

Powick Church of England Primary School



Spirituality Policy

Reviewed: July 2026

Review Date: Autumn 2029

Policy Statement for Spirituality

Vision:

Our Christian Vision is *'Embracing Learning Together.'*

At Powick CE Primary School we are a caring Christian community where everyone is welcomed and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.

Our Christian Values

As part of being a Church of England School we teach our children about the core Christian values which help us know how to act and make good choices.

Our Christian vision encourages us to consider every child and adult's place in our school community and, as a result, we look for and celebrate examples of our values in action by all members of our school community. We also learn about our values when we explore the wider communities we are part of including the diverse community which makes up the world.

From the moment they join our school, our children learn about these key values and how to show them in lots of different ways so that when they leave us in Year 6 they understand them deeply and are able to act as good role models and kind and responsible members of our local and global communities.

School statement on Spirituality and Spiritual Development:

In Powick, we recognise that developing the spirituality of our pupils is a fundamental aspect of enabling pupils to flourish. Our school's distinctively Christian vision of 'Embracing Learning Together' was created by all stakeholders in our community. Everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents. It is well planned and of high quality so that the whole school community is engaged on a journey of discovery. We also understand our community stretches beyond our children and invest in the adults which make up an important part of our community. We ensure that all staff, including support staff, receive appropriate training and opportunities for personal and professional development, both as individuals and as groups or teams.

Spiritual development differs between individuals and is a very personal experience. For this reason, it is difficult to put into words. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith. For Christians in church, spirituality is about developing a deeper understanding of and connection with God. It is about God's way of being with us and our way of being with God. Through this we are able to respond to the loving nature of God as revealed through the Trinity: Father, Son and Holy Spirit. A school is not a church, but it is a collection of people who come from a variety of

backgrounds for the purpose of education. Family backgrounds may be very different and spiritual development must take account of the varied circumstances of staff and pupils.

Therefore, in light of this and in light of our school's distinctively Christian vision, at Powick we define spirituality as the way in which we combine our thoughts and emotions to reflect, respond to, and seek to give meaning and purpose to the experiences that we encounter in life.

Aims and Guiding Principles:

Through establishing the right learning environment in which spiritual development can be fostered, we aim to support pupils and adults to:

- develop an understanding of the distinctive ethos of this church school, as well as the context, language and symbolism of the Christian faith
- develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them
- develop an awareness of, and respect for, other people's beliefs and faiths, and the ability to articulate their own
- 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)
- develop strategies to build good mental health
- foster self-awareness and the ability to make informed decisions
- develop the skills and language required to enable them to reflect upon the big questions and mysteries of life
- begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life
- develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth
- understand the value of difference and diversity through involvement with others
- develop a love of curiosity, creativity and imagination
- develop the ability to reflect upon experiences of awe, compassion, beauty etc.
- develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.
- develop an appreciation of their uniqueness and value as a child made in the image of God

These aims will enable pupils and adults to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of a Christian faith school.

Guiding principles

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas:

- **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.
 - To love and be loved (loving your neighbour).
 - Making a difference: duty and justice
- **Transcendence (Beyond)**
 - Encountering / experiencing God (having a sense of what lies beyond the material / physical).
 - Ability to ask 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.
- **Nature**
 - 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, etc.

Approaches to Spiritual Development:

We use 'Heads, Hearts and Hands' to explore the world around us in a spiritual manner and encourage children to reflect on their feelings and reflect, respond to and seek to give meaning and purpose to the experiences that they encounter in life.

At Powick, pupils who become aware of issues or events are able to raise concerns and respond, often through Pupil Parliament or class discussions, knowing they have the respect of adults in the school to move forward with their ideas.

At Powick, we seek to find ways in which all areas of the curriculum can contribute to pupils' spiritual development and to highlight opportunities for these in our planning by:

- seeking to foster spiritual capacities, e.g. imagination, insight and empathy
- allowing pupils the security and opportunity to explore and express feelings and emotions and to celebrate diversity
- providing opportunities for prayer including silence and stillness
- sharing feelings and experiences that foster hope, joy, reassurance and encouragement
- encouraging pupils to develop relationships based on the school's Christian vision and associated values
- enabling pupils to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today

- providing an environment that promotes space to reflect, think and wonder.

Planning, Recording, Monitoring and Evaluation

Through teaching and learning, the school pursues the aims and guiding principles by ensuring:

Planning

- the curriculum and all areas of our community life will be driven by the school's Christian vision and values
- opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life
- unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and / or celebrated by staff and pupils
- Collective Worship celebrates the love of God for every individual and provides opportunities for pupils to respond and reflect on this
- a solid understanding of the Christian concept of God as Father, Son and Holy Spirit, of prayer and of the Bible is nurtured and developed
- the school building and outdoor environment provides appropriate spaces for silence, stillness and prayer
- that pupils' spiritual capacities, such as imagination, empathy and insight, are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits
- opportunities are provided for pupils to listen attentively and observe carefully, to listen with discernment, to value what is good and worthwhile and to make judgements through discussion and exchange of views and ideas
- support is provided for learning to live with success and failure for themselves and with others
- that the RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives
- that pupils are given 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
- strategies for positive mental health are promoted.

Monitoring and evaluation:

Spiritual development cannot be easily measured and continues throughout our lives. However, opportunities offered to pupils for spiritual development will be monitored and evaluated in the following ways:

- observing and listening to pupils
- regular discussion at staff and governor meetings alongside the school's Christian vision and values

- sharing of classroom work and practice in regular monitoring and specific staff meetings
- ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training
- evidence from pupils' work, e.g. reflective diary, RE books, SMSC work, creative writing, art
- regular inclusion in the SEF
- CPD opportunities and sharing examples of good practice with other schools
- regular diocesan Spirituality review

Roles and Responsibilities

The Governing Body will:

- provide a statement within the school website which makes clear that the aims of spiritual development within the school are based on its Christian foundation, but are inclusive in practice
- in conjunction with the Headteacher, monitor the culture of spirituality within the school and make recommendations for its development in accordance with the SIAMS Schedule.
- be a part of the SIAMS inspection process

The Headteacher and RE Lead will:

- co-ordinate timetabling / themes across the year(s) into long, medium and short-term planning, in conjunction with the school and church community, so that spirituality can be embedded throughout the curriculum
- ensure that the school welcome / induction pack and website have clear statements about the school's ethos for developing spirituality and its distinction from moral, social and cultural development
- be a part of the SIAMS inspection process
- support other members of staff
- know where to access good resources to support spiritual development
- lead staff meetings or provide quality CPD other sources that have a focus on development of spirituality.

Staff will:

- support the crucial role that spiritual development plays within the school
- plan and lead activities for the development of spirituality when required
- provide opportunities for pupils to reflect, question and be inspired
- understand the school's definition of spirituality and promote it where possible.

Resources

A number of resources are available to support the development of spiritual development within school including:

- Roots and Fruits (1 & 2)
- Diocesan Wellbeing and Spirituality Compendium
- Diocesan Prayer Area resources

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the Governing Board every 3 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in the SIAMS Schedule for Inspections
- a change in the understanding of spiritual development.

Date	Reason for amendment	Ratified by LAB
Summer 2026	Annual review	