



St. Michael's
Church of England Primary Academy

Statement of Spirituality



BDMAT Statement of Spirituality

For many people 'spirituality' infers 'God', for others it may be an awareness of mystery in the universe. In addition, spirituality can be about our relationship with and knowledge of:

- Ourselves (e.g., emotional intelligence and self-respect)
- Others (e.g., love, friendship, and connection with others)
- Nature (e.g., joy in the natural world (flora and fauna))
 - Arts, culture, literature, and sports

For those with a belief in God, they see all of the aspects listed above as being connected with their faith.



St. Michael's

Church of England Primary Academy

Our Theologically Rooted Vision:

To embody the love of God by championing justice and inspiring service.

Our Values:

Community

Aspiration

Learning

Love

Vocati Resurgemus

(Rise to the CALL)

Underpinned by two biblical narratives:

1. The woman who touched the hem of Jesus' garment
- Mark 5:21-34
2. Jesus meets Zacchaeus the Tax Collector
- Luke 19:1-10

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, September 2023, includes the following questions:

- How is spiritual development an intrinsic part of the curriculum? (IQ2)
- How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school? (IQ3)
- In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality and spiritual development? How does this enhance and enrich collective worship and individuals' spiritual development? (IQ3)

What does spirituality mean for us at St. Michael's?

St. Michael's CE Primary Academy is nestled in the rich community of Handsworth, which is home to diverse worldviews, religions, and cultural backgrounds. Whilst faith defines our Christian character and is a key driver behind our curriculum, we recognise that 'spirituality' goes beyond what people believe.

For us, we recognise 'spirituality' as the connection we experience to something greater than ourselves, whether it be a moment of epiphany, the gentle breeze upon our faces or the laughter of children on the playground. We also recognise 'spirituality' to be the duty and pleasure we find in service to others as well as being advocates for what is right.

THIS IS WHO WE ARE
St. Michael's Church of England Primary Academy

Vision For all pupils to fulfil their God-given talents and to aspire to achieve a university education.

Values Community Aspiration Learning Love
Try your best in everything that you do.

Rules Treat others as you want to be treated.
Be engaged with your learning.
Forgive and forget.

House System Emmanuel Trinity Christ's Magdalene

vocati resurgemus

Our approach to Spirituality

To talk about spirituality is to talk about something which is beyond words and not limited to religious belief. To make conversations about spirituality more accessible to every member of our school community, St. Michael's Church of England Primary Academy has chosen to follow ideas developed by Liz Mills, enabling us to deliberately plan for spiritual development by allowing time and space in our curriculum, collective worship, and culture for these simple things:

Windows are for looking out onto the world and becoming aware of its wonders, both the things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions. The whole curriculum and life itself are full of opportunities to recognise this sensitively.

Mirrors are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other's responses. In school we allow time for individual and group reflection and sharing of perspectives. Some aspects of our provision allow for this specifically, such as religious education and collective worship but in all subjects, we will identify intentional opportunities and embrace the spontaneous, to ensure spiritual flourishing in the context of our shared definition.

Doors are for looking through in order to then act or express our learning in some way as a response; for moving on, making choices, and doing something creative, active, and purposeful; to express growing and flourishing spiritually. This can be done through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music, art, drama, or dance and through some form of social action or specific acts of giving.

In our school we have chosen to replicate this model to give structure to our collective worship, making connections across our provision that are meaningful for pupils and adults.

Windows: *Engaging* creatively with or learning about ideas through stories, (often biblical), news, situations, and celebrations.

Mirrors: Sometimes known as the *responding* part of worship, we provide reflective opportunities for everyone to take time to consider how what they have heard, seen, or felt has resonated with them, challenged, or stirred them. This part of worship may include prayer.

Doors Sometimes known as the '*sending*' part of an act of worship, it provides an opportunity to consider how those present might want to respond to what they have experienced and step out (as if through a door) of their comfort zone, to live differently out in the world, because of what they have experienced.

In addition, we ensure that worship engages people on varied spiritual pathways, offering varied and inclusive opportunities. These might include:

<i>Sensates</i>	Senses/Incense/Art/Literature/Liturgy)
<i>Traditionalists</i>	Sacraments/Symbols/Rituals/Patterns/Structure
<i>Ascetics</i>	Solitary/Contemplation/Reflection /Prayer
<i>Enthusiasts</i>	Celebration/Shouting/Singing/Dancing)
<i>Contemplatives</i>	Stillness/Devotion/Quiet Contemplation/Prayer)

Opportunities for Nurturing Spirituality within the Curriculum

(See Appendix 1)

Our vision for everyone to embody the love of God by championing justice and inspiring service, has driven the design of our curriculum. It is aspirational. It celebrates diversity and difference. It celebrates and treasures the locality whilst opening the eyes of pupils to a world beyond Handsworth. It inspires pupils' sense of responsibility and justice. Drawing on the language of mirrors, windows, doors, conversations around spirituality will be included in classroom teaching from Reception to Year 6. We are committed to making space in the crowded curriculum for making and taking opportunities to nurture spiritual growth.

