



The Trinity  
CE Primary Academy

## Spirituality Policy

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### Our Values

As a family, we have a set of values that everyone believes in – justice, compassion, respect, perseverance, reconciliation and courage.

*If these values are followed The Trinity Primary Academy will be a safe, calm and caring place where everyone can achieve their full potential. Our values are like a jigsaw, with our vision at the heart – they don't work every well on their own. They are put together to make the sign of the cross as this is at the heart of our Christian foundation.*



*Through our spirituality policy we aspire to achieve this with love and courage. We seek to understand ourselves, respect others and take the time to appreciate the beauty of the world and beyond.*



### The Heart (love) and Lion (courage) represents:

#### Self

- ❖ Awareness of feelings; ability to reflect and express
- ❖ Awareness of our uniqueness; happiness with who we are
- ❖ Gratitude for the things we have and the person we are
- ❖ Exploration of personal faith
- ❖ Development of imagination and creativity

### The People represent:

#### Others

- ❖ Empathy and understanding; respect, tolerance
- ❖ To love and be loved (loving your neighbour)
- ❖ Making a difference; duty

### The World represents:

#### Transcendence (Beyond)

- ❖ Encountering/experiencing God (having a sense of what lies beyond the material/physical)
- ❖ Ability to formulate and discuss the 'Big Questions' (eg about life, death, suffering, nature of God)
- ❖ Opportunities for prayer, connecting with God
- ❖ Making sense of the world

### Our Vision Vessel gives us the opportunity to see:

#### Beauty

- ❖ Developing a sense of awe and wonder
- ❖ Enjoying the miracles of everyday life
- ❖ Taking time for what really matters
- ❖ Appreciating beauty in art, music, nature

### Organisation and Implementation

With curiosity,

With the inclination to question,

With the exercise of imagination, insight and intuition children are motivated to learn.

In view of this teaching styles are adopted which:

- ❖ Value the children's questions and give them space for their own thoughts, ideas and concerns.
- ❖ Enable the children to make connections between aspects of their learning.
- ❖ Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'.

Spirituality is not taught, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

The following opportunities will be made available, as an integral part of the school's practice, in order to facilitate the development of spirituality:

- ❖ To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- ❖ Where children already have religious beliefs, to support and develop these beliefs in ways, which are personal and relevant to them as an integral part of the school's practice.
- ❖ To engage in enquiry and exploration as part of experiential, first hand learning.
- ❖ To look attentively and observe carefully.
- ❖ To be creative and imaginative.
- ❖ To listen with discernment.
- ❖ To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts.
- ❖ To explore and develop what animates themselves and others.
- ❖ To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- ❖ To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- ❖ To work collaboratively with peers, valuing the contribution made by others.
- ❖ To respect all, as modelled by staff in their relationships with others.
- ❖ To experience silent, calm and tranquil moments which afford time for reflection.
- ❖ To work and live in harmony with others in the school and wider community.
- ❖ To have confidence to express ideas, views and opinions, even if others do not agree.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life. The children become actively engaged in an enquiry based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, reflect and respond, and consider their own values, beliefs and feelings and those of others.

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

*In English (reading and writing):*

- ❖ 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 Maths:*

- ❖ Infinity and nothing
- ❖ Pattern and order including natural patterns e.g. snowflakes
- ❖ Shape and regularity
- ❖ Truth, certainty and likelihood
- ❖ The wonder of numbers, formulae and equations

*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*
- ❖ *The idea of mystery and questions with no clear answers*
- ❖ *Right, wrong and ethics including justice*

*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*
- ❖ *Beliefs in science and the faith of scientists*
- ❖ *The impact of scientific achievements*

*In Physical Education:*

- ❖ *Being a team member*
- ❖ *Aspiring to achieve personal best*
- ❖ *Development of skills, endurance and achievement*
- ❖ *Celebrating achievements and participation in sport*
- ❖ *Learning from mistakes*
- ❖ *Displaying good sportsmanship*

*In Design and Technology:*

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

*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*

*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*
- ❖ *The nature and importance of invention and exploration*
- ❖ *Empathy with people from other times in history*

*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 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.*