



## Trinity Academy Halifax

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|-----------------------------|-------------------------------------------|
| <b>Policy:</b>              | Spirituality Policy                       |
| <b>Date of review:</b>      | January 2025                              |
| <b>Date of next review:</b> | January 2027                              |
| <b>Lead professional:</b>   | Vice Principal Inclusion and Intervention |
| <b>Status:</b>              | Non-Statutory                             |

## **What is our unique understanding of spirituality?**

At Trinity Academy Halifax, we believe that spirituality concerns a person's relationship with themselves, with others, with the 'other' (something greater than themselves, possibly divine) and with the world.

We also believe that it is vital that all of the adults in the academy also see the need to develop their own spirituality for their own wellbeing, and so that they can effectively support and help our students and each other.

The four elements of spirituality consist of:

### **Self**

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity
- Awareness of gifts

### **Others**

- Empathy and understanding; respect, tolerance
- To love and be loved (loving your neighbour)
- Making a difference
- Being responsible with things (e.g., emotions/time/objects) and gifts to serve others

### **Encountering/experiencing God (having a sense of what lies beyond the material/physical)**

- Ability to formulate and discuss the 'Big Questions' (e.g. about life, death, suffering, nature of God)
- Opportunities for prayer, connecting with God collectively and individually each day

### **The World**

- Making sense of the world and our place within it
- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature. Having cultural capital
- Using gifts to serve the world

### **We believe that spiritually developed students:**

- Love and accept themselves and enjoy good relationships with each other
- Take an interest and delight in the world around them
- Are open to what lies beyond the material (this may manifest itself in faith/belief in God)
- Are honest in expressing and understanding feelings, they have a strong moral sense and a love of what is good

- Are able to enjoy quiet and stillness, they possess an active imagination, and show joy in creativity and discovering new skills.

**To develop a strong sense of spirituality in all of our students and our community, we aim to:**

- Have regular time in the day for quiet and reflection
- Provide many opportunities for creativity and using the imagination
- Value relaxation/play opportunities for all students (providing students with unstructured time)
- Ensuring regular time for prayer, both collectively and individually. This can take many forms, but should include being thankful and understanding when apologies need to be made.
- Provide frequent opportunities for students to explore, express and share their feelings
- Constantly reaffirm the importance of relationships. How we talk to and relate with each other is fundamental
- Provide opportunities to express awe and wonder, appreciate beauty in all its forms, and appreciate the connections and unity in the world
- Encourage each other to admit mistakes and to apologise when necessary. Recognising and owning up to faults is an important healing and redemptive process.
- Encourage kindness, care and compassion, and to express these in practical ways. (e.g. how we treat each other every day; charitable works; looking after our environment)
- Explore the 'Big Questions' – particularly through RE, CT and the student leader programme
- Read often to students and give them opportunities to discuss and reflect. This includes both secular and religious texts, in particular the Bible. Biblical texts will be read and discussed in RE lessons. Time for quiet reading is allocated to many students once a week.

### **Rights of Withdrawal**

At Trinity Academy Halifax we seek to be an inclusive community however we respect the right of parents to withdraw their children for Collective Worship. This Academy expects that withdrawal will only be made following parental discussion with the Principal/Academy Chaplain, followed by written confirmation of withdrawal.

The academy has a system of suitable supervision for students withdrawn from Acts of Collective Worship, however, no additional work is set or followed in this time.

This right of withdrawal does not extend to assemblies.

### **If parents/carers wish to withdraw from Religious Education**

Parents/carers have the right to withdraw their child from Religious Education lessons on the grounds that they wish to make their own provision. This alternative provision will be the parents' responsibility. Parents also have the right to withdraw their child from a part of RE. This could be one part of a lesson or a lesson. If a pupil is withdrawn, the school will not provide alternative education (e.g. another subject or revision). A Senior Leader will speak to the parent/carer to discuss the withdrawal process and the practicalities of providing an alternative provision. Parents/carers can only withdraw their child from RE and not other curriculum areas. For example, pupils can't be withdrawn from a study of religion in history or the study of evolution in Science. Any requests to withdraw should be made in writing and every withdrawal from Religious Education is reviewed on an annual basis.

## Spirituality across the school

Key:

Developing a relationship with ourselves

Developing a relationship with others

Developing a relationship with the 'other'

Developing a relationship with the world

|                | Year 7                                                                                                                                                                                              | Year 8                                                   | Year 9                                                                                                                                                                                                                                                                                                                                                                                                | Year 10                                                                                  | Year 11  |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------|
| <b>Maths</b>   | Reasoning with numbers and developing numbers sense                                                                                                                                                 | Scaling recipes, best buys, rates of change              | Links to living and working in the UK – measurements (compound, volume and capacity), percentages, mortgages, costings, sales (decimal multiplication, repeated percentage change), rates of pay and real life graphs, data handling (collecting and collating, representing and analysing data). Compound measures<br>Links to the wider world – currency exchange (multiplying decimals in context) |                                                                                          |          |
| <b>English</b> | Wonder – identity<br>Romeo and Juliet – family conflict<br>Cirque du Freak – understanding and celebrating difference<br>Stone Cold – awareness of poverty and using gift of charity to help others | Parables and fables<br>Peace and conflict / world issues | War and conflict poetry<br>Refugee Boy – knowing what struggles people face across the world                                                                                                                                                                                                                                                                                                          | Blood Brothers – family relations<br>A Christmas Carol – teaching of Christian festivals | As Y9/10 |