Below are some examples of opportunities for spirituality to be nurtured in our curriculum.

Maths

Points to consider:

- The wonder of number patterns
- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes.

Reading

Points to consider:

- Using searching questions around a text. What inspired you in this text? How did a character cope with a challenge in life? How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment? What do you think makes these words so powerful/beautiful/painful?

Writing

Points to consider:

- Inviting pupils to write about things that have profound meaning to them and valuing and responding to their ideas and thoughts, following them up, and not allowing it to be simply reduced to an evaluation of SPAG?

DT

Points to consider:

- What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

Music

Points to consider:

- What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)?
- What styles of music have the opposite effect?

- How does music encourage creativity, delight, and curiosity?

MFL

Points to consider:

- What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?
- What does it feel like to genuinely communicate with someone in a new language?

Geography

Points to consider:

- The wonder of physical geography
- The disappointment of discovering different physical regions do not provide the same opportunities.
- What options/opportunities are there to respond and take responsibility in a challenging world?

History

Points to consider:

- Which stories tell historical flourishing?
- Which stories tell historical pain?
- What lessons for future decisions and choices do they provide?

PE

Points to consider:

- How do you celebrate a new skill? How does it feel to be proud of your whole self?
- What does it feel like to be completely focused on a task or challenge?
- How do you recognise the delight in movement, connectedness, and creativity?
- Encourage the awareness of one's own strength and limitations.
- Recognise/celebrate equality, freedom, respect, and trust.

Science

Points to consider:

- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

Art

Points to consider:

- How does art invite you to explore the mystery that dances within your soul?
- What are the stories behind the artists you study?

- How do you celebrate and respect different responses to art?

PSHCE & RSE

Points to consider:

- As we explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with life experiences?
- How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

All Subjects

Points to consider:

- How do we celebrate the achievement and breakthroughs of success?
- How we support the emotions of difficulty and frustration?
- How we maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

Spiritual capacities (See Appendix 2)

To add depth to our understanding of spiritual development and to evidence the impact of our work in this area we embrace the following spiritual capacities by Shayne Vickeray and look to nurture them in our community of children and adults.

The capacity of children and adults to:

- be guided by their beliefs and values and be willing to take a stand to defend them be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions

- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

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. Our Deputy Headteacher 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, especially in induction
- 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

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. Michael's Church of England Primary Academy will receive training and support from the staff member identified as leading on spirituality, the Diocesan Education Team or Christian Distinctiveness adviser appointed by the Trust. This policy is shared on the school's website and is part of the induction pack for new staff and new governors. This policy is reviewed every 3 years, or more frequently, as required.

Recording, Monitoring and Evaluation

The LAB reviews the policy every three years in partnership with Senior/ Middle Leaders and consider any views expressed by parents, children, and staff in order to make any changes or recommendations. Governors ensure that this policy is implemented, and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for evaluation. This will be covered also by the Trust's annual monitoring and support programme for the Christian Distinctiveness of its schools.



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Appendices

Opportunities for Nurturing Spirituality within the Curriculum

(Appendix 1)

Introduction

"Spirituality is like a bird: If you hold it too closely, it chokes, and if you hold it too loosely, it escapes." Israel Salanter ¹

Following the collaboration of headteachers from Birmingham Diocesan Multi Academy Trust (BDMAT) and Liverpool Diocesan Schools Trust (LDST) in March 2024, we are pleased to share a collated version of intrinsic opportunities for nurturing spiritual flourishing across the curriculum.

At the heart of the Church of England's Vision for Education² is the ambition for adults, pupils, and students to flourish as unique, complete individuals, in body, mind and spirit. In the SIAMS framework (2023)³ spiritual flourishing is implicit across the inspection questions. In effective Church of England schools, the spiritual dimension can be strikingly tangible in the culture, consciousness, and conversations of the school, as an outworking of a deeply Christian vision. Spiritual flourishing is explicitly referenced however, in the inspection questions about the curriculum and collective worship. The SIAMS annual report 2023⁴ has identified that 'the curriculum, in the majority of Church schools, does not include spirituality as a matter of routine...planned opportunities for pupils to explore the spiritual aspects of subject matter remain less commonplace.' The intention of this collaborative work was to identify opportunities in each subject that might inspire practitioners to approach teaching and learning from a spiritual perspective, as well as through subject knowledge and skills, and pedagogical patterns.

The defining of spirituality is richly diverse. Wise schools establish a shared understanding of and language for spirituality in their own context, in which this work can be rooted. The offered curriculum opportunities connect with the statements of spirituality from BDMAT and LDST, which present starting points for schools embarking on or deepening this aspect of their educational offer in a Church of England school..

