

## Spiritual Characteristics and Journey Review (Primary)

**(NB Outcomes from a whole school spirituality survey can be usefully added to this document)**

**Spirituality:** ‘to nurture the inner life of an individual’

*‘A child is not a vessel to be filled, but a lamp to be lit’*

**Spiritual journey:** a metaphor for how spiritual beliefs change, develop and are expressed throughout life.

### Some Characteristics and Activities of a Spiritually Developing School and Individuals

School		Date	Staff member	
Spiritual Characteristics	What we already do...	SIAMS strand match (NB strand 1 for all)	What we could develop...	SIAMS strand match (NB Strand 1 for all)
<b>A sense of awe, wonder and mystery</b>	Trips/visits/visitors Big questions across the curriculum Curriculum teaching and learning Nature and seasonal connection and reflection Church services Creativity Forest School Gardening Spiritual practices	Strand 2 Strand 3  Strand 2 and 6 Strand 4, 5 and 6 Strand 2 Strand 2 Strand 2 Strand 2 Strand 2 and 4 Strand 2 and 6		
<b>A sense of journey, individual and shared, transience, constant change, growth</b>	Core vision and values Marking start and end of school year and terms (as stages of a personal and shared journey inc spiritual aspect) School website – showcases vision and values in practice Daily rhythm – timetable Collective Worship programme – whole	Strand 1 and 3 Strand 1 and 4 Strand 3  Strand 1 - 7  Strand 2		

	<p>school and class celebrations, way markers, Church calendar (following journey of Jesus) marked by school and church</p> <p>XC learning RE Teaching and Learning Child led initiatives PSHCE Science Transition days Leavers Service</p> <p>Outdoor learning Forest School Nature connection and reflection (structure for exploring journey themes inc. spiritual growth) Seasonal gardening cycles and reflection</p>	<p>Strand 2 and 6</p> <p>Strand 1, 2, 4 and 6</p> <p>Strand 2 Strand 2, 3 and 7 Strand 4 Strand 2 and 4 Strand 2 Strand 3,4 and 5 Strand 3,4 and 5</p> <p>Strand 2 Strand 2 Strand 2 and 6</p> <p>Strand 2 and 6</p>		
<p><b>A sense of pattern, order and purpose, supporting spiritual exploration, growth and expression</b></p>	<p>Maths, Music, Language, Art Outdoor learning Rules/routines Timetables Real life outcomes Integrated prayer or reflective rhythm Seasonal and nature connection and reflection Church calendar</p>	<p>Strand 2 Strand 3 Strand 1 Strand 3 Strand 4 Strand 2 and 6 Strand 3 and 6 Strand 2 and 6</p>		

	Collective worship	Strand 2 and 6		
<b>An awareness that there is often more to things than meets the eye</b>	Big questions across the curriculum and exploration Literacy/book discussions Nature Connection and reflection RE enquiry Teaching and Learning	Strand 3 Strand 2 Strand 3 and 6 Strand 6 Strand 7		
<b>A sense of the quality of silence and reflection and the ability to listen</b>	Reflection/meditation Outdoor classroom Jigsaw Mindfulness Pause for thought Reflection journal	Strand 2 and 6 Strand 3 Strand 4 Strand 2 and 6 Strand 2 and 6 Strand 6		
<b>A sense of self worth</b>	Recognition wall Buddies Jobs Saying good morning Jigsaw	Strand 3 Strand 4 Strand 4 Strand 4		
<b>A sense of the worth of others</b>	Buddies Achievement and celebration assemblies Charity work RE teaching and learning	Strand 4 Strand 5 and 6  Strand 4 Strand 7		
<b>A sense of</b>	Church partnership and church calendar	Strand 4 and 6		

