

# Spirituality

## How do we describe spirituality as a church school?

Christians believe that everyone is a valued creation, individually and uniquely made by God, in his own image.

Christians refer to God as a potter and describe everyone being the work of God's hand.

***Sometimes pots can crack or break. Sometimes things happen that make us feel cracked or changed.***

***This is ok and these experiences can make us stronger as individuals.***

Christians believe that whatever happens to them in life, God is with them. God can mend gaps and put everyone back together.

## ***Our definition of spirituality***

***"Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves."***

**'We are the clay, and you are our potter; we are all the work of your hand'. Isaiah 64:8**



## **A Story we use to develop the concept of spirituality with children**

Read the story of the Kintsugi story - Kintsugi is a Japanese word meaning 'golden joinery'. Artists use golden glue to repair cracks bringing unexpected beauty and, in some cases, allowing the light to shine through.

Christians believe that this unexpected beauty from repairing the cracks of life is their own unique spiritual journey which builds their relationships with others, the environment and with God.

### **The Kintsugi Story**

Far away in the East, in a Kingdom filled with beautiful things lived a great Emperor. As winter passed gradually to spring everyone began to look forward to the crowning of the Emperor's son. It would be a great day of celebrating and feasting. Visiting kings and queens would be shown beautiful treasures made in the kingdom. In pride of place, next to the Prince's crown stood an exquisite bowl made of the finest materials. Just before the big day, the Emperor awoke to the sound of commotion. To his horror he discovered the bowl had been broken and lay in pieces. The Emperor was desolate, and his son spent many hours trying to console him, but there was not enough time to make another bowl. The following day the Emperor awoke again to commotion. This time the news was even worse. The pieces of bowl and the royal crown had been stolen. The robber had been seen running away, he had been dressed in rags and was probably one of the homeless men whom the Emperor insisted were always fed. Someone thought the robber had run towards the princes' rooms but all the rooms were locked and there was no sign of the prince. A long day passed with no news. The coronation day dawned and the dispirited Emperor awoke to commotion yet again. As he pushed through the crowd where the crown and bowl had once been kept, he couldn't believe his eyes. There was the crown but it was a simple, slim band of gold, less than half the size it had once been. Next to it the bowl had been repaired, every crack had been filled with a strand of gold, making it even more beautiful. The Emperor stared in amazement and then looked at his son, the prince. In the corner of his eye he noticed his son's hands, they were covered in small scars, possibly burn marks. His son was going to be a wonderful Emperor the old man realised.

# The language we use to develop children's understanding of spirituality

## WOWs, OWs and NOWs

**WOW Moments** - These are the awe and wonder moments, breath taking moments. We ensure we have opportunities to share and celebrate achievements and excitement during our school day and week.



**OW Moments** - These are the blows life can bring. Life is not always plain sailing and life can bring blows to both adults and children. Listening and talking to children about the 'ows' of life is important and ensuring children have the opportunity to be supported.



**NOW Moments** - These are the everyday ordinary times: being able to be present in the moment, being open and receptive to life, because God is not just for emergencies!

We help each other to recognise these moments in life and to reflect on events that make us who we are. We value opportunities for stillness and reflection as part of our everyday life in our school through Collective Worship, Mind Up, and reflective spaces whenever the children feel and require reflection time.



Everyone one will respond differently to WOW, OW and NOW moments, therefore making each crack unique to us as individuals.

## **We understand that developing our spirituality also helps us to look after our mental health.**

### **Our Own Unique Spiritual Journey.**

We strongly believe that spirituality is something that touches all areas of our lives and can help in our every day life. It is something to be considered when teaching all subjects in school, not just during RE lessons or during Collective Worship. As you will see in the overview below, the teachers have reflected on how spirituality can be considered when teaching any, and all, subjects. This is not within the narrow focus of a specific subject but under a shared understanding of spirituality which teachers created when reflecting on their curriculum and year group: A sense of....mystery and life; choice, decision making and responsibility; awe and wonder; awareness of there being something more to life than meets the eye; love for the outside; pattern, sequence and order; enquiry and open mindedness; life's joys an achievements; disappointment and failure; others as feeling, thinking people; empathy with others; silence and reflection; self-worth and the worth of others; self confidence in expressing inner thoughts; joy of life. We used this reflection to map out planned opportunities for spiritual reflection knowing that other unplanned opportunities are likely to present themselves.

### **Spirituality across the curriculum**

	<u><b>EYFS</b></u>	<u><b>KS1</b></u>	<u><b>Lower KS2</b></u>	<u><b>Upper KS2</b></u>
A sense of mystery and life	Butterflies	Royal family-coronation	Egyptians and science	RE- Religions, Natural disaster topic
A sense of choice, decision making and responsibility	Daily challenges and free choices	School council and school trips	PSHE, 7values, school council	Collective worship roles, DT
A sense of awe and wonder	Opportunities to explore and experiment, school trips	Trips and roots to food, in school visitors	Project- stone henge, Science- living things and plants. Science week	Natural disaster topic, science, visitors, 3D printing

A sense of awareness of there being something more to life than meets the eye	Teaching linked to books, trips	Explorify in science	RE- Creation stories, Mind Up	RE and Art
A sense of love for the outside	Forest school and free flow classroom, outside area and walks	Outdoor walks and trips such as Wyville walk and adventure day	Science habitats, PE, Forest Club, Sports events	Geography- local area, PE, Science, forest club, Eco council
A sense of pattern, sequence and order	Core practise, visual timetable and class rules, daily routines	Maths, routines, stories	Maths, History timelines	Maths, Science, Art
A sense of enquiry and open mindedness	RE Lessons and artifacts	Core practice and scientific enquiries	Science enquiries, Maths problem solving, PSHE	Science enquiries, geography, Problem solving in maths
A sense of life's joys and achievements	Holiday diaries and tapestry, exhibitions to parents, celebration assembly	DT-catapults, junk modelling, house points, classroom rewards	House points, certificates, Final pieces of work. Mystyle homework's	PSHE, Collective Worship
A sense of disappointment and failure	Challenges and forest school, Sports day, Remembrance Day	Marking and feedback, sports day	PSHE, RE, discussing mistakes and how they make us learn	Africa topic, Victorians and WW2, Warning zone trip, Sports activities
A sense of others as feelings, thinking people	PSHE- Building relationships, special days of the year	PSHE, Mental health week	PSHE, 7 Values, wellbeing hub	Holocaust, Africa topic, Holocaust trip
A sense of empathy with others	PSHE- Building relationships, special days of the year	History	Critiquing in English/art, ELSA, together we can	PSHE

A sense of silence and reflection	Core practise and quiet provision areas, Wellbeing hub	ISingPop, remembrance	Mind Up, Prayers	Mind up, CW, Remembrance Day
A sense of self-worth and the worth of others	Circle time, reward systems. Birthday chart, class rules	Endangered animals and transition days	PSHE, Class displays	PSHE, PE, Leavers service, PGL
A sense of self confidence in expressing inner thoughts	Discussions and sharing ideas through play. ELSA, Colour monster	PSHE, reward systems	PSHE, House captains, RE, class performances	Debates in PSHE and English, Year 6 roles
A sense of joy in life	People who help us and forest school. Sports Day	Reading for pleasure, sports day, book clubs, afterschool clubs	Christmas, birthdays, clubs	Celebration assembly, special events, Class rewards