¹ Spiritual Development Interpretations of spiritual development in the classroom October 2019
www.churchofengland.org/education

² Church of England Vision for Education Deeply Christian, Serving the Common Good Autumn 2016

³ Statutory Inspection of Church of England and Methodist Schools SIAMS Framework September 2023

⁴ The Annual Report of the National Director of the Statutory Inspection of Anglican and Methodist Schools 2022 – 2023 Church of England Education Office

Spiritual development as an intrinsic part of the curriculum

Whatever understanding or language of spirituality schools work with, the intention is that these opportunities might inspire schools to consider how their curriculum contributes to spiritual flourishing in a way that is not just left to chance. That is not to devalue the many in the moment, awe and wonder opportunities that arise in classrooms, when something spiritually significant occurs. These should be embraced and treasured. Rather, we hope that this added dimension will assist classroom practitioners and school leaders in developing their own spiritual signposts in their curriculum planning. By finding a balance between 'holding spirituality too closely and too loosely', curriculum opportunities, both the planned and the spontaneous, for wonderment, wondering and self-discovery, nurture spiritual flourishing by offering everyone the opportunity to look inwards, outwards, and upwards.⁵

Mark Ward

LDST Trust Education Officer
Advisor

Jane Martin

BDMAT Christian Distinctiveness

⁵ Paul Rusby SIAMS QA team

Reading

1. Reflection on Characters

Encourage readers to ponder similarities and differences between themselves and the characters in the text, fostering self-awareness and empathy.

2. Inspiration from the Text

Prompt readers to consider what aspects of the text inspire them, encouraging them to explore personal connections and sources of motivation.

3. Coping with Challenges

Stimulate reflection on how readers would cope with challenges depicted in the text, fostering resilience and critical thinking skills.

4. Response to Similar Situations

Encourage readers to imagine how they would respond to situations similar to those in the text, promoting empathy and critical thinking.

5. Emotional Connection

Invite readers to reflect on their own emotions and experiences prompted by the text, fostering emotional intelligence and self-expression.

6. Comparative Reactions

Prompt readers to consider whether they would react similarly to characters in the book, encouraging introspection and empathy.

7. Imagining Life in the Setting

Stimulate readers' imaginations by prompting them to envision themselves living in the setting of the book, fostering creativity and perspective-taking.

8. Personal Connection to the Story

Encourage readers to consider how they see themselves within the narrative, fostering a sense of identity and personal significance.

9. Inspiration for Action

Prompt readers to reflect on how the book inspires them to act for justice in their own lives, fostering motivation and empowerment.

10. Personal Transformation

Encourage readers to reflect on how the book has changed them, fostering growth and self-awareness.

11. Impact of Language and Vocabulary

Stimulate reflection on how the author's use of language and vocabulary inspires readers, fostering appreciation for linguistic creativity and expression.

12. Fascinating Words and Usage

Encourage exploration of fascinating words found in the text and how readers might incorporate them into their own language and writing, fostering vocabulary development and self-expression.

13. Resonant Illustrations

Prompt readers to identify parts of illustrations that resonate with them, fostering visual literacy and emotional connection.

14. Heart-warming Moments

Encourage reflection on moments in the book that warm or heal the heart, fostering empathy and appreciation for emotional depth.

15. Surprising Elements

Stimulate reflection on surprising elements of the text, fostering curiosity and critical thinking.

Writing

1. Self-Expression Through Writing

Encourage self-expression of thoughts, feelings, and emotions through writing, providing a platform for personal reflection and spiritual exploration.

2. Engaging with Inspirational Texts

Encourage students to ask questions about texts that inspire their writing, fostering curiosity and deeper engagement with spiritual themes and ideas.

3. Diaries and Journals for Emotional Communication

Promote diaries and journals as a means of communicating emotions and experiences, allowing students to process and reflect on their spiritual journey.

4. Empathy with Characters

Cultivate empathy with characters in literature, encouraging students to think beyond themselves and connect with the experiences and perspectives of others.

5. Poetry as Spiritual Expression

Explore poetry as a form of spiritual expression, encouraging students to tap into their creativity and use language to convey deeper meanings and emotions.

6. Appreciation of Writing Skills

Foster an appreciation for students' own writing skills and the talents of others, celebrating the power of words to inspire, heal, and connect.

7. Emotional Connection with Writing

Encourage students to connect emotionally with pieces of writing, recognising the profound impact that words can have on the soul.

8. Connection Through Written Communication

Explore various forms of written communication, such as postcards, letters, and sonnets, as ways to connect with others and share spiritual insights and experiences.

9. Performance and Writing

Engage students in performance as both preparation for and result of writing, promoting immersion in the text and consideration of audience, fostering creativity and confidence.

10. Sharing Passions and Taking Action

Encourage students to share their passions, opinions, and take action through words, such as through debates, advocacy writing, and persuasive essays, empowering them to make a positive impact in the world.

Mathematics

1. Patterns and Sequences

Explore the beauty and complexity of patterns and sequences in numbers and shapes, fostering a sense of order and interconnectedness.

2. Moment of Stillness

Encourage moments of stillness and reflection upon completing mathematical tasks, allowing students to appreciate the process and their achievements.

3. Scale and Magnitude

Discuss the scale of large numbers and objects, such as the number of stars in the sky or blades of grass, to instil a sense of wonder about the vastness of the universe.

4. Fibonacci Sequence

Introduce the Fibonacci sequence and its presence in nature, inspiring awe at the mathematical principles underlying natural patterns.

