

Policy for Spirituality in Church of England Primary Schools

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Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is 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)

School Statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God.

Spirituality in our school is nurtured through the imagery of **Self, Others, World and Beyond**, helping children to explore life's big questions and develop a sense of meaning and purpose. **World and Beyond** allow pupils to look out and wonder at the world—its beauty, complexity, and the experiences of others. **Self** offer moments for self-reflection, encouraging children to think about their own beliefs, emotions, and responses to the world around them. **Others** represent opportunities for action and transformation, inviting pupils to step out and live out their values in courageous and compassionate ways. Through this approach, spirituality becomes a natural and meaningful part of everyday school life.

Lew Trenchard uses this language and the concepts of **SELF, OTHERS, WORLD and BEYOND**. These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God

Aims

School's Name Lew Trenchard C of E School
School's Christian Vision:
L E W - Love Equality Wisdom Together we grow in wisdom like The Good Samaritan showing compassion to others; upholding dignity; supporting the potential in everyone.

At our school, spirituality is deeply connected to our Christian vision of *Love, Equality, and Wisdom*, and is brought to life through the story of the Good Samaritan. Using the imagery of **Self, Others, World and Beyond**, we help children grow spiritually by encouraging them to consider the needs and experiences of others, just as the Samaritan did when he saw the wounded man with compassion. Through these images, pupils reflect on their own choices, attitudes, and capacity to love others equally, regardless of difference. A *focus* on spirituality invites them to respond with wise and courageous actions that promote kindness, justice, and inclusion. In this way, spirituality becomes a living expression of our vision, shaping a community where all are valued, supported, and inspired to serve others.

Organisation

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life.

We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

The physical environment of our school is thoughtfully designed to support opportunities for spiritual growth and reflection, helping children to pause, wonder, and connect with themselves, others, and the wider world. Quiet, reflective spaces offer pupils time

to be still, think deeply, or pray. Displays of children's thoughts, prayers, and artwork on values such as *Love, Equality, and Wisdom* celebrate spiritual expression and invite further reflection. Natural elements, like trees, flowers, and open spaces, encourage awe and appreciation for creation, linking to our Christian responsibility to care for the world. These physical spaces, both inside and out, are intentionally created to inspire a sense of peace, belonging, and connection to something greater than ourselves.

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life.

Spirituality in Collective Worship

Collective Worship is the beating heart Lew Trenchard. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present which are often linked to invitations to pray.

Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the beauty and joy of the world are given, as well as time to reflect and empathise with moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Lew Trenchard is invitational, inspirational and inclusive.

For further details, please refer to Lew Trenchard's Collective Worship Policy.

Spirituality in Religious Education

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of **self, others, world and beyond** where appropriate.

For further details, please refer to Lew Trenchard's Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality within the Curriculum

Our vision of *Love, Equality, and Wisdom*, rooted in the Christian story of the Good Samaritan, provides a guiding framework for designing a rich and meaningful curriculum. It ensures that learning goes beyond knowledge and skills to nurture character, compassion, and social responsibility. A curriculum shaped by *Love* fosters a supportive and inclusive environment where relationships, emotional well-being, and care for others are prioritised. *Equality* ensures that all pupils are given the opportunity to flourish, with a curriculum that reflects diverse voices, backgrounds, and experiences, and challenges injustice or discrimination. *Wisdom* guides the development of critical thinking, ethical decision-making, and deep reflection, empowering pupils to use their learning to make a positive difference in the world. Through this vision, the curriculum becomes not just a means of academic success, but a tool for forming thoughtful, compassionate, and courageous individuals.

Drawing on the language of ***self, others, world and beyond***, conversations around spirituality will be included in classroom teaching when appropriate from Reception to Year 6.

Maths

Points to consider:

- The wonder of number patterns
- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes.

Reading

Points to consider:

- How do you frame questions around a text? For example
 - What inspired you in this text?
 - How did a character cope with a challenge in life?
 - How did the actions of a character surprise you? How do you think you would have responded to that spiritual moment?
 - What do you think makes these words so powerful/beautiful/painful?

Writing

Points to consider:

- If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

DT

Points to consider:

- What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

Music

Points to consider:

- What style of music ‘invites you to explore the mystery that dances within your soul’ (K. Hall)?
- What styles of music have the opposite effect?
- How does music encourage creativity, delight, and curiosity?

MFL

Points to consider:

- What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?
- What does it feel like to genuinely communicate with someone in a new language?

Geography

Points to consider:

- The **world and beyond** of physical geography.
- The **others** of discovering different physical regions do not provide the same opportunities.
- What options/opportunities are there to respond and take responsibility in a challenging world?

