



NORTHLEAZE

C of E Primary School



DIOCESE OF
Bath & Wells

Living the story. Telling the story.

'Let your Light Shine' Matthew 5:16

**Northleaze Church of England Primary School
Spirituality Policy 2025**

Written by	Headteacher
Date created	November 2025
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Signed – Chair of Governors	<i>Dan Clarvill</i>
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Our Christian Values:

Responsibility, Creativity, Respect, Compassion, Resilience, Friendship

www.bathandwells.org.uk

Spirituality in School

Our vision: *Let Your Light Shine*

Inspired by the words from Matthew 5:16, our vision encourages every member of our school community to let their unique light shine. We believe that everyone—children, staff, families, and visitors—has something valuable to offer, and we aim to nurture a culture where kindness, respect, and individuality are celebrated.

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

We aim for children, and adults, to grow spiritually in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection, meditation or prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

(From David Smith's work on Spiritual Capacities)

What *Spirituality* means in our school

Our working definition of 'spirituality':

We believe that spirituality is the development of awareness that there is...

"Something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to."

Terence Copley

This means that we will encourage our school community to:

Nurture our mental health and well-being
Instill a sense of calm and peace
Help us marvel at the wonder of the natural world
Enable us to stop, reflect and pause
Be grateful and give thanks
Heighten our senses and to appreciate small details
Ask questions and to wonder
Delight in the simple and beautiful

Spirituality is a way of relating more deeply to ourselves, to others, to the beauty of the world around us, and to the exploration of meaning and the mysteries of what lies beyond.

Spiritual development is not about becoming more spiritual in a measurable or expansive sense. Rather, it is about becoming increasingly aware of one's natural, innate spirituality. This awareness may grow gradually over time, or emerge through significant moments of realisation. It is an ongoing journey, not a destination.

We encourage spiritual learners to:

- Be comfortable with being still and quiet
- be happy with who they are
- Use their senses to interpret the world
- Delight in nature
- Listen to others and share their thoughts and feelings
- Recognise when they are feeling worried, and I can calm themselves
- Communicate with empathy and understanding
- Wonder and ask questions
- Look around me and they notice the good in things.
- Show respect to all people and things
- Engage in discussions about bigger topics and about God
- Participate joyfully in all curriculum subjects
- Embrace opportunities

We support children to become spiritual learners through:

- Providing opportunities to be still, to pause and to reflect
- Encouraging children to be inquisitive and to question
- Modelling an attitude of awe and wonder
- Seizing opportunities to marvel at the beauty of nature
- Encouraging self-awareness, empathy and reflection
- Asking big questions
- Celebrating all curriculum subjects
- Seeking curriculum enrichment opportunities

- Visiting places of worship and other cultural sites of interest
- Encouraging children to share their ideas and thoughts with one another.
- Supporting children to manage their emotions and to be peaceful
- Supporting children in invitational prayer

Where will spiritual development opportunities occur?

We aim to ensure that children:

- Have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in worship, engaging in reflection activities in spaces around school.
- Will be provided with many opportunities for creativity and imagination.
- Will be provided with purposeful and regular opportunities for prayer. This can take many forms, but includes being thankful and allowing children an opportunity to open themselves up to God.
- Will have regular opportunities to explore, express and share feelings.
- Will see positive relationships modelled around school.
- Have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connections and unity in the world.
- Will be encouraged to reflect on mistakes, have restorative conversations and say sorry, where appropriate.
- Will be encouraged to show perseverance, respect and trust and express these in practical ways.
- Have opportunities to explore 'Big Questions', particularly through RE learning.

