

# **LDST**

# **Policy for**

# **Spirituality**

# **September 2024**

## **OUR TRUST PRAYER**

Heavenly Father,  
Let peace, friendship and love grow in our schools.  
Send the Holy Spirit to give  
excellence to our learning,  
love to our actions and  
joy to our worship.  
Guide us to help others,  
so that we may all  
Learn, Love and Achieve, Together with Jesus.

## Contents

<b>Legal Framework: Links to OFSTED and SIAMS expectations</b> .....	3
<b>School Statement on Spirituality</b> .....	3
<b>Aims</b> .....	4
<b>Organisation</b> .....	4
Spirituality in Collective Worship .....	5
Spirituality in Religious Education .....	5
Spirituality within the Curriculum .....	5
Spirituality within the Ethos of the Daily Life of the School .....	8
<b>Recording, Monitoring and Evaluation</b> .....	8
<b>Roles and Responsibilities</b> .....	8
<b>Staff Development and Training</b> .....	9
<b>Additional Support Material</b> .....	10

### Legal Framework: Links to OFSTED and SIAMS expectations

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.

The SIAMS Evaluation Schedule for Schools and Inspectors, April 2018, includes the question:

- How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? (Strand 2)

### LDST Statement on Spirituality

*Spirituality is a deep connection to ourselves, others and the wider world, brought about by a sense of belonging and appreciation of the beauty and wonder of God's creation. It is a broader sense of personal and moral development; allowing an individual to explore the person they want to become.*

*Spirituality becomes the recognition that there is something much greater than oneself, which invites a response; bringing insight, reflection and meaning. It is our ability to be present and 'in the moment' allowing us to delight in the awe and wonder of all that we encounter and give us a sense of meaning and purpose in life.*

To ensure the language we use to define spirituality is child-friendly, when talking to children about it St. Andrews CE Primary School will refer to the concepts of:

**Window, Mirrors and Doors**

The language of windows, mirrors and doors is used as a structure to allow children and adults to think spiritually:

**Windows:**




- Opportunities for children to be aware of the world in new ways, looking **out** into the world.
- To wonder about life's 'WOWS. Things that are amazing.
- To think about life's 'OWS' that take us by surprise!
- Learning about life in all its fullness.

**Mirrors:**

- **Looking inside** yourself.
- Opportunities to reflect on their experiences.
- Consider life's big questions and reach for some possible answers.
- Learning from life by exploring our own insights and those of others.





**Doors:**

- Opportunities for children **to respond**.
- Moving onto a new path or situation.
- To do something creative to develop and apply our ideas.
- Learning to live out our beliefs and values.

	<p><b>The Window – Looking Out</b>  <b>Learning about encounters</b>          The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.</p>
	<p><b>The Mirror – Looking In</b>  <b>Learning from reflections</b>          The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.</p>
	<p><b>The Door – Actions for Change</b>  <b>Putting thoughts and ideas into action.</b>          The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world and be courageous advocates.</p>

## Our 'LDST' Language

Through consultation and research, we have developed our own bespoke 'child-friendly' approach to thinking about spirituality within our schools. This enables us to explore relationships with ourselves, others and the wider world and beyond, offering the invitation to relate to God. This approach is used to support our thinking about spirituality within the curriculum as well as spontaneous moments.

<p><b>L</b>earning about self and others</p>	
<p><b>D</b>elight in the beauty and joy of God's world</p>	
<p><b>S</b>truggles and puzzles</p>	
<p><b>T</b>ime to take action</p>	

## Aims

<p><b>School's Name</b></p> <p><b>St. Andrews CE Primary School</b></p>
<p><b>School's Christian Vision:</b></p> <p><b>"TOGETHER IN GOD'S LOVE. WE LEARN, INSPIRE AND GROW."</b>  <b>"Love the lord your God... love your neighbour as yourself."</b>  <b>Matthew 22:36-40</b></p>

Our Christian Distinctiveness Leader, and curriculum leader, have led further whole school CPD on Spirituality and as a staff we have applied our Christian Vision to in turn develop our own school's vision and language of Spirituality. Through this collaborative approach our Christian Vision has led our school leaders and pupils to implement spirituality in the form of Windows, Mirrors and Doors:

- **Windows:** The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.

- Mirrors: The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.
- Doors: The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world.

## 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.

Pupils and adults in school are given a range of opportunities to develop spiritually and worship in different ways such as: whole school, class based, prayer spaces, pupil led, singing, celebration and value focused. This range of worship ensures that our worship is inclusive for all members of our school community and enables everyone to spiritually flourish.

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

Collective Worship is the beating heart of St. Andrews CE Primary 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. It also provides a real sense of being present which are often linked to invitations to pray.

Through daily Collective Worship, 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 '**Learn about self and others**' and '**Delight in the beauty and joy of God's world**', as well as time to reflect and empathise with the '**Struggles and puzzles**' moments of disappointment or pain. Pupils are encouraged to consider their responsibilities to others, to grow in love and service and given '**Time to take action**'. 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, linking this to the language of **Windows, Mirrors** and **Doors** where appropriate.

Collective Worship in St. Andrews CE Primary 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 **Windows, Mirrors** and **Doors** where appropriate.

For further details, please refer to St. Andrews CE Primary School Religious Education Policy and The Church of England’s Statement of Entitlement.

### Spirituality within the Curriculum

Drawing on our Christian Vision; the language of **LDST** (**Learn about self and others**’, and **Delight in the beauty and joy of God’s world**’, **Struggles and puzzles**’ and **Time to take action**’) and **windows, mirrors and doors** conversations around spirituality will be included in classroom teaching when appropriate within all areas of the curriculum.

### Spirituality links within the curriculum

 English Spirituality St Andrews	 Maths Spirituality St Andrews	 RE Spirituality St Andrews	 Science Spirituality St Andrews	 Art Spirituality St Andrews
 Geography Spirituality St Andrew	 History Spirituality St Andrews	 PSHE Spirituality St Andrews	 DT Spirituality St Andrews	 Computing Spirituality St Andrew
 MFL French Spirituality St Andrew	 Music Spirituality St Andrews	 PE Spirituality St Andrews		

### Spirituality within the Ethos of the Daily Life of the School

In St. Andrews CE Primary 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 is 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 will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about ***spirituality***.

### Recording, Monitoring and Evaluation

The Local Governing Body review the policy at least every three 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.

P. Taylor 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:

- 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 particularly around Strand 2

### 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 St. Andrews CE Primary School will receive training and support from the staff member identified as leading on spirituality.

### Review Schedule

Policy Author	S. Jones and P. Taylor
Policy Approver	Local Board of Governors
Current Policy Version	1.1
Policy Effective From	September 2024
Policy Review Date	By September 2025

### Revision Schedule

Version	Revisions	By whom
1.0	LDST Model Document adapted from LDST Draft Policy	SJ + PT