Diocese of Norwich
St Benet's
Multi Academy Trust

Beacon Federation

(Dickleburgh and Garboldisham C of E Primary Academies)

Spirituality Policy

Our Visions

Dickleburgh C of E Primary Academy

"Living and learning together, celebrating life at its fullest"

Our vision is deeply rooted in a strong Christian tradition and it is to develop happy, young people with enquiring minds, a spirit of curiosity, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

The Bible verses that set our vision statement in context comes from the words of Jesus:" I have come that they may have life, and have it to the full." **John 10:10**

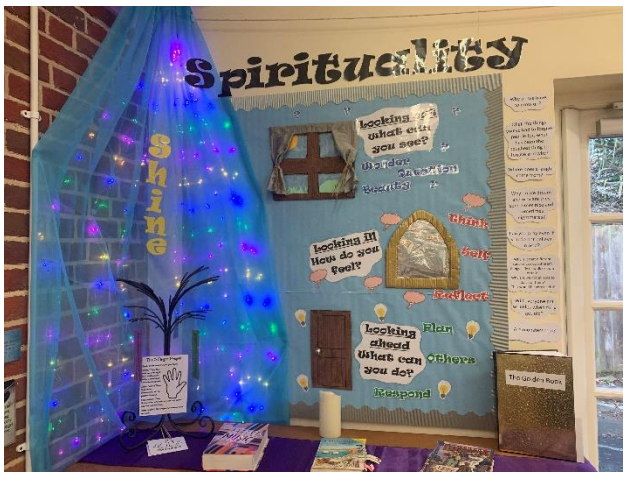
Garboldisham C of E Primary Academy

'Shine as a beacon of light'

Children at Garboldisham are on a quest of self-discovery. They will thrive on their educational journey to become kind and compassionate thinkers, knowledgeable role models for their community and the world.

The Bible verses that set our vision statement in context comes from **Matthew 5:14**-"You are the light of the world".

Our visions influence the ethos of both our schools and the policies and practices within them. We believe that spirituality is a core thread that runs through our schools and we attach great importance to it for both children's development and for the growth and well-being of all within our school communities.



Policy Aim

The aim of this policy is to outline how the Beacon Federation of Academies provides opportunities for children to develop their spirituality.

It is our role in school to inspire, create and recognise that spirituality exists in everyone. We want to ensure we support our children to be happy and rounded in all respects, including spirituality, which cannot be taught or measured.

We aim for children, and adults, to grow in their ability 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 the extraordinary experiences in 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

What is Spirituality?

At the Beacon Federation, we believe in developing the whole child, academically, emotionally and spiritually.

The essence of spirituality is difficult to define because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith.

As a school, we approach spirituality by:

- Being curious
- Being reflective
- Being thoughtful
- Being aware of ourselves and
- Thinking beyond ourselves
- Experiencing Awe and Wonder

How do we promote spirituality at Beacon?

Our Federation aims to support children in making sense of themselves and the world around them. We aim to help them observe their own responses to different experiences. We believe that experiences, both in and out of school, are important to the development of all pupils.

Being curious:

We want to foster a sense of curiosity in our children to enable them to ask purposeful questions as they go through life. We do this in a variety of ways including.

- Adults model curiosity when reviewing learning and exploring something new
- Question led learning
- Asking deep questions
- Providing opportunities to explore and investigate
- Allowing children to ask questions and follow these lines of enquiry
- Questions to ponder and 'I wonder' in worship
- Adapting planning in response to our children

Being reflective:

In a busy and often unpredictable world the ability to reflect is an important life skill. We nurture this by:

- Using the question to ponder in worship
- Seeking pupil voice
- Allowing children to reach their own compromises in play
- Asking open questions
- Using learning questions- curriculum design
- Having reflection/ prayer areas inside the classroom and outside.
- Giving children targets and next steps
- Dedicating time to review learning
- Allowing children to have access to calm and sensory spaces
- Assessing to check understanding

