourish alongside each other. The most important of our values, and the one that binds them all together, is love.

Each member of our school community is unique, bringing to the school the traditions, faith and culture of their family and carers. Our aim is to build on this, learning from each other and revealing through our curriculum and wider experiences, the many wonders and challenges of our world. We provide opportunities to contemplate, question and reflect on these experiences and encourage children and staff to respond in ways that are familiar and also new. With these opportunities we hope to help our children develop a firm sense of who they are, to grow their inner self and to consider not just their place in the world but the meaning of existence and what lies beyond.

A great strength of our community is our diversity and as part of this we recognise that how each of us connects, responds and grows as a spiritual being is different. In providing a wide range of opportunities and experiences for every child, our aim is that each will find their own unique way towards spirituality.

We have adapted the sacred pathways model as a means of describing the many approaches we take in school to nurturing our children's spiritual lives.*

Spiritual Pathway	Approaches
Through mystery and celebration	Taking part in drama, dance and singing through collective worship, services, productions and workshops Inspirational, expert visitors including scientists, sportspeople, musicians, authors, actors, who enhance and extend curriculum learning Wide range of class visits in and around Oxford and further afield including an annual whole school trip Themed weeks for: science, art, history, the environment, literature Competitions, both internal and external: sport, writing, art, science, maths Rewarding and celebrating individual achievement weekly and at the end of the year: Star Writer, Head Teacher Certificate, sports awards Celebrating birthdays – birthday pencils
In service to others	Children acting as School Councillors, Eco Councillors and Health and Well-being Ambassadors Embodying our school Christian values in our relations with each other Supporting charities through individual contributions and by writing to local businesses, eg. Oxford Community Foodbank, Save the Children, British Legion, Young Carers

	<p>Working together to raise money eg. children's summer fair and supporting PTA events and initiatives</p> <p>Celebrating the expression of our school values and support of others through the Rainbow Book and Hartley Award</p> <p>Focus on development and maintenance of positive relationships in SRE/PSHE curriculum</p> <p>Performing for local old people's groups</p> <p>Close collaboration with New Marston Pre-School</p>
Through tradition, ritual and symbols	<p>Marking the key points of the church year with child-led services at St Michael's Church: Harvest, Christmas, Easter</p> <p>Marking festivals significant to the school community including Eid and other days: Remembrance Day, Pancake Day, May Day, World Book Day, leavers' farewell and start and end of each term</p> <p>Weekly pattern of collective worship: values, music, clergy-led, sharing and class led</p> <p>Learning about the traditions, beliefs and symbols of Christianity and other religions as part of the curriculum (RE) and in collective worship</p> <p>Learning from each other – children, staff and families sharing their traditions – eg. International Evening</p> <p>Visiting places of worship: St Michael's Church, synagogue, mosque, Christchurch Cathedral, Dorchester Abbey</p> <p>Physical representation of our Christian Values</p> <p>Visual timetable to mark the sequence of the school day</p>
In solitude and simplicity	<p>Prayer Space</p> <p>Prayer and reflection in collective worship and in class</p> <p>Learning about prayer in RE and collective worship</p> <p>Expressing ideas through writing poetry, prayer and prose</p> <p>Reflection areas in classrooms</p> <p>Peaceful spaces including the School Library and courtyard</p> <p>Outdoor spaces in school and in our local and wider community</p> <p>Reflecting on our school Christian values</p> <p>Circle time in class</p> <p>Calm classroom environment with time and space to think and to work quietly</p>
In activism	<p>Collective worship – linking local with national and global themes</p> <p>Understanding that every child has rights, as detailed in the United Nations Rights of the Child</p> <p>Understanding that we are all equal</p> <p>Focus on the environment: in the curriculum, dedicated environment weeks, eco council, supporting attendance at the School Strike for Climate Change</p> <p>Learning about the contributions of significant people and movements in the present and from the past</p>
With the mind	<p>Addressing Key Questions in RE and other subjects</p> <p>Discussion and questioning a key element in lessons</p> <p>Mastery learning eg. in maths</p> <p>Whole texts in English, from picture books to Shakespeare</p> <p>Extensive range of books available in school library and weekly Librarian led library sessions</p> <p>Science Week promotes original science investigations</p> <p>Externally led learning opportunities eg Italian, Latin, Playwriting</p>

In nature and outdoors	<p>Enjoying the school grounds in all weathers at break times</p> <p>Dedicated separate outdoor spaces for Reception and Year 1</p> <p>Forest School</p> <p>Gardening club and tending the allotment and grounds</p> <p>School pond – charting the life of the newts</p> <p>Grounds Day – children, parents, governors and staff</p> <p>Outdoor learning including outdoor classroom areas</p> <p>Sport on the school grounds and at other sports venues around the city: PE lessons, inter and intra sports competitions, sports day, extra-curricular clubs</p> <p>Walking into Oxford for visits and events</p> <p>Local visits: local parks, Botanic Gardens, University Parks, Hill End, Wittenham Clumps, SOAP</p> <p>Residential visits for UKS2: Woodlands – the Brecon Beacons and Kilverough – Gower Peninsula</p>
Through our senses	<p>Prayer space: lights, fabric, different textures, natural materials</p> <p>Values candles in collective worship</p> <p>Exploring different genres of music in collective worship, music curriculum, performances</p> <p>Making music as individuals, as a class and as a school: singing, recorder, glockenspiel, strings, Djembe drums, guitar, drums and piano.</p> <p>Festival of Voices; music workshops: Djembe drumming, Junk Orchestra</p> <p>Drama: KS1 Nativity, KS2 Performances, class assemblies and whole school services</p> <p>Creation and display of art works throughout the school using different techniques and materials</p> <p>Competitions: eg. Young Art Oxford</p> <p>Walking to concerts in the city eg. Sheldonian Theatre, Jacqueline du Pre Centre, churches</p> <p>Art and architecture of Oxford: from Christchurch to Cowley</p> <p>Appreciating food: making and tasting food from around the world as part of the curriculum, cooking workshops</p>

*Thomas, G. (2010) Sacred Pathways (Revised Edition). Grand Rapids: Zondervan