5. Infinite Possibilities

Foster curiosity and fascination with infinite and endless possibilities through open-ended investigations, encouraging students to explore how far mathematical concepts can go.

6. Shapes in Nature

Examine shapes found in the real world and in nature, helping students appreciate the natural occurrence of geometric forms.

7. Symmetry and Mirrors

Explore symmetry in nature and the use of mirrors, emphasizing the beauty and balance found in mathematical and natural patterns.

8. Exactness of Maths

Cultivate a sense of wonder in the precision and exactness of mathematics, such as the consistent sum of angles in a triangle.

9. Joy of Predictions

Experience the joy of making and testing predictions in mathematics, highlighting the excitement of discovery and validation.

10. Historical and Philosophical Context

Investigate the history of mathematics, the origins of numbers, and the development of the place value system, fostering an appreciation for mathematical evolution and its philosophical implications, such as the concept of time and the present moment.

Science

1. Spark Curiosity and Nourish the Heart and Mind

Cultivate curiosity in students and nurture both intellectual and emotional growth through engaging scientific exploration.

2. Awe and Wonder at Life's Scale

Develop awe and wonder at the vast scale of living things, from microscopic organisms to towering trees, fostering appreciation for the complexity and beauty of the natural world.

3. Appreciating the Beauty of the World

Provide opportunities for students to pause and appreciate the beauty of the world around them, fostering a sense of gratitude and reverence for nature.

4. Admiration and Respect for Work

Encourage students to admire and respect their own scientific work and that of their peers, recognizing the potential to inspire hope and positive change in others.

5. Reflection on Challenging Themes

Pause for reflection on difficult themes within science, allowing students to express their responses to challenging circumstances and develop resilient hope in the face of uncertainty.

6. Exploring Interdependence and Relationships

Explore the interdependence of all living things and the intricate relationships between different elements of the physical world, fostering an understanding of ecological interconnectedness.

7. Sense of Significance and Insignificance

Encourage students to contemplate their place in the universe, feeling both insignificant in the vastness of space and time, yet significant as unique individuals with genetic diversity.

8. Connecting with Spiritual Experience

Provide opportunities for students to connect with the spiritual aspects of scientific inquiry, recognizing the drive for understanding that transcends mere curiosity.

9. Exploring Global Scientific Discoveries

Prompt students to inquire about the impact of scientific discoveries from around the world on human lives, considering diverse perspectives and the evolving nature of scientific beliefs across cultures and time periods.

10. Awareness of Evolving Scientific Understanding

Foster awareness that scientific understanding is continually evolving, with new discoveries reshaping our understanding of the world, promoting humility and open-mindedness in scientific inquiry.

Art

1. Spark Curiosity and Nourish the Head and Heart

Create a classroom environment that encourages questions and discussions about art, fostering intellectual curiosity and emotional engagement.

2. Develop Connections to Self, Others, World, and God

Use art to explore personal identity, empathy towards others, appreciation of the world, and reflections on the divine, promoting holistic growth.

3. Experience Wonder and Awe

Introduce pupils to the works of renowned artists, enabling them to marvel at human creativity and technical mastery, inspiring a sense of awe.

4. Admiration and Respect for Art

Foster an environment where students respect their own creative efforts and those of their peers, understanding the potential of art to bring hope and joy to others.

5. Respect for the Spiritual Journey of Creation

Highlight the resilience and endurance required in the artistic process, helping students appreciate the spiritual dimensions of creating art.

6. Moments of Stillness

Incorporate moments of quiet reflection to help students appreciate the beauty and joy in art, cultivating mindfulness and inner peace.

7. Art as Self-Expression

Expose students to a diverse range of art samples, encouraging them to see art as a powerful means of expressing their own thoughts, feelings, and experiences.

8. Responding to Deeper Meanings

Provide opportunities for students to explore and respond to the deeper meanings in art, using their creations to raise awareness of social justice issues.

9. Curiosity and Fascination

Develop students' ability to ask insightful questions about art, such as the artist's thematic choices, the medium used, and their own responses to the work.

10. Keep Eyes Open and Sow Spiritual Seeds

Encourage students to remain observant and openminded, using art to cultivate a sense of spirituality and resilience in facing life's challenges.

Computing

1. Explore Moral Dilemmas

Discuss ethical questions related to technology, such as the implications of AI and robotics in daily life. For instance, ask students if they are comfortable being served in a café by a robot and why.

2. Contemplate Possibilities and Limits

Encourage students to ponder whether anything is impossible with technology. Facilitate discussions on the potential and limitations of technological advancements.

3. Technology's Impact on the World

Examine how technology transforms societies, economies, and environments, fostering an understanding of its broad impact on the world.

4. Imagine Future Advances

Stimulate students' imaginations by exploring potential future technological developments and their implications for society and spirituality.

5. Questioning Reality

Engage students in philosophical discussions about the nature of reality, especially in the context of virtual and augmented realities created by technology.

6. Global Exploration Through Technology

Demonstrate how technology can be used to explore and experience various parts of the world virtually, expanding students' horizons and fostering global awareness.

