



# Diocese of Salisbury Academy Trust

*'Beyond expectations for all of God's children'*

## **Policy for Spirituality**

### **Trust Statement on Spirituality**

As a Christian Trust of Church of England Schools, we are focused on the development of the mind, body, and spirit. We believe that spirituality should influence all areas of education and life, therefore we aim that all areas of the curriculum contribute to pupils' spiritual development. Spiritual development relates to fundamental questions about the meaning and purpose of life. The language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God.

Spiritual development is about becoming more aware of one's natural, innate spirituality. This is sometimes a slow and gradual process, at other times there might be significant stages of realisation, which are part of the developing spirituality process. One does not reach a finished state of spiritual development, but participates in a spirituality journey of realisation, one which we strive as a Trust to provide a firm and well-established foundation for life, in all its fulness underpinned by the biblical foundation of the Trust; 'I can do everything through Christ who strengthens me.' Philippians 4:13 and the biblical foundation of every academy within the Trust. The Christian vision links to and is a driver for spirituality, a golden thread for all within the DSAT family.

### **How do we provide children within our DSAT family with openings for understanding spirituality?**

Our children explore the relationships with:

- Themselves
- Others
- The wider world and beyond
- Offering the invitation to relate to God

The above aspects can be explored through the concepts of windows, mirrors, and doors.

**Windows:** For children to become aware of God's word in new ways, with children learning about life, 'in all its fullness,' (John 10:10)

**Mirrors:** For children to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. This enables them to learn from life by exploring their own insights and perspectives and those of others.

**Doors:** For children to have opportunity to respond in a creative way as a means of expressing their thoughts and convictions. This enables them to put into action what they are coming to believe and value.

The curriculum of each of our Academies, is imbued by spirituality - Christian values and opportunities for spiritual reflection. Each schools seeks to provide occasions for all spiritual styles- world, symbol, emotion, and action. This encourages all stakeholders to develop an understanding of the spiritual character of themselves and others.

### **Spirituality links to Ofsted and SIAMS expectations**

The Ofsted Handbook 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 for 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 2023 Framework includes the questions:

- How does the school's theologically rooted Christian vision enable pupils and adults to flourish?
- How does the curriculum reflect the school's theologically rooted Christian vision?
- How is collective worship enabling pupils and adults to flourish spiritually?

The RE leader has responsibility, alongside other school leaders, for capturing their approach to spirituality through the SIAMS SEF.

INSERT DSAT SEF DOC HERE

### **Aims of the policy**

Each school within the Trust is driven by their theologically rooted Christian Vision based on an understanding of what the school community needs, its context and in what the Christian faith teaches about that need. Each school aims to ensure that their Christian vision impacts positively on every stakeholder, ensuing that everyone can flourish.

### **The Trust approach**

Opportunities for spiritual growth extend beyond the RE curriculum offer within DSAT schools and include Spirituality in Collective Worship, Spirituality in the wider curriculum and Spirituality within the ethos of the daily life of the school.

### **Spirituality in Collective Worship**

Collective Worship is central to every school within DSAT, in that it provides opportunity for the community to come together to share experiences and ideas, to reflect, to wonder in the present moment, to join in invitational prayer and to share the Christian story. As a school community, everyone is enabled to consider their responsibilities to others and to grow in love and service. Time is given to celebrate Christian festivals and celebrations in the calendars of other faiths and to be able to contemplate and develop spirituality in an invitational, inspirational and inclusive way.

### **Spirituality in RE**

Each school is guided in their teaching of RE by the Church of England's *Statement of Entitlement*.

Learning in RE is accessible for every learner and provides every child with a safe space to explore their own religious and spiritual ways of thinking and belonging.

### **Spirituality within the curriculum**

Where appropriate, conversations with children around spirituality will take place and be included in classroom teaching. Each school within the Trust will ensure that their approach to spirituality being woven through the curriculum fits with their curriculum design and their culture. Children may be supported with sentence starters framed around the concept of spirituality in the curriculum and what children have learnt from positive, challenging, or new experiences.

In relation to curriculum design, themes relating to spirituality, such as Christian ethos, the environment, inclusivity, and citizenship can be incorporated into the curriculum offer. This ensures that children at our Trust schools, alongside British Values, find out about the world around them and reflect on their own experiences and beliefs. This supports the Spiritual, Moral, Social and Cultural development of every child.

It is expected that every school within the trust through CPL, will look at each curriculum area and consider as a staff team the whole school approach to what children should consider when studying various curriculum subjects. In every subject, each child should be taught how to celebrate achievement and success, resilience for when things do not go to plan.

### **Spirituality and individual school ethos**

Within each school in the Trust, there is a shared language of spirituality, acquired through specific training and CPL opportunities, with every member of staff committed to supporting spiritual growth whenever appropriate.

Each school within the Trust ensures opportunities that every child progresses through the school, developing their own approach to spirituality. Children are encouraged to reflect on every experience provided by staff and as they progress through the school, iterate their own thoughts on spirituality.

Where appropriate, school policies support the growth and development of spirituality for every child, particularly through the positive approach to behaviour that is key to every school within the Trust.

INSERT REVISED DSAT POSITIVE BEHAVIOUR POLICY HERE

### **Spirituality monitoring and evaluation**

At Trust level the Academy Standards and Ethos Committee (ASEC) consider and review the Policy for Spirituality, with any changes or recommendations fed back to ASEC. Each ASEC ensures that practice is in line with the biblical underpinning of the school. RE leaders monitor Spirituality across each school through learning walks and pupil conferencing, providing support where appropriate.

### **Spirituality roles and responsibilities**

The RE leader supports and leads spiritual development, including CPL and any additional training needs, which includes growth within Collective Worship, the curriculum, and the ethos of the school, defined by its biblical foundation.

### **Spirituality Policy update**

The policy will be updated every 3 years.