Love Trust Community

Wickhambreaux Church of England Primary School

Spirituality Policy

School Vision

Our small, rural school opens its door to a diverse global family offering a warm welcome. We invest in, and nurture, everyone's unique, God given talents and abilities. Our dynamic, enriched, curriculum provides individuals with a supportive community where they can reflect and thrive, developing a deeper understanding of the world.

"The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches."

Matthew (13:31-32)

We aim to achieve this by:

- Reflecting on the teachings of Jesus Christ in our daily lives.
- Seeing all children as individuals, helping them to celebrate & achieve their potential whilst developing their self-esteem, confidence & independence.
- Helping children to become caring & responsible citizens.
- Fostering a lasting love of learning through creative teaching.
- Modelling the Christian values including:
  Love-Trust-Community

Headteacher: Lisa Crosbie

Chair of Governors: Helen Abbott

Date reviewed and agreed: November 2025

Date of next review: November 2028

1. Aims and Objectives

1.1 Our Christian vision influences the ethos of our school and the policies and practices within it so that all may flourish. Spirituality should be a core thread that runs through our school and we believe in its importance for both children's development and wellbeing and growth of our school community.

1.2 Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life. Whilst planned spiritual development will be most evident in Religious Education and Collective Worship, it is explored through all curriculum areas as well as wider curricular special events and by simply being outside.

1.3 Moments of spirituality, whether planned or spontaneous, are recognised, acknowledged and celebrated by staff and children alike.

1.4 Spirituality is recognised within the school as a way in which children and adults are able to articulate their feelings and emotions about life and that which is beyond their understanding. It includes the way that we can be truly human; living well together and being free to express their deep feelings whilst showing respect and care for creation.

1.5 The school uses 4 concepts to help articulate its delivery of spirituality:

Concept	What does this involve?
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
Others	• Empathy and understanding; respect, tolerance • To love and be loved (loving your neighbour) • Making a difference; duty
World	• 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
Beauty and Beyond (transcendence)	• 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 • Making sense of the world

1.6 Spiritual development is not about becoming more spiritual (in a measurable or expansive sense). It is about realising or becoming more and more aware of one's natural, innate spirituality.

1.7 We value the good relationship we have with St Andrew's Church and we acknowledge that there are people in our local parishes and in our diocese, who can help to support us and our children. Using the church and other places of worship, children can explore their own spirituality and encounter the divine, within a sacred place.

1.8 Outside space, including The Reflection Areas in the playground and the Forest School environment, offers appropriate spaces for spiritual encounters including that of stillness and prayer

1.9 When planning for spiritual development, we refer to the work of Andrew Rickett and Rebekah Nye – 'Windows, Mirrors and Doors'.

Opportunity	What is involved?
Windows-Encounter (The learning about life)	• Opportunities to look out on the world to gaze and wonder: The "Wow" and "Ows" moments. The things we find amazing and bring us up short. • We can wonder at the world, technology, art, music, scientific advances all around us. We may work outside, visit places of interest, celebrate inspirational people. We can reflect on injustice and inequality in the world
Mirrors-Reflection (The learning from life experiences)	• Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and perspectives and those of others. Give emotional, physical, and auditory space. • This could be compared with looking in a mirror. Look at yourself in a situation... How would you react, what would you say or do? These are questions which may arise through discussion time.
Doors-Transformation (The learning to live by, and out, our values and beliefs)	• Giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value. • Children would be living out our Christian values, considering how our own beliefs and faiths drive changes in the wider world.

1.10 Spiritual flourishing is not only central to our pupils' growth, learning and development, but also to each adult in school. Through the active delivery of spirituality, we hope that it helps every individual at Wickhambreaux CEP School to find meaning and purpose in life but also to experience being a valued member of the thriving, aspirational community rooted in God's love.

2. What principles should be established?

Opportunities for spiritual development throughout the school day are crucial to nurturing the whole child. Spirituality is an innate human capacity. These objectives will enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity. In order to foster spiritual development, the school aims to provide children with opportunities to:

2.1 Develop an appreciation of their uniqueness and value as a child made in the image of God;

2.2 Develop an understanding of the distinctive ethos of this church school, as well as the context, language and symbolism of the Christian faith;

2.3 Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;

2.4 Develop an awareness of, and respect for, other peoples' beliefs and faiths and the ability to articulate their own;

2.5 Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);

2.6 Flourish mentally and spiritually to support mental health;

2.7 Foster self-awareness, and encourage each other to make informed ethical decisions;

2.8 Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;

2.9 Develop an awareness that disappointment, failure and loss may be occasions for spiritual growth;

2.10 Understand the value of difference and diversity through involvement with others;

2.11 Encourage curiosity, open mindedness, creativity and imagination;

2.12 Develop the ability to reflect upon experiences of awe, compassion and beauty;

2.13 Learn to value the natural world, a sense of awe and wonder and a commitment to care for creation;

2.14 Begin to understand and make sense of their own feelings and emotions in response to certain encounters and events that occur in their life;

2.15 Develop enthusiasm to explore and learn through enquiry and first-hand experiences;

2.16 Develop pupils as spiritual leaders, through the planning and leading of collective worship.

3. Monitoring and Evaluation

3.1 Spiritual development is challenging to measure as it continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways:

• Big Questions in worship or at the end of each day for individuals or classes to consider, discuss and debate. Questions linked to vision, values, school events and issues affecting the local and global community;

• Reflections in RE lessons linking personal experience to lesson content;

• Capture moments of Spiritual development from trips or learning experiences beyond the classroom as well as prayers collected from the Prayer box in classrooms;

• Observing and listening to children; (pupil voice with Worship Team and School Council);

• Regular discussion at staff and governor meetings alongside the school's Christian vision and values;

• Sharing of classroom work and practice;

• Ensuring that staff have a clear understanding of what spirituality means in this school and providing induction and development training;

• Evidence from pupils' work, e.g. RE books, RSHE, Photos

• Regular inclusion in the SEF;

• CPD opportunities.

3.2 Spiritual awareness and development will also be monitored through the assessment and teachings around mental health.

3.3 We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website. Our hope is that if well informed, that they too can contribute to this aspect of children's spiritual development at home.

4. **Other related policies:**

Collective Worship

Behaviour

RSHE

All subject specific curriculum policies but especially RE

5. Referenced reading:

Church of England Education Office (CEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)

https://ldbs.co.uk/wp-content/uploads/2019/11/2019-Spiritual-DevelopmentInterpretations-of-spiritual-developments-in-the-classroom.pdf

Appendix 1

Legal requirements:

Section 78 of the Education Act 2002 states: The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which:

(a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and

(b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

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.

The OFSTED framework 2021 states that pupil's spiritual development is shown by their:

• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life

• knowledge of, and respect for, different people's faith, feelings, and values

• sense of enjoyment and fascination in learning about themselves, others, and the world around them

• use of imagination and creativity in their learning

• willingness to reflect on their experiences

The SIAMS Inspection Framework (2023) threads spirituality and spiritual development throughout each of the Inspection Questions (IQS). It features as the impact of collective worship – adults and pupils flourish spiritually, but also expects that spiritual development is planned within the taught and wider curriculum of the school. There are strong links between vision and spirituality so it is expected that a school's theologically rooted Christian vision will shape what spirituality may look like in a school and provide direction for how it is planned and developed.