



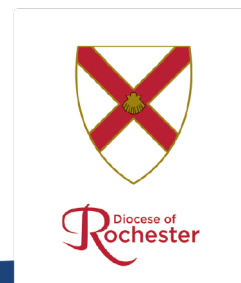
Policy Document

Sedley's C of E Primary School

Spiritual, Moral, Social and Cultural Policy

February 2025

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Our School

"Love to learn, Learn to love"

Love to Learn, Learn to Love is at the heart of all we do at Sedley's C of E Primary School. This is underpinned by the belief that God loves everyone as an individual, so we should love others and ourselves just as God loves us. Like the branches of the vine (John 15), we are all members of one family who grow in different directions, yet our roots remain as one. Using the words of Jesus, 'Love one another as I have loved you', individuals are empowered to flourish and grow as part of our strong and inclusive community, just as the vine and the branches grow ripe fruit. As pupils experience their Sedley's journey they have the feeling that they are unique, special and loved and are prepared for an ever-changing world.

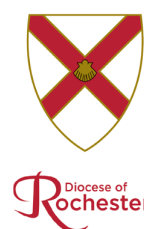
Introduction

Our vision draws on the message from the Vine and the branches passage in the Bible:

This story is from Jesus' gospel and as a school we therefore think of Jesus' teaching and how this helps us with our time in school but also life beyond. Every member of our school community is unique, valued and all talents are recognised and celebrated. Our school is a fully inclusive school and we all ensure that all are cared for and nourished in the eyes of God. We encourage everyone through that nourishment of Jesus as the Vine and the school also being there as a Vine too, to fully grow and develop emotionally, socially and academically. Following the example in the story, leaders and staff in the school ensure that the children are cared for, allowed to grow and encouraged to shine fully as well as ensuring that this is the same for the staff and our wider community. This ensures that all are able to fully flourish.

Our vision underpins everything we do at our school including all the policies and practices within it. It allows us to ensure that everyone works together with the same aims and creates a place which is calm, purposeful and friendly and encourages staff and pupils alike to be independent, fearless and knowledge rich learners, able to collaborate fully with each other alongside feeling loved, cared for and valued. We want our whole school community to fulfil their potential but particularly give all our pupils the strategies, opportunities and confidence to enter their next phase of education and beyond as well-rounded individuals.

We believe that spirituality is a key component to well-rounded individuals and therefore is a core thread that runs through our school. We ensure that it is an integral part of the life Sedley's CE Primary School and give valuable time for it to allow children to experience, develop and grow from it alongside it supporting the nourishment and well-being of all within our school community.



The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person. Everyone in our school recognises the importance of spirituality to all individuals, both children and adults. We believe that spirituality runs through our school, and spirituality is fostered through all aspects of our provision and spiritual development is an intrinsic part of the curriculum. Spirituality is about the relationships and the values that we consider to be important, as well as the development of knowledge, concepts, skills and attitudes.

Our school community explored our understanding of the development of Spirituality using the Ricketts Spiritual Development Progression Grids (Authors Andrew Rickett; Derek Holloway) alongside our theologically rooted vision, which influences the ethos of our school and the policies and practice within it.

At Sedley's, 'Love to learn, Learn to love' encompasses our spiritual growth. Spirituality in our school is about noticing and enjoying 'wow' and 'ow' moments', wondering about life's big questions and using moments of quiet and reflection to think. We share in these through 'windows', 'doors', 'mirrors' and 'beyond' moments which promote conversations in class and during worship.

Understanding the concept of spirituality can be challenging therefore, we have agreed on the following shared definitions on Spirituality in our school community:

At Sedley's we understand that spirituality and spiritual development is:

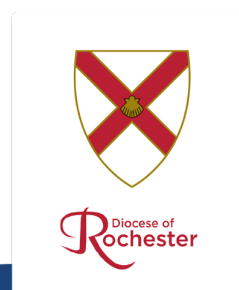
"Awe and wonder - any time, any place, anywhere" David Holmes

Children are born inquisitive, and it is our duty to nurture this natural curiosity and guide them towards looking at the world and noticing, with awe and wonder, the natural and man-made delights all around us. We want to encourage them to ask 'big questions' about life, religion, nature, science and any other area of fascination.

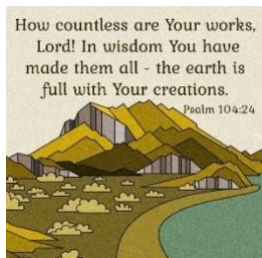
Spiritual development can arise from enjoyment and fascination about the world and using one's imagination and creativity.

Spirituality is about relationships – within ourselves, with one another and, from a Christian perspective, with God. (Self, Others, World and Beauty, Beyond – Andrew Rickett)

Love – we hold the Christian value of Love very highly at Sedley's as it overarches all of our Christian Values and all that we do – we believe that this ensures that we are a caring school and pride ourselves on our 'family' feel and ensure that we teach children as part of their spiritual journey to care for, value and love friends, family and the community. all have opportunities for its development.



This ensures that we foster spirituality underpinned by our inclusive approach ensuring that all have opportunities for its development.