7. Technology and Human Connections

Investigate whether technology brings people closer together or creates divisions, encouraging students to reflect on their own experiences with digital communication.

8. Emotional Impact of Technology

Reflect on how technology affects emotions and mental health, discussing both positive and negative aspects.

9. Nourishment Through Technology

Explore how technology can nourish the mind and spirit, such as through educational tools, spiritual apps, and creative platforms.

10. Influence on Thought and Behaviour

Discuss how technology shapes opinions, actions, and choices, encouraging students to be mindful of its influence on their decision-making processes.

11. Comparing Technological Relationships

Reflect on how individual relationships with technology differ and what factors contribute to these differences.

12. Service to Others and the Planet

Consider how technology can be used to serve others, improve the environment, and enhance spiritual practices, discussing examples and potential applications.

13. Technology and Divine Connection

Explore the idea of technology as a medium for spiritual connection, such as through online worship services, meditation apps, and religious communities.

14. Community Impact

Analyse how technology impacts communities, both positively and negatively, and how it can be used to promote inclusivity and social cohesion.

15. Promoting Inclusivity

Discuss ways technology can promote inclusivity, such as through assistive technologies, online education, and accessible design.

16. Serving the Underserved

Investigate how technology can be leveraged to serve underserved populations, improving access to resources, education, and healthcare.

17. Fostering Creativity

Highlight how technology can be a tool for creativity, providing platforms and resources for artistic expression, innovation, and problem solving.

Design & Technology

1. Reflective and Creative Imagination

Encourage pupils to be reflective and creative, using their imagination to explore and develop innovative ideas.

2. Inspired Insight and Development

Foster inspiration and the use of personal insight in developing design ideas, promoting thoughtful and purposeful creation.

3. Purpose of Technological Achievement

Reflect on the purpose and impact of human technological achievements, considering their broader significance and implications.

4. Aesthetic Appreciation

Appreciate and reflect upon the aesthetic qualities of materials and design, understanding the beauty and functionality of different elements.

5. Relationship with the Natural World

Reflect on the aesthetic and functional relationship between building designs and the natural world, promoting harmony and sustainability.

6. Innovation and Inspiration

Encourage creative thinking and innovation, highlighting how these can be inspirational and transformative.

7. Positive Impact on Self-Confidence

Reflect on how creating and designing positively impacts self-confidence and fosters a sense of achievement in oneself and others.

8. Awe and Appreciation of Food

Cultivate a sense of awe and wonder about the origin of food and the processes involved in its production.

9. Wonder and Mystery in Achievement

Develop a sense of awe, wonder and mystery when studying both the natural world and human achievements, fostering a deeper appreciation for creation.

10. Creative Expression and Reflection

Encourage pupils to express their innermost thoughts and feelings creatively, using reflection and questioning (such as "why?", "how?", and "where?") to deepen their understanding and learning.

Physical Education

1. Emotion in sport

Teach pupils to handle the emotional and spiritual aspects of winning and losing games, fostering resilience, humility, and personal growth.

2. Inspiration from Athletes and Teams

Draw inspiration from the dedication, perseverance, and achievements of athletes and teams, encouraging pupils to strive for their personal best.

3. Sense of Belonging

Promote a sense of belonging and community through team sports, highlighting the spiritual value of unity and collective effort.

4. Physical Response and Endorphins

Explore the spiritual and emotional benefits of physical activity, such as the release of endorphins and the resulting feelings of joy and wellbeing.

5. Global Connection

Emphasize the sense of global connection fostered by international sporting events like the Olympics and the World Cup, highlighting the unity of humanity through sport.

6. Common Language of Sport

Appreciate sport as a universal language that transcends cultural and linguistic barriers, fostering mutual understanding and respect.

7. Platform for Powerful Messages

Utilise sport as a platform to address and promote powerful social messages, such as combating racism and promoting equality and justice.

8. Expression Through Dance

Encourage the expression of emotions and ideas through dance, emphasizing its interpretive nature and the absence of right or wrong in creative expression.

9. Spiritual Lessons from Physical Challenges

Highlight the spiritual lessons learned from physical challenges, such as perseverance, discipline, and the pursuit of excellence.

10. Holistic Development

Foster holistic development by integrating physical, emotional, and spiritual growth through participation in physical education and sports activities.

Geography

1. Promoting Wonder and Fascination

Foster a sense of wonder and fascination with the physical and human world by exploring diverse landscapes, ecosystems, and cultures.

2. Moments of Stillness

Encourage children to experience moments of stillness and contemplation in their local environment, fostering a deeper connection with nature.

3. Reflection on Natural Disasters

Provide opportunities to pause and reflect on natural disasters, allowing pupils to express their emotions and thoughts, and understand the resilience of affected communities.

4. Respect for Different Communities

Teach respect and understanding for communities different from their own, promoting empathy and global awareness.

5. Exploring Personal Feelings

Encourage pupils to explore and reflect on their own feelings about the people, cultures, places, and environments they study, deepening their emotional and spiritual engagement.

6. Interconnectedness of Life

Highlight the interconnectedness of all life and the natural processes that sustain life on Earth, fostering a sense of responsibility and care for the planet.

