



Blackboys School Spirituality Statement

Rationale: How does the school's theologically rooted Christian vision enable pupils and adults to flourish? (SIAMS IQ1)

Spirituality defined

Spirituality has to do with "journeying, questioning, seeking. But it is also to do with the influence of God's Spirit ('*spirit*uality') through whom we can see life and its experiences in fresh ways."

Spirituality is also connected with learning to experience the 'extraordinary' in the ordinariness of our daily lives.

"The Word became flesh, and came to live right where we are". John 1:14

How is Spirituality nurtured at Blackboys CE School?

Children's spiritual development is nurtured through all aspects of school life. It is about the relationships and the Christian values that we consider to be important, as well as the development of knowledge, concepts, skills and attitudes. The list below show the many ways that Spirituality is developed in our schools.

- ❖ Time in the day for quiet and reflection – Christian Meditation and Mindfulness time in PSHE.
- ❖ Regular time for prayer timetabled throughout the day and independently through the use of our Prayer Spaces. Opportunities for children to contribute prayers during our Collective Worship.
- ❖ Constantly reaffirm the importance of relationships through our Learning Code. How we talk to and relate with each other is fundamental. One of our Christian Values is 'respect' – to treat others as you wish to be treated.
- ❖ Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- ❖ Frequent opportunities for children to explore, express and share feelings. We utilise the 'JIGSAW' PSHE planning to support this across the school.
- ❖ Experience a love of learning through an exciting broad and balanced curriculum.
- ❖ Reflect upon the world around them and show a sense of awe and wonder towards the natural world or human achievement.
- ❖ Reflect on the situations of others through role play and stories.
- ❖ Experience a wide range of whole school singing, group singing, music, art, drama and dance.
- ❖ Encourage each other to admit mistakes and to say sorry. Recognising and owning up to faults is an important healing and redemptive process.
- ❖ Encourage children to show kindness, caring and compassion, and to express these in practical ways, including charitable events and courageous advocacy.
- ❖ Explore the 'Big Questions' through our RE lessons.
- ❖ Read often to children and give them opportunities to discuss and reflect.
- ❖ We have a planned programme for Collective Worship across the school which maps out themes across the year, based on our school Christian Values.
- ❖ There is a daily act of worship taking different forms, and actively involving children.

- ❖ Displays and pictures around the schools celebrate and encourage reflection and spirituality.
- ❖ Our RE curriculum is inspiring and motivating.
- ❖ Visits and visitors support all our work.
- ❖ We have a Worship Group of children who help to monitor, plan and lead worship at different points in the year.
- ❖ We make use of the Picture News resources as part of our programme for worship, to enable the children to look beyond their boundaries of a small East Sussex village. Following the worship time, the children are encouraged to share their reflections in a whole-school journal.

We have adopted the Windows, Mirrors and Doors approach to spirituality. We use our Picture News Assemblies, aspects of our wider curriculum as well as seizing “in the moment” opportunities to look out beyond our own experiences. We will provide time for reflection on these moments and we will be supporting the children to think about what they can do now in response to what they have learnt. Alongside this we will use a shared language within Collective Worship and in our classrooms to help the children and adults to continue to flourish within our school.

Windows – the WOW (awe and wonder) and the OW (difficult situations) moments
 Mirrors – the HOW (how does it affect us?) and the NOW (what can we do now?)
 Doors – the VOW (what promises can we make about the future?) and the POW (what will we do?)

Through attending our Collective Worship, the adults within our school are given the same opportunity to flourish as the children. Teaching and Support Staff are given opportunities to reflect on school developments and events through regular meetings and during INSET.

How we are developing spirituality throughout our curriculum

English	<p>Through our use of rich texts as a stimulus for our English lessons, the children are encouraged to be creative in their writing, creating new worlds and making things happen within them. We use non-fiction texts to explore the past and learn about how people used to live and use this to write imaginatively about real and fictional people.</p> <p>The texts have been chosen to enrich the children’s understanding of the world, by exposing them to people and issues that they may not come across within the local community.</p> <p>By exploring texts deeply, the children are encouraged to think about the way words are used and how different words can have different effects on the reader. The children are challenged to think ‘I wonder what you think happens next?’ ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’</p> <p>The children are taught to appreciate the writing of others, published authors and their friends, and to explore the rhythm of words and sounds.</p> <p>The children are guided to read new words and feel the joy when they can spot these words independently.</p> <p>Expressing ourselves is important and we aim to give the children different opportunities to express themselves through writing, reading, speaking and drama. They learn to use this as a way to release emotions and inner feelings.</p>
Maths	<p>There is awe and wonder in the pattern and relationship of numbers, from recognising the order of the ones when first</p>