What does the Bible teach us?

'The Spirit searches all things, even the deep things of God. For who knows a person's thoughts except their own spirit within them? In the same way no one knows the thoughts of God except the Spirit of God. What we have received is not the spirit of the world, but the Spirit who is from God, so that we may understand what God has freely given us.' 1 Corinthians 2:10-12

The Ricketts' Model of progression states 'Spiritual Learners become increasingly aware of

Self - The inner person and the way that shapes us as individuals perception of themselves as a unique human being

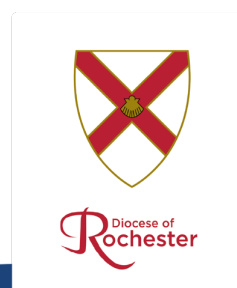
Others - Spiritual Learners become increasingly aware of the concept of others, a growing empathy, concern and compassion for how we treat others.

World and Beauty - Spiritual Learners become increasingly aware of the concept of a physical and creative world- growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and results of human creativity.

Beyond - Spiritual learners become increasingly aware of the concept of beyond- a growing relationship with the special and unusual that is difficult to be understood in ordinary ways; exploring beyond the everyday.

What is the Role of the School Community?

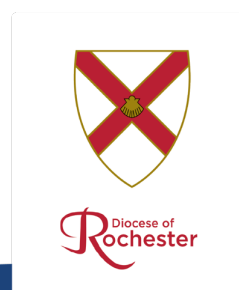
All members of the school community have a responsibility for helping to nurture children's spiritual development.



How is Spirituality Nurtured in our school?

In our school we give children opportunities to:

- Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- Begin to develop their own system of beliefs which may or may not include religious beliefs.
- Experience a love of learning through rewarding their enthusiasm and by encouraging play and learning.
- Reflecting on the outstanding beauty in our world – awe and wonder... experiencing the feeling of joy.
- Reflect on the situations of others through role play, stories and through mindfulness.
- Use of candles and listening to music to aid thinking/reflection.
- Worship through prayer, music, stillness and reflection.
- Respond to 'big questions' about life and living, raised by others.
- Use of a reflection/spiritual focus/space in the classrooms, outside environment.
- Take spontaneous opportunities to wonder and explore about God's creation
- Celebrate one another's spiritual moments, through 'windows, doors, mirrors and beyond', to help them to 'notice' their own
- Think deeply using 'I wonder...' questions and respond confidently to those questions with 'it could be...' responses
- Have moments of reflection, such as, outside during the Daily Mile
- Have an awareness of self and others, recognising when stressed and being able to calm (Zones of Regulation tool)
- Establishing and maintaining a partnership between pupils, parents and staff; recognising and respecting the faith background of the children and their families.
- Providing opportunities for spiritual development in RE - providing opportunities for spiritual development in the wider curriculum - capturing opportunities for awe and wonder as they arise
- Being good role models in their conduct towards other members of the community, promoting an attitude of respect for other people and for others' views.
- Be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- Exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- 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 and show generosity towards others
- Believe in their potential to achieve, and find inner strength and resilience when facing challenges
- Links and visits to the Church



Governors can help through

- Adopting a positive attitude to the value of spiritual education;
- Supporting the school's Christian ethos and acts of community worship such as Class Worship and church services;
- Respecting the views and beliefs of others.
- Monitor the impact of our spirituality focus e.g. committee meetings, learning walks, a regular governor agenda item?
- be self-aware and empathise with the experience of others in the school and wider community
- Actively use the language agreed with staff to nurture an awareness of spirituality and Reflect on the situations of others through role play, stories and through mindfulness its importance to well-being and development with the children.

Parents and Carers can help

- Adopting a positive attitude to the value of spiritual education;
- Supporting the school's Christian ethos and acts of community worship such as Class Worship and church services;
- Respecting the views and beliefs of others and conducting themselves considerately
- Be self-aware and empathise with the experience of others in the school and wider community
- Actively use the language used in school to nurture an awareness of spirituality and its importance to well-being and development with the children.
- Encouraging and promoting the actions above with their children

Aletheia Academies Trust

- The Trust respects the views and beliefs of others and is committed to all flourishing in our school communities through an enriched curriculum in which developing spirituality is a key element.
- Monitor the impact of our spiritual growth in our schools.
- Provide training and support for school leaders on spirituality development and all that it encompasses.
- Through Trust best practice teams school leaders are supported in their roles to deliver a flourishing school for pupils and adults
- Extended Trust activities which promote wellbeing and spirituality such as the Music Concert, sports competitions and storytelling festival and promoting opportunities
- Recognise our Trust has a part to play in the spiritual growth of all in the Trust community
- Encourage school leaders to identify opportunities for spiritual development in their school community and to share them with colleagues Trust wide.
- To monitor the strategies and impact of SMSC for all children in our Trust schools through Trust Reviews and SIT partner support, ensuring vulnerable groups such as



SEND and disadvantaged are provided with a range of opportunities to flourish spiritually.

Appendix 1

Progression in Spirituality Grid – To be developed