7. Making a Difference

Inspire pupils to believe in their potential to make a positive impact on the world, nurturing a sense of hope and empowerment.

8. Value of Stewardship

Emphasise the importance of stewardship and how students can contribute to the wellbeing of the planet, promoting sustainable practices and environmental responsibility.

9. Impact and Justice

Reflect on the long and short-term impacts of human actions on the environment, linking these reflections to the value of justice and the importance of making ethical decisions.

10. Spiritual Connection to Geography

Foster a spiritual connection to geography by exploring the beauty, complexity, and sacredness of the Earth, encouraging a profound appreciation for the natural world and its inhabitants.

History

1. Reflect on Our Time in Life

Encourage pupils to reflect on their current place in history, understanding the present in the context of the past.

2. Recognize Something Wider

Help pupils recognize the broader historical context beyond themselves, asking how historical events and figures make them feel and what lessons can be drawn.

3. Influence of Significant Individuals

Explore the lives of significant historical figures and reflect on how their actions and values might influence pupils' aspirations and personal development.

4. Critical Thinking and Big Questions

Promote critical thinking by encouraging pupils to ask big questions about the past, finding deeper meanings and lessons.

5. Imagination and Empathy

Use imagination to appreciate and empathize with the experiences of others in history, reflecting on similarities and differences with their own lives.

6. Immersion in the Past

Create opportunities for pupils to become immersed in historical periods, fostering a deeper understanding and connection to historical events and cultures.

7. Changing Values Over Time

Examine how values and societal norms have changed over time, encouraging pupils to reflect on the evolution of human thought and behaviour.

8. Evolution of Religious Beliefs

Appreciate the evolution of religious beliefs and their impact on history, understanding how faith has shaped and been shaped by historical events.

9. Connection to Sensitive Issues

Connect with sensitive historical issues or beliefs, allowing pupils to engage with and reflect on both positive and negative aspects of the past.

10. Emotional Response to History

Encourage pupils to allow themselves an emotional response to historical events, fostering a personal and spiritual connection to the study of history.

Music

1. Expression through Movement

Encourage the expression of spirituality through movement to music, allowing students to connect with their inner selves and express emotions freely.

2. Emotional Response to Music

Explore imaginative responses to how music makes us feel, encouraging students to connect with the spiritual and emotional dimensions of music.

3. Exploration of Instruments

Engage in the exploration of different musical instruments and their unique sounds, fostering an appreciation for the diversity and richness of musical expression.

4. Presence in the Moment

Encourage students to be fully present and absorbed in the moment when creating or experiencing music, facilitating a deeper connection to the spiritual aspects of the musical experience.

5. Delight and Joy in Music

Help students find delight and joy in music and sound, recognising their ability to uplift and inspire the soul.

6. Communication Through Sound

Explore the power of sound as a means of communication, allowing students to express themselves and connect with others on a spiritual level.

7. Reflection on Musical Pieces

Encourage students to reflect on the emotional impact of music, considering how different pieces can evoke various feelings and perspectives, fostering empathy and understanding.

8. Mindfulness in Music

Promote mindfulness and stillness when listening to music or sound, encouraging students to fully immerse themselves in the present moment and appreciate the beauty of the auditory experience.

9. Connection with Nature's Sounds

Encourage students to listen to and reflect on the sounds of nature, recognising the spiritual connection between music and the natural world.

PSHE

1. Relationships and Love

Teach children about love, empathy, and the importance of loving oneself and others, fostering a sense of connection and spirituality.

2. Developing Attitudes and Reflection

Encourage children to ask big questions and reflect on the impact of their choices, nurturing a sense of responsibility and a positive vision for the future.

3. Awareness of Feelings

Help children understand their feelings and how they change in response to their environment, empowering them to reflect, channel emotions, and develop coping strategies.

4. Keeping Safe and Caring for the Environment

Use awe and wonder to teach children how to care for their surroundings, reflect on different situations, and make independent decisions to keep themselves and others safe.

5. Body Awareness and Self-Acceptance

Promote self-acceptance, awareness, and uniqueness by teaching children about their bodies and how we are all made in the image of God, fostering a sense of spiritual connection and respect for oneself and others.

Modern Foreign Languages (Latin)

1. Cultural Understanding and Empathy

Promote empathy and spiritual connection through the study of diverse cultures and languages, fostering a deeper understanding of diverse perspectives and values.

2. Exploration of Spiritual Concepts

Explore spiritual concepts and beliefs present in foreign languages and cultures, encouraging reflection on the interconnectedness of humanity.

3. Language as a Tool for Connection

Use language as a bridge for spiritual connection, allowing students to communicate and connect with people from diverse backgrounds and beliefs.

4. Mindfulness in Language Learning

Incorporate mindfulness practices into language learning, encouraging students to be present and focused during language study, fostering a deeper spiritual connection to the learning process.

5. Expressing Innermost Thoughts and Feelings

Encourage students to express their innermost thoughts and feelings in a foreign language, facilitating self-reflection and spiritual growth through linguistic expression.