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 SIAMS Schedule (2023) references spirituality in IQ2 (how is spiritual development an intrinsic part of the curriculum?) and IQ3 strands (In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development? How does the Trust contribute to and enhance the school's worship and spiritual 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 2019* 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

*2024 framework does not specifically mention spirituality

As a staff team:

- We have a staff understanding of spiritual development (see 'Shared Understanding of Spirituality' document – Appendix 1).
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We have spiritual spaces both inside and outside the school building.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, displays and our website.
- We seek to support the further development of spirituality through the close relationship we have with our church and others

Resources and Models and the wider curriculum:

- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors, Candle' for worship. (See Appendix 1)



- We link models these to the 'Ricketts Grids' (Spirituality Progression Map - Andrew Rickett / Rebecca Nye) to support our understanding of progression in spiritual development in these four areas of Self (Mirrors), Others (Doors), World and Beauty (Windows), and Beyond (Candle)

Self

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being.

Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others.

Spiritual learners reflect on how their values and principles affect their relationships with others.

Beauty

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity.

Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

Beyond

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday.

Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

- We recognise that children will have different ways of seeking spiritual meaning/god and we will give different spiritual opportunities through a child's experiences of school (ref: 'Spiritual Temperaments' or 'Sacred Pathways, through the work of Gary Thomas (2010) and Myra Perrine (2007)). This will influence our planning as we look to nurture spirituality across the curriculum, not just in RE and Collective Worship.
- We encourage staff who are specialist subject leads to identify opportunities for spiritual development in their subject, and to share them with colleagues.
- Our wider curriculum (e.g. forest school) provides important opportunities to enhance spiritual experiences.

Training and CPD

- We revisit spirituality as an area for consideration in our staff meetings
- We participate in training (e.g. internal, Diocesan, LSP Trust).
- Staff guidance linked to spirituality and other curriculum areas.
- Resource material on spirituality on our T drive including resources from the Diocese for reference.
- We ensure new staff are aware of our school policy on spiritual development.

Governance

- Our governors monitor the impact of our spirituality focus through regular ethos committee meetings, governor visits, learning walks, discussion in Full Governor Meetings.

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.

Other related policies:

Collective Worship
 Teaching and Learning (see Lighthouse Pedagogical Framework)
 Behaviour and Relationships Policy
 SMSC (Social, Moral, Spiritual and Cultural)
 All subject specific curriculum policies

Referenced reading:

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

<https://www.bathandwells.org.uk/supporting-children/school-effectiveness/re-collective-worship-and-spirituality/spiritual-development/>

Appendix 1 – A Shared Understanding of Spirituality



Northleaze Church of England Primary School

A Shared Understanding of **Spirituality**

We have an understanding that spirituality is an awareness that there is *“something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to.”*

Terence Copley

What Spirituality Means in our School

- To nurture our mental health and well-being
- To instill a sense of calm and peace
- To help us marvel at the wonder of the natural world
- To enable us to stop, reflect and pause
- To be grateful and give thanks
- To heighten our senses and to appreciate small details
- To ask questions and to wonder
- To delight in the simple and beautiful

As a spiritual learner I ...

- Am comfortable with being still and quiet
- Am happy with who I am
- Use my senses to interpret the world
- Delight in nature
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- Modelling an attitude of wonder
- Seizing opportunities to marvel at the beauty of nature
- Encouraging self-awareness and reflection
- Asking big questions
- Celebrating all curriculum subjects,
- Seeking curriculum enrichment opportunities
- Visiting places of worship and other cultural sites of interest
- Encouraging children to share their ideas and thoughts with one another.
- Supporting children to manage their emotions and to be peaceful
- Supporting children in prayer

Appendix 2 – Models of Spirituality - Windows, Mirrors, Doors, Candle



1: Windows, Mirrors, Doors

Windows

Giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'Wows' (things that are amazing and unexplainable as to why they evoke such a response) and 'Ows' (things that upset us and cause us to be uncertain). In this children are learning *about* life in all its fullness.



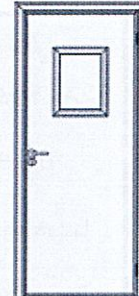
Mirrors

Giving children opportunities to *reflect* on their experiences; to *meditate* And reflect on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.



Doors

Giving children opportunity 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.



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