



## Spirituality at Greatham CE Primary School

**Spirituality is about our relationship with ourselves, others, the world and with God.** We use the analogy of windows, mirrors and doors to provide a shared language to describe our understanding of spirituality - the journey from experience through reflection to growth, understanding and transformation.

Spirituality is the way in which we combine our thoughts and emotions to reflect, respond to, and seek to give meaning and purpose to the experiences that we encounter in life.

The **windows, mirrors, doors** analogy clarifies this meaning. We gaze out through windows onto the world, responding with our emotions and trying to make sense of what we see. We use mirrors to reflect on our thoughts and feelings, and how what we see through the window connects with our inner selves, and how we connect with what we see and understand. This becomes a *spiritual* experience when it transforms us and so we walk out through the door into life differently from before. For some, this *spiritual experience* leads to a sense of transcendence: in other words a feeling or belief that something exists beyond what can be directly seen. Christians would describe this state as God.

Pupils' spiritual development is shown through their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

There are many aspects to spiritual development, such as:

**Beliefs** – The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.

**A sense of Awe and Wonder** – being inspired by the natural world, mystery, or human achievement

**Experiencing feelings of transcendence** – Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experience.

**Search for Meaning and Purpose** – Asking ‘why me?’ at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.

**Self-Knowledge** – An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.

**Relationships** – Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

**Creativity** – Expressing innermost thoughts and feelings; exercising the imagination, inspiration, intuition and insight.

**Feelings and Emotions** – The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use feelings as a source of growth.

Spiritual development is closely linked to our School Vision and provides children with opportunities to reflect and think about:

- Looking at the world in new ways, looking out into the world and encountering and experiencing God (windows) We gaze out through windows onto the world, responding with our emotions and trying to make sense of what we see.
- Reflecting on their own experience (mirrors) We use mirrors to reflect on our thoughts and feelings, and how what we see through the window connects with our inner selves, and how we connect with what we see and understand.
- Ways to respond, to be more and to make a difference (doors). This becomes a spiritual experience when it transforms us and so we walk through the door into life differently from before.



*Look outwards  
Learn*



*Look inwards  
Reflect  
Ask questions*



*Step out  
Respond  
Live out our values*

We believe that the exploration of spirituality is essential for the holistic development of our children and to support them to flourish both now and in the future. An individual's spirituality cannot be measured or graded; however it is essential that planned opportunities are interwoven within the life of the school to enable and facilitate each child's individual spiritual development.

## Developing and supporting opportunities for spirituality growth at Greatham CE Primary School

### **Ethos and Vision**

As a child of God, made in his image and likeness, every member of our community is loved, valued and respected. Being generously hospitable, we enable all to grow and nourish their God-given talents; developing curiosity in order to flourish and embrace life in all its fullness.

### **Environment**

- Safe space where people's opinions are valued
- Reflection areas
- Opportunities for times of:
- Discussion
- Stillness/quiet
- Calm
- Celebration
- Engage with the outdoors/ nature
- Prayer
- Listening to Music
- Drawing/painting
- Drama
- Poetry
- Working with different people

### **Collective Worship**

- Reflection and response
- Thinking deeply and drawing links between ideas
- Stillness and prayer
- The respect of personal and collective beliefs
- Sharing and celebrating common beliefs
- Celebrating success and talent
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Shared activities such as singing, listening, laughing, reflecting on a theme
- Remembering and celebrating the lives of people of spiritual significance
- Experiencing emotions
- Taking part with sincerity and a sense of higher purpose
- Through pupil-led worship, children have opportunity to support the spiritual development of others, that in turn leads to a sense of fulfilment and is therefore a spiritual experience