|                  |                                                                                                                                                                                               |                                                                                                                                                                                                                                     |                                                                                                                                |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                             |
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| <b>Science</b>   | <p>Diet, obesity &amp; eating disorders. Effects of smoking</p> <p>Space – could lead on to discussions of our place/role with in the universe and possibly the big bang</p>                  | <p>Human reproduction, discuss the implications of bringing a new life into the world, and contrast this with the use of contraception. Possible discussion of abortion</p> <p>Comparison of renewable and non-renewable energy</p> | <p>Stem cells, sources from embryos and the ethics involved</p>                                                                | <p>Discussions around the ethics of IVF and contraception</p> <p>study of genetic diseases could lead to a discussion on embryo screening, or testing for Down's Syndrome and abortion etc.</p> <p>Discussion of evolution through natural selection versus creationism</p> | <p>Deforestation and habitat loss linked to sustainability. Feeding the world – methods of improving crop yield can also be linked to sustainable living</p> <p>Fighting disease, use of vaccines and antibiotics to improve health and quality of life</p> |
| <b>History</b>   | <p>The Church in everyday life and reformation</p> <p>Queen Elizabeth I</p> <p>Religious Settlement</p>                                                                                       | <p>The Holocaust</p>                                                                                                                                                                                                                | <p>Medieval and renaissance medicine and the church</p> <p>Core RS</p>                                                         | <p>Elizabethan England and religious problems</p> <p>Anti-war protest</p>                                                                                                                                                                                                   | <p>1950s America culture, religion and society</p>                                                                                                                                                                                                          |
| <b>Geography</b> | <p>Understanding environmental threats to our local area</p> <p>Our own environmental stewardship – understanding the thoughts and feelings of environmental campaigners (Greta Thunberg)</p> | <p>Morals of environmental stewardship</p> <p>Understanding how each country is interconnected and must support each other</p>                                                                                                      | <p>Morals of environmental stewardship</p> <p>Understanding how each country is interconnected and must support each other</p> | <p>Supporting other countries to close the development gap</p> <p>Understanding environmental threats to our local area and the world at large</p>                                                                                                                          | <p>Nigeria: religious context of the country</p>                                                                                                                                                                                                            |

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|--------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>MFL</b>                     | Christmas and Easter in other countries<br>Opinions about religious education          | Religious festivals and world celebrations.<br>Understanding of different cultures     | Online responsibility<br>Comparison of different cultures with regards educational decisions     | The role of the family and family structures<br>Decision making with lifestyles and environment    | Poverty and homelessness<br><br>Role of charities                 |
| <b>Performing Arts / Dance</b> | Current word events<br>Romeo and Juliet – family feud                                  | Family structure<br>Morals – right and wrong                                           | A Christmas Carol – Christian religious festivals                                                | Ethical, social, cultural, political issues inspired by brief.                                     | N/A                                                               |
| <b>Music</b>                   | Context of African, pop and contemporary music linked to social and religious contexts | Culture of reggae and rap artists, riots and opinions, gender and equality             | Context of influential genres such as Blues music with slavery, morals, culture                  | Culture of rap artists, riots and opinions, gender and equality                                    | N/A                                                               |
| <b>Art</b>                     | Day of the Dead – Mexican festival<br>Christmas themed collaborative installation art  | African art culture and animals<br>Aboriginal Art                                      | Blue planet – conservation of the sea including plastic pollution and sea creatures.<br>Identity | Exam paper which often covers topics from different cultures, politics and social and moral issues | N/A                                                               |
| <b>Product Design</b>          | Packaging and waste<br>Cultural understanding/charity                                  | Morals and values – gender and equality                                                | Sustainable products                                                                             | Sustainable products                                                                               | N/A                                                               |
| <b>Food</b>                    | Healthy diet –<br>Christmas and Easter celebrations                                    | Packaging – culture and ethics                                                         | Diet – vegan sustainability                                                                      | Sustainable products                                                                               | N/A                                                               |
| <b>Sport</b>                   | Leadership module : involves decision making, leading events, teamwork, etc.           | Leadership module : involves decision making, leading events, teamwork, etc.           | Decision making: options<br>Sports leaders<br>DofE - volunteering                                | Decision making: options<br>Sports leaders<br>DofE - volunteering                                  | Decision making: options<br>Sports leaders<br>DofE - volunteering |
| <b>C&amp;E</b>                 | Understanding how to be positive digital citizens to support themselves and each other | Understanding how to be positive digital citizens to support themselves and each other | Discussions how to keep each other safe online and what to do if faced by an attack (cyber)      | Ethical discussions; what to do with money made from trading<br>The cultural and                   | See year 10                                                       |

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|                            |     |     |                                             | environmental<br>impacts of<br>digital<br>technology |     |
| <b>Health<br/>sciences</b> | N/A | N/A | The life cycle,<br>stages of<br>development | Care and the<br>community                            | N/A |