



Spirituality policy

‘Love one another warmly as Christians, and be eager to show respect for one another. Serve the Lord with a heart full of devotion.’

Romans 12:10

Committee:	Local Governing Body
Policy Ratified:	October 2026
Review Date:	October 2027

Introduction

We believe that spirituality is an integral part of every child's development. We aim to nurture children as unique individuals, helping them to grow in confidence, compassion, curiosity and understanding of themselves, others, the world and beyond.

We recognise that spirituality is not something that can be taught as a discrete subject. Instead, it is experienced through relationships, learning, reflection and everyday moments. Our school provides a caring, inclusive environment where every child is encouraged to flourish and develop spiritually.

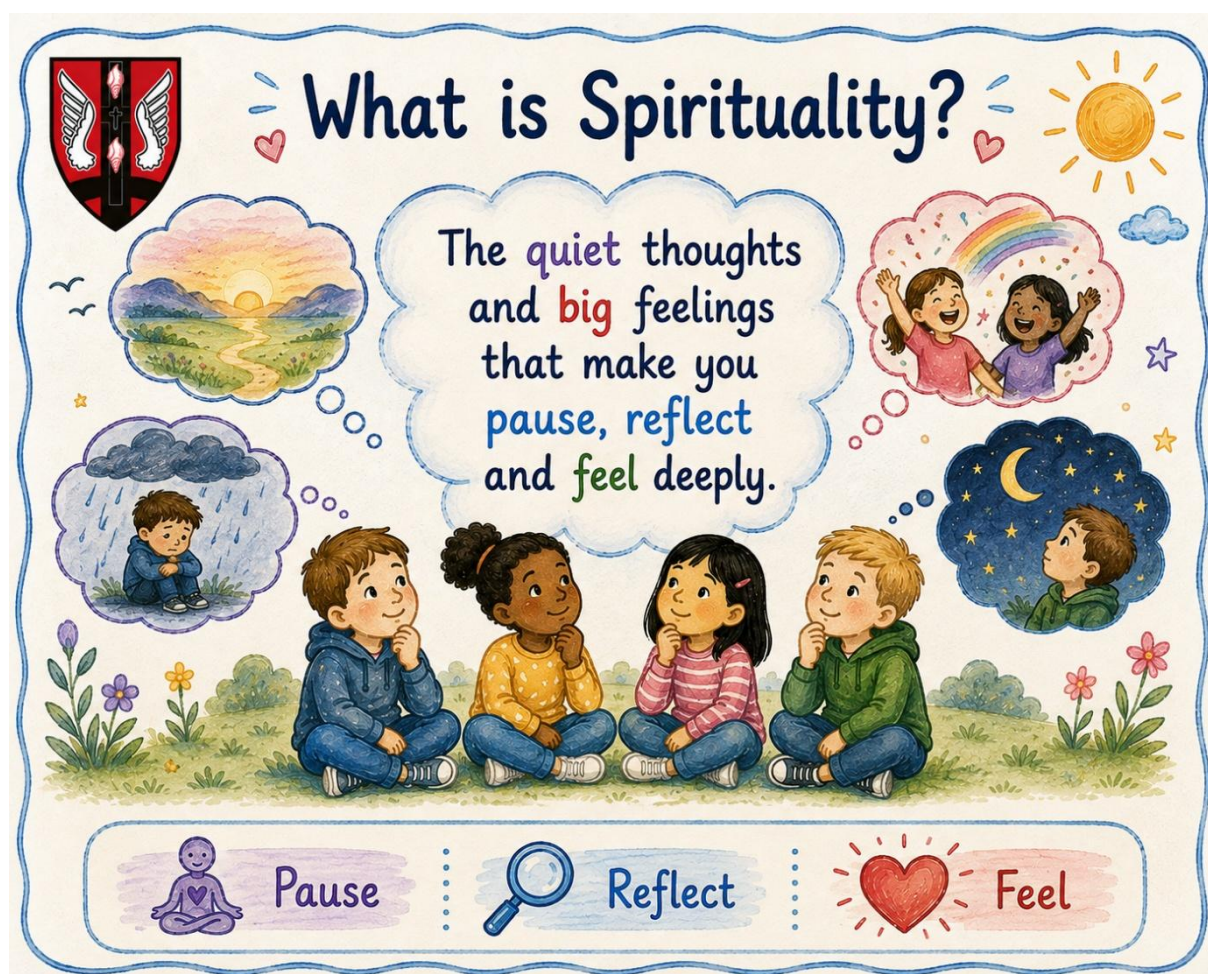
The Education Reform Act 1988 states that schools should provide a balanced and broadly based curriculum which: "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life."