<b>community-its demands, values, rituals and celebrations</b>	(Life of Christ) Celebration assembly School – values Merit Groups Village walks Open The Book Community initiatives	Strand 5 and 6 Strand 4 Strand 5 Strand 3 Strand 2, 3 and 7 Strand 4		
<b>A sense of the joy of life, achievement and play</b>	Curriculum Being together Playtimes Seasons and Nature connection Celebrations	Strand 2 Strand 4 Strand 4 Strand 3		
<b>Awareness and experience of limitation, loss and the darker side of life – spiritual as well as practical</b>	Jigsaw Easter Lockdown experiences and impact RE teaching and learning Gardening processes - challenges Personal experiences – joy and sorrow as a journey e.g grief. joy	Strand 4 Strand 2 Strand 4 Strand 2 Strand 4 Strand 3, 4 and 6		
<b>An awareness of the natural world, cycles of growth and renewal, seasons, and its capacity to point beyond itself e.g.</b>	CLPE Forest School Science Curriculum coverage Gardening and reflection Nature Connection	Strand 4 Strand 3 Strand 2 Strand 2 Strand 2 Strand 3		

signpost and aid spiritual connection, journey and development,				
A sense of the human capacity for choice, decision and responsibility.	School Values PSHCE Collective Worship	Strand 1 and 4 Strand 4 Strand 1 and 2		

### Some Developmental Ideas:

SIAMS strand		Developmental ideas
1	Vision and Leadership	<b>Spiritual leadership within school community</b> – HT, Clergy and ‘Chaplaincy teams’ established in school, involving staff and pupils with spiritual leadership potential, training and mentoring in partnership with local church to support spiritual exploration and journey of individuals and community
2	Wisdom, Knowledge and Skills	<p><b>Spiritual practices and reflection</b></p> <p>Reflective times, prayer rhythm during the school day</p> <p>Reflective areas indoors and outdoors e.g. spiritual gardens Jumping Fish resources and Gardening The Heart, Forest School practice and related reflection</p> <p>Circle time, PSHE integrating reflective practices indoors and outdoors e.g. ‘Space Makers and Gardening The Heart</p> <ul style="list-style-type: none"> <li>• Bespace - catalyst for exploring prayer and spirituality – book a Bespace or resources</li> <li>• Spacemakers - contemplative toolkit training</li> <li>• Gardening The Heart – training in outdoor reflection linked to gardening, seasons, nature connection and trees</li> <li>• Spiritual and reflective diaries</li> </ul> <p>Support awareness of a personal spiritual/faith journey – faith nurture groups for all religions represented in the school</p>

		<p>Use of creativity and imagination          Develop the ability to be physically and mentally still          Interactive reflective areas indoors and outdoors classes</p> <p><b>Curriculum</b>          Curriculum Planning - add to daily and weekly plans box labelled SMSC and identify criteria and opportunities for cross curricular reflection as you go along          Initiate and sustain Charity work both local, linked to church and international – develop awareness of the distress of others and practical engagement with responding</p> <p><b>CPD</b>          Residential and day courses, Team building, self-esteem, RE and PSHE          Seasonal retreats (nurturing spirituality and wellbeing for staff and pupils)          Bespace - catalyst for exploring prayer and spirituality – book a Bespace or resources          Spacemakers - contemplative toolkit training          Gardening The Heart – training in outdoor reflection linked to gardening, seasons, nature connection and trees          Spiritual and reflective diaries</p>
3	<b>Character Development: Hope, Aspiration, Courageous Advocacy</b>	<p>P4C, giving children the language they need to express themselves          Character (Christian) education programmes linked to values/virtues</p>
4	<b>Community and Living Together</b>	<p>Link physical and the everyday community life and activities with spirituality and its characteristics, spiritual journeying – have          Make sure that joy, laughter and fun are seen as spiritual experiences</p>
5	<b>Dignity and Respect</b>	<p>Learning to listen – Active Listening training across the school – staff and pupils – ‘Listening schools’</p>
6	<b>The Impact of Collective Worship</b>	<p>Shared, inclusive Collective worship (whole school and class) exploring and celebrating life of Christ, core vision and values, achievements central to the life of the school and enriching School and church partnership</p>
7	<b>The effectiveness of religious education</b>	<p>Use of internet resources to provide stimulus and experiences beyond their own</p>

