



# SPIRITUALITY POLICY

Date June  
2019

## Purpose

‘Spiritual’ development relates to that aspect of inner life through which pupils acquire insights into their personal existence, which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. ‘Spiritual is not synonymous with religious education; all areas of the curriculum may contribute to pupils’ spiritual development’. OFSTED

At Scott Primary, we aim to provide a warm, stimulating, caring and satisfying learning environment for all the children. Each child will be valued as an individual and will be encouraged to reach his/her full potential. We aim to promote socially acceptable behaviour and a caring attitude with regard to the needs and feelings of others. We ensure that all children have equality of access to the curriculum regardless of gender, socio-economic background, race and special needs.

## Aims

The Education Reform Act 1998 requires that the curriculum for every maintained school is a balanced and broadly based curriculum which,

- Promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school.
- Prepares such pupils for the opportunities, responsibilities and experience of adult life.
- We will foster the spiritual, moral, cultural and social development of each pupil.
- We will encourage a positive and sensitive attitude towards life to aid each child to become competent as individuals and as a participating member of his/her social group or community.
- We will promote the achievement of positive self-image, independence and self-discipline.
- We will further the children’s natural sense of awe and wonder and an increasing awareness of the wider world.

## Teaching and Learning

We aim to develop a spiritual dimension through most curriculum areas as and when appropriate. It is recognised that the role of the class teacher is vital in increasing opportunities for the development of pupil’s spiritual awareness. The staff use a variety of classroom and teaching strategies (circle time, use of stories to promote spiritual development and drama). Our teaching strategies value the whole child as a person of infinite worth, encourage and value pupils’ questions, give them space for their own thoughts and ideas, create opportunities to listen, to reflect and to puzzle, encourage creativity and creative responses and explore and value diversity and difference.

Spirituality- Across the Curriculum including Collective Worship.

- 1) Story books may help children to understand particular experiences or encourage empathy.
- 2) PSHE - Circle Time is a valuable tool for the expression of thoughts and feelings.
- 3) Science can raise ultimate questions about creation and the role of humankind. “Why is the world like this?”
- 4) English, music, art and drama are all highly creative areas of the curriculum and can be used to explore important issues of many kinds.
- 5) Religious Education and collective worship allow time for reflection, empathy, exploration of value and belief systems and the exploration of community.
- 6) History and Geography give the opportunity to empathise with others of different times and cultures.
- 7) PE helps people to explore their own capabilities, develop positive attitudes towards others and work cooperatively and as part of a team.
- 8) The School Council is an important way of ensuring that all children have a voice in whole school issues.

The staff also promote celebrating children’s work and ideas through thoughtful use of display areas and Celebration assemblies such as Superstar of the Week. We discuss what our British values are and what they mean and these, alongside our value of the month, are always on display in the classroom and around the school. It is acknowledged that there will always be the spontaneous ‘seize the moment’ times arising from a pupil’s comments or experiences, but there is also an understanding by teachers of the need for opportunities to be created for spiritual development.

Learning to live and work together in the school community is an important preparation for responsible citizenship and will contribute towards enhancing community cohesion. We also support a number of charities such as: Red Nose Day, Macmillan Coffee Morning, British Legion, Children in Need, Young Minds and World Down Syndrome Day.

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### **Equal Opportunities**

Scott Primary School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

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### **Disability Discrimination Act**

Scott Primary School is committed to having due regard to the following

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.