Our Definition of Spirituality

At our school, spirituality is defined as:

"Developing a relationship with ourselves, others, the world and beyond, recognising that love is at the heart of it."

This definition underpins our vision and informs every aspect of school life, but we simplify this to the children, defining it as:



Our Spirituality Strands

Our approach to spirituality is built around four key strands:

Self: Reflection

Children are encouraged to pause, think deeply and reflect on their thoughts, feelings, experiences and learning. Reflection helps children develop self-awareness, resilience and an understanding of who they are.

Others: Connection

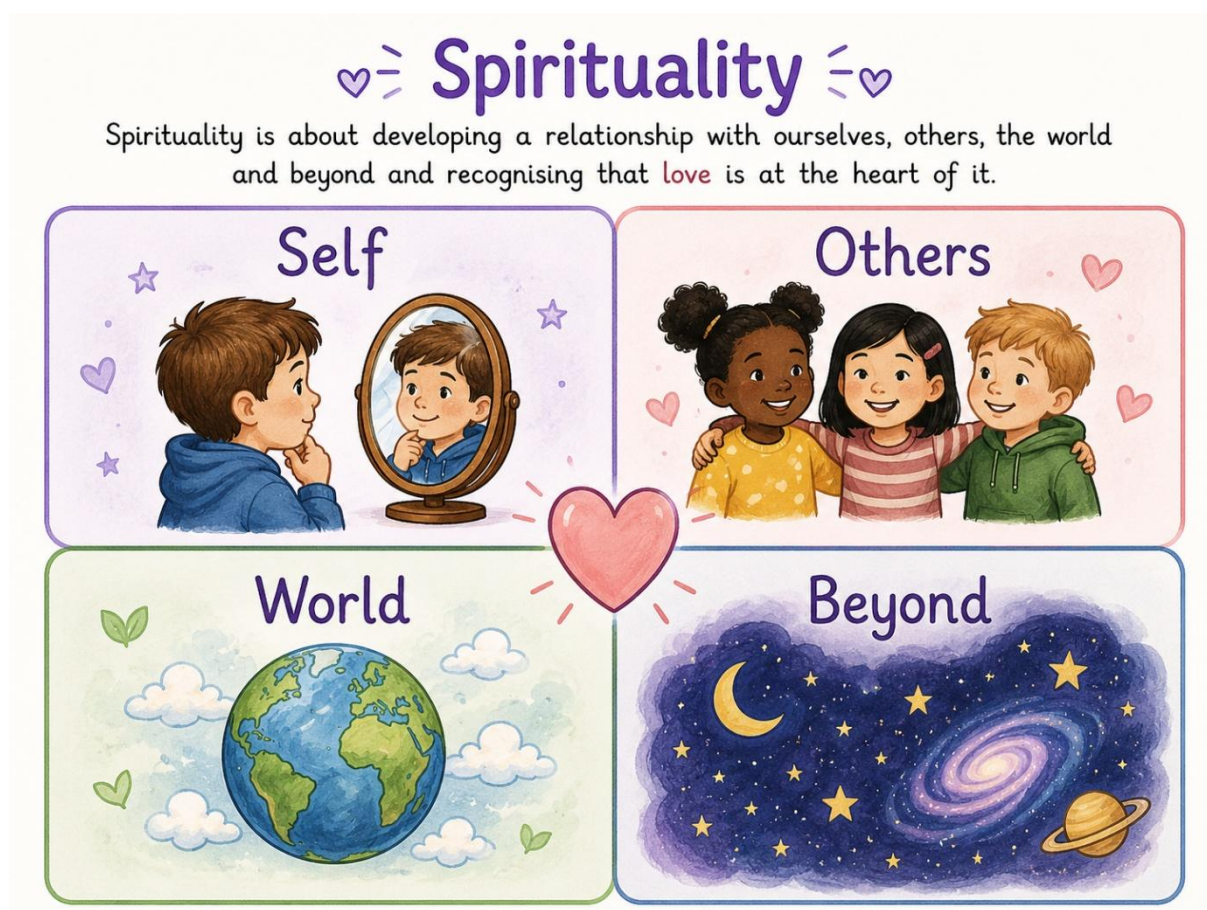
Children learn about the importance of relationships with themselves, with others, with the natural world and, for many, with God. We encourage kindness, empathy, forgiveness and a sense of belonging within our school and wider community.