Being thoughtful

We see the importance of dedicating time to think. We value it in our curriculum in a number of ways, including

- Child led responses and questions
- Our Federation rules and values
- Getting the children to 'prove it' or 'justify' their learning
- Allowing time for children to reach their own conclusion

Being aware of ourselves

To be truly secure in the world children need to know themselves and understand who they are as an individual. We celebrate and promote this through:

- Praise given is linked to school rules and values
- Our RSHE curriculum
- Children sharing their own experiences and celebrating them
- Pupil voice
- Emotion boards in our school halls
- Reflection spaces
- Pride in their learning
- Respecting each other by following our school rules and promoting our school values.

Thinking beyond ourselves

We want to encourage our children to be courageous advocates for others. They are given the opportunity to do this by:

- Valuing friends and promoting friendships
- Welcoming and working with our families
- Organising charity events
- Strong links with our local church
- Learning about the wider world through our global curriculum
- Learning about other's beliefs and perspectives
- Ensuring British values are woven through our curriculum

Experiencing Awe and Wonder

The magical moments in childhood when children are amazed and captivated give children the value of life in all its fullness. Not all Awe and Wonder can be planned, sometimes it's in the magic of a snowy day, a rainbow in the sky and the natural world in all its glory. We do however believe we can enhance the awe and wonder children experience at school beyond responding in the moment. We aim to achieve this by:

- Planning Inspire days in response of the needs of our children
- Hooks to stimulate learning
- Using technology to offer wider experiences
- Offer real life experiences through visitors and trips and our wider curriculum
- Use big questions in R.E.
- Learning questions starting each lesson
- Sharing in worship and celebration and inspiring one another

Children have exposure to spiritual experiences and conversations to know that it exists for everyone, including adults.

Opportunities for spirituality development come when:

- children are given a chance to stop, look, listen, think and reflect
- children feel safe to share opinions and think differently from others
- children use their imagination

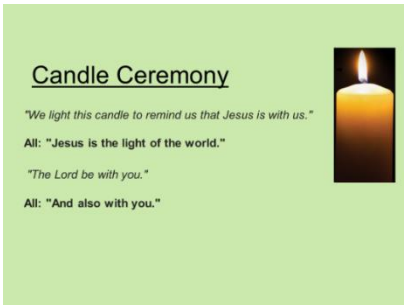
Children need:

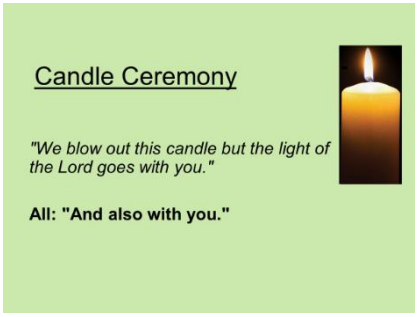
- time to be listened to;
- adults that are respectful;
- space to explore, think and discuss;
- opportunities that encourage wonder and surprise;
- to know that there is not always a product or end result;
- to know there is another way.
- time to 'just be' and to experience peace and stillness

Spirituality through Collective Worship

Collective Worship can often develop spirituality in both nature and content.

In our Academies we come together at the beginning of Collective Worship using our Candle Ceremony. Our pupils lead the whole school in prayer. Following our worship and Reflection time, they blow out the candle as a sign that our Collective Worship has come to an end and we can be dismissed.





Collective Worship offers time for thought and reflection, and light is used as a symbol. Children are offered opportunities reflect and respond within collective worship. Prayers written by the children consider thoughts and concepts that are important to them and often used in Classroom Collective Worship.

Activities and opportunities will include:

- exposure and appreciation of nature;
- following rituals and traditions;
- use of prayer or reflection time;
- time for silence and stillness;
- acts of service that benefit others;
- stories that promote thought and imagination (without the need to find a moral)

This policy should be read in conjunction with:

Collective Worship Policy
RE Policy
Curriculum Subject Policies
Behaviour Policy
Equalities Policy