	<p>learning to count teen numbers, to counting the digits in a number in the millions, or the first time a child realises they can multiply any number by ten or recognise an odd or even number even if it has multiple digits.</p> <p>We encourage the children to question in Maths. When solving problems we ask “What would happen if...?” We encourage the children to think about the regularity of number and how this could imply there is an organiser behind it.</p> <p>Through problem solving opportunities with open ended exploration, the children discover the idea of infinity.</p>
Science	<p>The sense of awe continues in Science by looking at pattern in the natural world.</p> <p>There is excitement as pupils have a sense of anticipation at the conclusion of an experiment or an investigation, seeing whether their prediction is correct.</p> <p>The children learn to appreciate the wonder of the natural world, at the order and design found there.</p> <p>The children begin to recognise the pattern and relationship of life cycles and patterning in the natural world.</p> <p>There is plenty of opportunity for questioning – how did the world begin, where did life start, how will it end?</p>
RE	<p>The children learn empathy by learning about people’s customs and beliefs that are different from their own.</p> <p>RE gives them the opportunity to understand what respect and tolerance are as pupils discover that people have a right to hold beliefs that are different from their own.</p> <p>There are many opportunities for children to ask questions in RE, including: Does what people believe have any effect on how they live their lives? How? Does it matter what I believe in?</p> <p>The children are given tools to think about how they view the world themselves, beginning to understand that our own views are shaped by our families and our circumstances.</p>
Computing	<p>Through learning about Artificial Intelligence the children get to question; Do computers matter more than people? Could we manage without them? Do they have the capacity for good and evil?</p> <p>Children get the opportunity to appreciate the time saved by the use of computers and the speed at which they work.</p>
PSHE	<p>The children learn about themselves and how they fit into the world.</p> <p>As in RE, they are given the opportunity to develop their own values about relationships which allows them to reflect on the way that society expects us to behave.</p>
Art	<p>Art gives children a way to develop their imagination by depicting things that are not physically present.</p> <p>It allows them to explore the creativity of others as well as being creative themselves. They are given opportunity to recognise the worth in other people’s work.</p> <p>The children are encouraged to examine their own response to a piece of work and question why it makes them feel that way.</p> <p>The act of creating and being mindful while doing so, gives children a chance to be calm.</p>
Music	<p>The children are taught to appreciate by responding to music and describing how it effects emotions. They are also able to appreciate the skill of others as they perform.</p> <p>Children can recognise pattern through looking at harmony, chords, rhythm, tempo, etc.</p>

	<p>By being still and quiet while listening to music, the imagination can develop by discovering the pictures that different music conjures up in your mind. We can also question why some people react differently to different pieces of music.</p> <p>There is the opportunity to be creative while composing music.</p>
Design Technology	<p>The children are given opportunities to be creative and use their imagination to find new solutions to a problem, or thinking about different ways to change something.</p> <p>The children can ask the questions – what do we ‘value’ in the world? Does it mean any more if you have made something yourself, or bought a mass produced object? How can an object tell a story?</p> <p>The children learn to value what others have made and their skills, and their own skills and abilities.</p>
PE	<p>PE gives the chance for a personal challenge, to try learning new skills, or to make your body go that bit further, or faster, or for a longer time than before.</p> <p>There is opportunity for appreciation, to recognise the skills and abilities of others.</p> <p>The children can examine questions such as why there are rules for games; does it matter if you cheat as long as you win? Do we all have to play to the same rules? Does there have to be a referee/umpire, etc.?</p> <p>It allows children to recognise that you need to work together and cooperate if you are to win as a team.</p>
History	<p>History gives children the chance to explore empathy and imagination by putting themselves in the place of someone in history. This fosters a sense of wonder by finding out what life was really like in times gone past.</p> <p>Children gain a realisation of their place in the world through understanding that as well as being part of a community physically, each person is part of a continuum of history – they are tomorrow’s history.</p> <p>Questions can be asked, such as does what happened in the past have any impact on my life today?</p>
Geography	<p>Geography has a real sense of awe at the sights in the natural world, mountains, waterfalls, the sea, deserts etc.</p> <p>It allows children to recognise cause and effect by discovering that the way one group of people lives has an effect on others.</p> <p>It helps to build a sense of community through environmental issues, both locally and globally.</p> <p>Questions can be asked, such as how should I live my life? Do I see myself as part of the ‘family of mankind’?</p>

Impact: how do we know this is being effective?

- Spirituality at Blackboys CE School has enabled pupils to take delight in the world around them; they can appreciate what they can see and are able to think about what lies beyond this, which in some cases manifests itself in faith/belief in God.
- They possess an active imagination, demonstrate curiosity about their learning and show joy in discovering new skills.
- The children are able to express their feelings and understand how each other might be feeling, including the impact on their behaviour on someone else’s feelings.
- They have a strong sense of right and wrong and are keen that all children should be following the Learning Code and displaying the Christian Values of the school.
- The children are able to enjoy quiet and stillness during their times of reflection.

- Through learning about people and situations around the world during curriculum time or through our Picture News assemblies, many children are stirred into action, organising events to raise money or awareness for particular causes.