		<p>for the young leaders</p> <ul style="list-style-type: none"> <li>• Creative responses to experience such as music, drama, poetry, story</li> <li>• The use of visual stimulus such as religious symbols, candles, art, icons, photos, video</li> </ul>
<p><b>RE</b></p> <p>Religious Education is a subject that looks at the spiritual experiences of others and how these change and shape their lives. RE allows children to use what they find out about other people and their beliefs to reflect on their own experiences. Through this process, children can engage with ultimate questions of meaning and purpose and begin to shape their own beliefs. RE allows children to engage with the idea of mystery and questions with no clear answers.</p>	<p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>• The work of creative artists from a variety of times and places.</li> <li>• Beauty, truth and goodness.</li> <li>• Expressing, interpreting and exploring deep feelings and profound beliefs.</li> <li>• Artistic creativity.</li> <li>• The effects of the arts on emotions and senses.</li> <li>• The arts as means of expressing mood.</li> <li>• Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.</li> <li>• Effects on the emotions and senses.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Wonder at the diversity of environments and people.</li> <li>• Questions about the care of the environment.</li> <li>• The beliefs behind particular causes and campaigns.</li> <li>• World (economic) development.</li> <li>• Land formation.</li> <li>• Empathy with people from other parts of the world.</li> </ul>
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Being in touch with past people, things and ideas.</li> <li>• Being part of history.</li> <li>• Handling artefacts.</li> <li>• Influential events and people.</li> <li>• The commitment of significant people in history.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Wonder as the basis of science.</li> <li>• Questions of beginning, creation and evolution.</li> <li>• Discovering the limits of experimentation.</li> <li>• Birth, life, death and renewal.</li> <li>• The universe and beyond.</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Infinity and nothing.</li> <li>• Pattern and order.</li> <li>• Shape and regularity.</li> <li>• Truth, certainty, and likelihood.</li> <li>• The universality of mathematics over time and space.</li> <li>• The wonder of numbers, formulae</li> </ul>

<ul style="list-style-type: none"> <li>• War and peace.</li> <li>• Interpretation of history.</li> <li>• The nature and importance of invention and exploration.</li> <li>• Empathy with people from other times in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularity and order in science.</li> <li>• Beliefs in science and the faith of scientists.</li> <li>• The impact of scientific achievements.</li> <li>• Forest School</li> </ul>	<p>and equations.</p>
<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Being a team member.</li> <li>• Pushing yourself to the limits.</li> <li>• Extremes of skill, endurance and achievement.</li> <li>• Emotion in sport such as those evoked through success and failure</li> <li>• Personal limitation and acceptance that others may perform better</li> <li>• Appreciation of perfection.</li> <li>• Sportsmanship.</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• The wonder of worldwide instant communication.</li> <li>• The speed of the growth of knowledge.</li> <li>• The accessibility of knowledge and contact with other people worldwide.</li> </ul>	<p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• Discovering how something works.</li> <li>• Appreciating ingenuity.</li> <li>• Beauty in design.</li> <li>• Perseverance to solve problems.</li> <li>• Personal achievement.</li> <li>• Learning from others and nature.</li> </ul>
<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Empathy with authors and the characters in stories and plays.</li> <li>• The appreciation of beauty in language.</li> <li>• Emotions and sentiments in writing and speech.</li> <li>• The values of great works.</li> <li>• Heroes and heroines in literature.</li> <li>• The reading and writing of poetry.</li> <li>• Imagining oneself as someone else.</li> <li>• Escaping into other worlds through literature.</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• I belong</li> <li>• Positive relationships</li> <li>• Super Me</li> <li>• Being safe</li> <li>• Reach for the Stars</li> <li>• How I feel</li> <li>• Think Positive</li> <li>• Respecting Rights</li> <li>• special people in families and friendships, and how to care and be kind to them</li> <li>• One World Global Citizenship,</li> </ul>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>• Everybody's Welcome</li> <li>• The Way Back Home</li> <li>• Dogs don't do Ballet</li> <li>• No Difference Between Us</li> <li>• The Whisperer</li> <li>• Dreams of Freedom</li> <li>• War Horse</li> <li>• Goodnight, Mister Tom</li> <li>• Yonder Mountain</li> <li>• Spirit of the Titanic</li> <li>• Running on the Roof of the World</li> </ul>

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| <ul style="list-style-type: none"><li>• The element of wonder in literature.</li><li>• Pleasure derived from the creative process.</li></ul> |  |  |
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Some of our topics with opportunities for spirituality

It's cold outside

It's a Kind of Magic

What a Wonderful World

It's time for a change

Planet Earth

Seasonal Changes

The Environment- David Attenborough

Extreme Earth

Egypt

Rainforests

The World

Evolution and Inheritance – Y6 (Charles Darwin/Mary Anning)

The Mayans- did they really disappear?

Mountains

The Great Outdoors

Earth and Space