World: Awe and Wonder

We provide opportunities for children to experience amazement, curiosity and joy through nature, creativity, discovery, worship and learning. These experiences encourage children to appreciate the beauty and diversity of the world.

Beyond: Peace

Children benefit from opportunities to experience calm and stillness throughout the school day. Quiet reflection supports emotional wellbeing and helps children develop inner peace and confidence.



Aims

Our spirituality curriculum aims to:

- enable every child to develop spiritually, emotionally and morally;
- encourage children to value themselves and others;
- foster curiosity and a love of learning;
- develop compassion, respect and empathy;
- provide opportunities for reflection and stillness;
- inspire children to ask and explore life's big questions;
- help children appreciate the beauty and diversity of the world;
- support children in developing hope, resilience and confidence.

How Spirituality is Developed

Collective Worship

Collective Worship is central to the life of our school. Through daily worship, children have opportunities to:

- reflect on Christian values;
- listen to Bible stories and other inspirational texts;
- pray and respond thoughtfully;
- celebrate achievements;
- experience moments of stillness;
- develop a sense of belonging and community.

Religious Education

Religious Education provides opportunities for children to explore Christianity and other world faiths and worldviews. Through discussion, storytelling, questioning and reflection, children consider beliefs, values and the meaning and purpose of life while learning to respect the beliefs of others.

Reflection Time

Each class has a weekly Reflection Time. During these sessions, children may:

- listen to calming music;
- reflect on artwork or photographs;
- explore Bible verses;
- share prayers;
- think quietly about their learning and experiences;
- respond creatively through drawing, writing or discussion.

These sessions encourage children to develop habits of thoughtful reflection and self-awareness through the windows, mirrors and doors approach.

Prayer and Reflection Areas

Each classroom provides a prayer and reflection area where children can:

- spend quiet time;
- write or draw prayers;
- express gratitude;
- reflect on their emotions;
- think about others;
- respond to questions linked to learning or worship.

These spaces are welcoming, inclusive and accessible to all children, regardless of faith or background.

Spirituality Across the Curriculum

Spirituality is woven throughout our curriculum and everyday experiences.

Children develop spiritually through opportunities to:

- explore the beauty and diversity of the natural world in Science and outdoor learning; including Forest School sessions.
- express creativity and emotion through Art, Music and Design Technology;
- develop imagination through stories, drama and English;
- explore different cultures, communities and significant events through History and Geography;
- learn perseverance, cooperation and respect through Physical Education;
- reflect on relationships, wellbeing and responsibility through PSHE;
- ask questions, solve problems and experience achievement across all areas of learning.

Staff intentionally identify and celebrate spiritual moments, helping children make meaningful connections between their learning and their own lives.

Conclusion

Spirituality is at the heart of our school community. By nurturing reflection, connection, awe and wonder, and peace, we help our children develop a deeper understanding of themselves, others, the world and beyond. Through our core values of love, respect and service the children develop meaningful relationships and opportunities to help others. We seek to inspire children to become compassionate, thoughtful and confident individuals who recognise those moments that 'make their hearts sing'!