6. Appreciation of Linguistic Diversity

Foster an appreciation for the diversity of languages and linguistic expression, recognising the beauty and richness of human communication as a spiritual experience.

7. Exploration of Sacred Texts and Literature

Study sacred texts and literature in foreign languages, allowing students to explore spiritual themes and teachings from diverse cultural perspectives.

8. Connection to Global Community

Promote a sense of belonging to a global community through language learning, encouraging students to see themselves as part of a larger spiritual and cultural tapestry.

9. Reflection on Language Origins and Evolution

Reflect on the origins and evolution of language, considering the spiritual significance of language as a tool for human expression and connection throughout history.

10. Service and Cultural Exchange

Engage in service projects and cultural exchanges facilitated by language learning, allowing students to cultivate compassion, empathy, and a sense of interconnectedness with others around the world.

1.Nurturing the Spirit

Explore the possibility that each individual possesses a spirit that can be nurtured through our experiences and relationships. Consider how this can inspire our actions and choices – the way we live.

2.Key Human Concerns

Have opportunity to discuss, wonder about and reflect upon on big questions such as:

- The origins of the universe
- What happens after death?
- The nature of good and evil
- Beliefs about God

3.Enduring Values

Explore values that have been recognised for their lasting significance e.g. justice, truth, and how these have impacted relationships and communities. This could be in relation to the school's Christian values.

4.Religious Concepts and Practices

Explore key concepts, experiences, rituals, and beliefs central to religious practice, and how these shape the lives of believers.

Appreciate the similarities between faiths and world views and respect the differences, exploring ways to live peacefully with difference and diversity of faith and belief.

5.Perceptions of Human Dignity

Consider how different religions perceive the value of human beings.

Explore relationships among people, with the natural world, and with God.

6.Religious Language

Exploring, using, and understanding religious language used to describe spiritual experiences.

7.Time for Reflection

Creating time and space in lessons for wonder, wondering and reflection.

8.Positive Relationships and Community

⁶ <https://www.solgrid.org.uk/sacre/agreed-syllabus/spiritual-moral-social-and-cultural-development/>

Learning to treasure positive relationships and nurturing a sense of community, co-operation, and collaboration, for the common good.

9. Encouragement of Personal Views

Encouraging pupils to develop and hold their own views and ideas on religious and spiritual issues; to be curious about, understand and respect alternative perspectives.

Religious Education (V2)

1. Nurturing the Spirit

Learning that each of us has a spirit that can grow and flourish through our experiences and relationships.

2. Big Questions in Life

Talking, thinking, and wondering about big questions like:

How did the universe begin?

What happens after we die?

What is good and what is evil?

What do people believe about God?

3. Important Values

Focusing on values that have always been important throughout history and thinking about how living out values such as British values and our school values can help to make the world a better place.

4. Understanding Religions and world views

Learning about important ideas, experiences, and beliefs in different religions and world views.

Seeing how these beliefs shape the lives of believers.

Thinking about our own beliefs and understanding and respecting the beliefs of people around us. .

5. Human Dignity

Thinking about how different religions and world views see the worth of people.

Considering how we relate to each other, nature, and God.

6. Spiritual Words

Learning and explaining the special words that describe spiritual experiences.

7. Time for Thinking

Making time in lessons to feel wonder, to wonder and reflect.



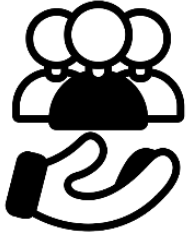
8.Positive Relationships and Community

Understanding the importance of good relationships and building a sense of community.

9.Developing Personal Views

Forming our own ideas and opinions on religious and spiritual topics and learning to respect those of others.

Spiritual Pathways and Capacities (Appendix 2)

spiritual pathway		spiritual capacities
 <p>These are our children and adults who are moved by creation, particularly being outside but also through the use of the Psalms and other writings about God as creator and his creation. Naturalists love to surround themselves with God's creation.</p>	naturalists	<ul style="list-style-type: none">- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer.- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder.- to develop a greater sense of 'connectedness' to the earth and a deeper sense of the transcendent.
 <p>Activism and justice are at the heart of our school vision and God's way of working here at St. Michael's. Activists want to take up a cause, influence and bring about change in our local and global community.</p>	activists	<ul style="list-style-type: none">- to be guided by their beliefs and values and be willing to take a stand to defend them.- be self-aware and empathise with the experience of others in the school and wider community.- to recognise the need to advocate for the cause of others.
 <p>There are many members of our school community who love serving others, particularly those who are less fortunate and in need. They give time and energy to supporting and caring for others.</p>	caregivers	<ul style="list-style-type: none">- be self-aware and empathise with the experience of others in the school and wider community.- appreciate and be thankful for what is good in life like friends and family and show generosity towards others.- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges.



senates & intellectuals

Our deep aspirations and strong sense of faith appeal greatly to our children and adults who experience God intellectually. They need their minds to be stirred. They like to study and read about their faith and people of faith in order to understand it more deeply.

- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success.

- demonstrate curiosity and open mindedness when exploring life's big questions.

- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life.



contemplatives

These are our children and adults who find solace in stillness and silence. Moments of reflection in collective worship and spaces for prayer really appeal to contemplatives.

- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer.

- to develop a greater sense of the transcendent.

- appreciate beauty in the world and be alive to experiences of awe and wonder.

Examples of Spirituality in our curriculum (appendix 3)

EYFS:

Here begins the deep realisation of children learning to write their own names and hence a deeper sense of themselves and from whence they came.

Literature:

Our studied texts are 'mirrors and doors' allowing children to see themselves reflected in the texts that they study, whilst exploring how unique they are. It also opens them up to the wonders that exist in others and the wider world.



Art and Design:

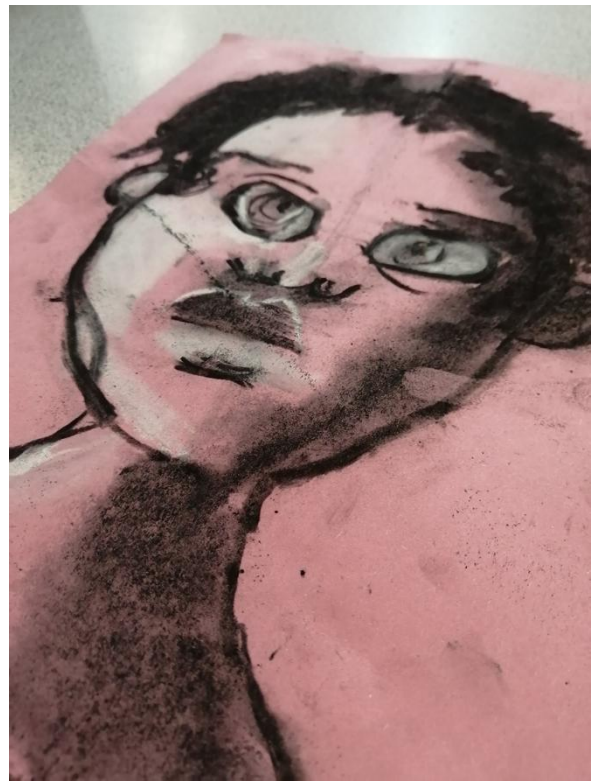
Our art and design curriculum allows children to 'appreciate beauty and mimic the creative nature of God and the universe.' Our children are given a plethora of opportunities to explore who they are in a unit of self-expression.

Religious Education:

The in-depth study of religions at St. Michael's allows children to develop their own personal viewpoint, where meaning may derive in their life and secures a sense of identity not only in themselves, but also in 'others.'

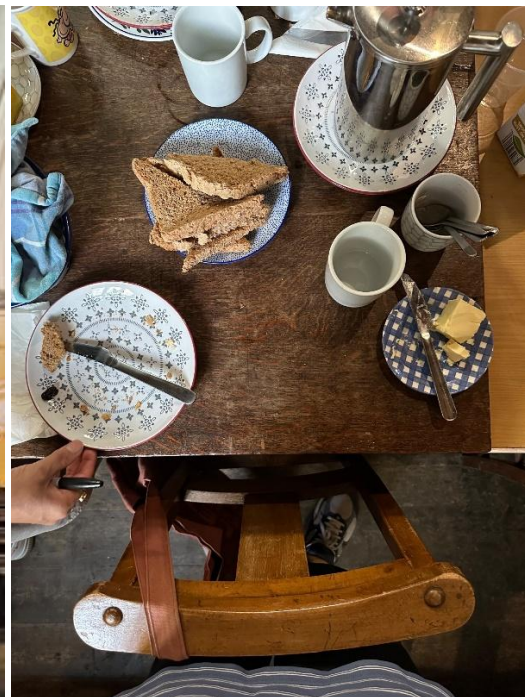
Maths:

This is where we solve mysteries. At the heart of mathematics, children use what is known to solve the unknown.



St. Michael's Church

Our church and clergy provide a place of refuge at pivotal times – through prayer, time of reflection and breakfast together.



Spirituality in our Outdoor Provision

We aim: To develop a greater sense of 'connectedness' to the earth and a deeper sense of the transcendent, whilst providing nurture and therapeutic support for our children.



Farm:

Here children learn that care for all living things is important and it highlights the necessity of responsibility.

Community Allotment:

This is where our children develop the understanding of seed – time and harvest, that one action leads to a reaction and that we have a responsibility to care for the earth as it provides us with the sustenance that we need.

Barnes Close:

Our spiritual retreat for both staff and children provides the opportunity to develop a sense of 'togetherness,' stillness and calm. Vision days also allow staff to reflect on success and areas for development.



Brigg House:

Our residential excursion to the countryside gives children a plethora of opportunities to develop their character, whether it be leadership skills, collaboration, or resilience.



References

- Spiritual Development Interpretations of spiritual development in the classroom. 2019 Church of England Education Office. (ideas from Liz Mills and Shayne Vickeray)
- Policy for Spirituality in Church of England Primary Schools Guidance from the Diocese of Gloucester's Board of Education February 2021