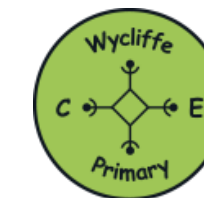


Key Issue: A2

Christian Distinctiveness: area for development: • Apply the school's understanding of spiritual development so that planned opportunities can be created that further support and deepen pupils in their spiritual flourishing.

Context / Position Statement:

- The school was graded a J1 at the SIAMS/CD inspection in October 2023.
- Strengths of the inspection include: an embedded and lived out vision, RE held at high importance in the school, Collective Worship is inclusive, invitational and allows all to flourish and strong pastoral care.
- RB, DB and CJ work closely with PB from the Diocese on the improvement of Christian Distinctiveness at Wycliffe.



PROBLEM - WHY?

Leaders

- 1. Planned opportunities for spiritual development do not take place in all curriculum areas.
- 2. The impact of spirituality in school is unclear - are staff and pupils flourishing in their spiritual development?

Pupils

- 3. Pupils' knowledge and understanding of non-religious worldviews is limited which could hinder spiritual growth for all faith backgrounds.
- 4. Spirituality is not well developed in school and while a shared definition of spirituality is present, pupils lack clarity on what spirituality means and looks like within school.
- 6. CWC allows children to explore their spiritual development further and lead on this in school. In school, 20% of children (4/12 members) are pupil premium this is not reflected in CWC members.

INTERVENTION

EVIDENCED INFORMED PROCESS
DESCRIPTION - WHAT?

Active ingredient 1

- Research carried out by RB and CJ/relevant training to enable us to plan successful opportunities for spiritual development across the curriculum.
- Visit to another school within BDAT to observe a planned lesson based on spiritual development.

Active ingredient 2

- Research carried out by RB and CJ to ensure that Wycliffe has a system in place to monitor the impact of spiritual flourishing. Find out Trust wide/other school's approach to this with PB's support.
- Baseline monitoring done to show pupil/staff views on spiritual development.

Active ingredient 3

- Staff are aware of all religious views studied at Wycliffe including non-religious world views to enable to correct teaching of this to pupils.

Active ingredient 4

- CW Council/new staff are trained on the school's definition of spirituality. They have a clear understanding of our terminology 'Connection, Reflection, Emotion' and what the training on Windows, Mirrors and Doors means.
- A shared definition of spirituality is available in all classrooms.

Active ingredient 5

- Pupil Premium: CJ is aware of pupil premium children across school for CW council recruitment.

IMPLEMENTATION ACTIVITIES - HOW?

Active ingredient 1

- Add specific lessons to year group curriculum plans in all Curriculum areas to support teachers with the teaching of spirituality
- RB and CJ to research CPD to support all stakeholders- book PB to come into train.

Active ingredient 2

- Contact made to PB (Diocese link) which means that leaders are confident in their articulation of how to monitor that spiritual development is flourishing among pupils and staff.

Active ingredient 3

- RE Curriculum documents will include comparisons with non-religious world views to be taught in RE lessons.
- The CW timetable will cover non-religious world views as well as those of other religions.
- Display in the school hall/website provides information about religious/non-religious world views.

Active ingredient 4

- RB to conduct a Forms for parents and staff on their views of spirituality in school.
- CJ has trained CW council on definition. CW can model this in their classrooms.
- Windows, Mirrors, Doors and Candles display in entrance hall is complete for pupil, staff and visitor reference.
- RB to produce documentation which shows what we provide at school in terms of spiritual development.

Pupil Premium: CJ tracks the progress of the pupil premium members of CW council in RE/Spiritual development.

IMPLEMENTATION OUTCOMES - (who, when, how)

Short term

- CJ and RB to create one planned lesson per year group for the Autumn term embedded into curriculum planning documents.
- CPD for teachers in teaching spiritual development- CJ to lead in Autumn 2.
- Opportunities to discuss spiritual development amongst staff and children are added to the QAC monitored by RB/CJ/SLT
- First CW led by CW council will share definition of spirituality- Autumn 2. Meetings in Autumn 1 focus on training CW council on this definition.
- Staff are reminded on the spirituality definition/new staff are trained- Autumn 2.
- Picture News continues to be used in the planning of Thursday and Friday's CW which covers non-religious world views.
- Specific CWs are planned to focus on non-religious world views.

Medium term

- Monitoring by CJ/RB/SLT shows that spiritual activities are having an impact on children's spiritual development.
- CJ and RB to create one planned lesson per half term for each year group as the year progresses ensuring that they are in a range of subjects.

Long term

- CJ ensures that coverage of non-religious world views is on each year group's RE curriculum planning documents specifically focus on Thematic Units. Teachers are explicitly aware of when non-religious world views are being taught so that this is clear to children.
- Pupils' attitudes and behaviours are impacted positively - they can talk confidently about spirituality and its meaning, spiritual moments and can recognise how spiritual moments make them feel.
- In CJ's monitoring (through pupil voice), pupil premium children from CW council can articulate the spirituality definition and what it means to them. Spiritual moments can be recalled with confidence.

FINAL OUTCOMES

Short term

- By the end of the Autumn term 2024, all classes will have been taught one curriculum lesson based on spiritual development.
- Pupil voice shows that spiritual activities are taking place in classrooms/around school and some children are able to recall a spiritual moment. Staff and pupil voice evidence that spiritual development is beginning to have an impact.
- Training has taken place for staff so that they are aware of what non-religious world views are being shared and that they are covered in Thematic units within their yearly RE LTP.
- Autumn 2- a refresh of the spirituality definition means that all staff are aware and how it links to windows, mirrors and doors.
- RB: will commence her understanding of PP V Cof E school.

Medium term

- Pupils and staff talk confidently about their spiritual experiences.
- Pupil voice shows that children have an understanding of different world religions and non-religious world view. Some comparisons can be made between them.
- By the end of Spring 2, pupils begin to show an understanding of the spirituality definition. All pupils know how Connection, Reflection, Emotion links to spirituality.

Long term - 12 months

- By September 2025 each year group will have a planned spirituality lesson in each half term.
- CPD has had a significant impact on the quality of spiritual activities being used in the classroom. Pupil/staff responses when discussing spirituality are clear showing that they have developed from the start of Autumn 2024.
- Pupil voice shows that children are beginning to understand where their own views lie/what their own religious or non-religious beliefs are thus showing a maturity in their spiritual development.
- Pupils talk about the impact of the school's vision on the development of their beliefs and attitudes.
- Pupils are able to articulate inclusion and spirituality and can give examples of their learning to support understanding
- All stakeholders can articulate our spirituality definition and what we do to enable everyone to flourish spiritually at Wycliffe.
- Children know what they do at school to support their spiritual development and can articulate the term 'Connection, Reflection, Emotion'.
- A wider sample of pupil premium children show progress in their spiritual development.

Ingredient	Progress in Aut term	Spring term	Summer term
Planned opportunities for Spiritual Development.			
Impact of spiritual development			
Pupils' knowledge and understanding of non-religious worldviews			
Clarity on meaning of spirituality			
Pupil premium members of CWC			