

Speen Church of England School



Spirituality Policy

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Rationale

At Speen Church of England Infant School our curriculum vision is *We are a community that grows through our thirst for knowledge, we are all unique and together we flourish. From the roots of God's love for the world our families and our community we strive to be caring, courageous, responsible honest and respectful in all we do.*

We embrace the uniqueness of everybody and are inclusive of all. Our values guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God's image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone's God given value and unique identity

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 29 All children have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook, November 2019 No. 190017, pages 59 and 60 states: Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement. Provision for the spiritual development of pupils includes developing their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, 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 Evaluation Schedule for Schools and Inspectors, April 2018, includes the question:

- How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? (Strand 2)

Definition of Spirituality

At Speen Church of England School we strongly believe that we are all spiritual beings. Therefore, we give everyone at school the space to develop their own faith, beliefs and values so they can develop their individual and unique spirituality.

Our Christian values of caring, respect, honesty, courage and responsibility are firmly rooted in our approaches. It teaches us to question, ponder, understand and reflect on our place in the world and how we are connected spiritual beings.

Spirituality is an ongoing, reflective journey through which we explore our relationships and connections between ourselves, others, the world and beyond. It enables us to explore all of life's big questions.

Spirituality enables all of us to be happy; we flourish, succeed and live life in all its fullness.

Aims

The aim of this policy is to outline how we at Speen Church of England Infant School aim to give children the opportunity to develop their spirituality. It is our role in school to inspire, create and recognise that spirituality exists in everyone. The Governors' strategic plan for the school includes their aims for spirituality in the school. The purpose being described as being 'underpinned by a Christian foundation, where everyone has confidence to develop and share their beliefs & values; respecting those of others and celebrating awe & wonder'. This policy allows us to some of the planned and unplanned ways in which we encourage spiritual development.

We seek to achieve these aims by:

- Ensuring that our Christian vision and values permeate all aspects of school life;
- Planning opportunities for spiritual development into the curriculum;
- Recognising and celebrating unplanned and spontaneous opportunities for spiritual development;
- Ensuring Collective Worship celebrates the love of God for every individual and provides opportunities for children to respond to this;
- That moral development is linked to spiritual development through strategies such as 'windows, mirrors and doors' (see Appendix 1);
- Providing spaces for silence, stillness and prayer both in the school building and school grounds;
- Fostering children's spiritual capacities such as imagination, empathy and insight through the creative arts, making use of the outdoor environment and educational visits;
- Providing opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Developing the capacity for children to live with both their own and others' successes and failures; Developing children's knowledge and understanding of spirituality from a number of world faith and world view perspectives through the RE curriculum;
- Providing as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;
- Fostering children's spiritual capacities, e.g. imagination, insight and empathy;

- Providing opportunities for children to explore and express feelings and emotions and celebrate diversity in a safe environment;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop healthy relationships.

Monitoring and Evaluation

Spiritual development cannot be measured and continues to grow throughout our lives. However, we will monitor and evaluate the quality of our provision for spiritual development in the following ways;

- observing and listening to children;
- discussions at staff and governors' meetings;
- sharing of classroom work and practice;
- ensuring that staff have a clear understanding of what spirituality means in our schools through induction and CPD;
- reviewing children's work, e.g. Collective Worship feedback, RE portfolios, PSHE, creative writing, art and music;
- reviewing planning;
- inclusion in the school's self-evaluation process.

Appendix 1:

Windows are for looking out onto the world and becoming aware of its wonders, both the 'wows' and 'ows'; things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions. The whole curriculum and life itself are full of opportunities to recognise this sensitively.

Mirrors are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions and learning from our own and each other's responses. In schools we must allow time for this for individual and group reflection and sharing of perspectives. Some subjects and times allow for this specifically, such as religious education and collective worship but in all subjects, there will be opportunities, unexpected or planned, when things just 'crop up'. Handled sensitively, it is possible to make the most of all these times.

Doors are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response. This can simply be done through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.