History

Points to consider:

- Which stories tell historical **stories of others**?
- Which stories tell historical **stories of the world**?
- What lessons for future decisions and choices do they provide **self and beyond**?

PE

Points to consider:

- How do you celebrate a new skill? How does it feel to be proud of your whole self?
- What does it feel like to be completely focused on a task or challenge?
- How do you recognise the delight in movement, connectedness, and creativity?
- Encourage the awareness of one’s own strength and limitations.
- Recognise/celebrate equality, freedom, respect and trust.

Science

Points to consider:

- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

Art

Points to consider:

- How does art invite you to explore the mystery that dances within your soul?
- What is the spirituality in the stories behind the artists you study?
- How do you celebrate and respect different responses to art?

PSHCE & RSE

Points to consider:

- As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with spirituality?
- How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

All Subjects

Points to consider:

- How do you celebrate the achievement and break-through **self and others** of success?
- How do you support the **self** of difficulty and frustrations?
- How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness **world and beyond**?

Spirituality within the Ethos of the Daily Life of the School

In Lew Trenchard we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves.

For this reason, every member of the school community, including MDSA and administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the school, including lunchtimes and playtimes, pupils know that their references to self, others, world and others will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the **golden glue of spirituality**.

Our school's vision of *Love, Equality, and Wisdom* is intentionally woven into everyday practices to support the spiritual growth of all pupils in meaningful and accessible ways.

- **Behaviour policies** are grounded in restorative approaches that reflect our vision—promoting forgiveness, reconciliation, and understanding rather than punishment. Pupils are encouraged to reflect on their actions, understand the impact on others, and grow in empathy and self-awareness.
- **Playtime protocols** prioritise inclusion, kindness, and peer support. Staff model and encourage loving, respectful interactions, and children are taught to resolve conflicts wisely and fairly, valuing every individual equally.
- **Prayer spaces and reflection areas** are provided both indoors and outdoors, offering pupils quiet moments to be still, pray, or reflect on big questions, life experiences, or school values. These spaces help pupils connect with themselves, others, and God in a personal and meaningful way.
- **Worship and classroom activities** regularly include opportunities for *self, others, world and beyond*—encouraging pupils to look outward with compassion, reflect inward with honesty, and step forward in wise, loving action.

In all these ways, the vision shapes a school culture where spiritual growth is not just encouraged, but actively nurtured in daily life.

Recording, Monitoring and Evaluation

The Local Governing Body review the policy in partnership with Senior/ Middle Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate.

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

Our Head of School and RE Leads are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life,

This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process particularly around Strand 2

Staff Development and Training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. NQTs and staff who are new to Lew Trenchard will receive training and support from the staff member identified as leading on spirituality.

This policy is shared on the school's website and is part of the induction pack for new staff and new governors. This policy is reviewed every 3 years, or more frequently, as required.

Approval/review by governing body

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Date of next review:

Date:

Additional Support Material

Useful questions for the school to consider:

- How does the school's Christian vision provide opportunities to meet the spiritual needs of learners?
- How does an awareness of spirituality permeate school life?
- What is the impact of this for the learner (and staff and the wider community)?
- How are staff inducted and supported so that they have a shared understanding of spirituality and spiritual development?

Prayer used by the School:

Mysterious God,
Most of the time we can explain what happens in the world by science
But sometimes we may see a glimpse of something beyond:
The joy of making a new friend,
The excitement of being able to do something today which we couldn't do yesterday,
The delight of warm sun on our faces or splashing in cold puddles.
In these **spiritual** moments, when we're aware of something
beyond, Help us to be open to the idea of you, God.

Comforting God,
Most of the time we feel safe and secure
But sometimes life can be difficult and painful and we long for something beyond:
Someone who understands what it's like to be alone,
Or let down by friends,
Or feel like they have nowhere to call home.
In these **spiritual** moments, help us to be open to something
beyond And brave enough to reach out and pray.

Constant God,
Most of the time we are busy running or learning or playing,
But sometimes it's good simply to be, help us then to glimpse something beyond the
everyday:
When we are still,
When we are present to ourselves,
When there is nothing to distract us.
In these **spiritual** moments, help us to be open your possibility
God And help us to pray.
Amen

Spirituality Conversation Starters

Learning from *others* experiences

What I've learnt from this wonderful *others* experience... I think this is amazing because...
The biggest day in my life was...
A person who I think is really good is...
What matters most to me is...
I am most thankful for...

Learning from *self* experiences What

I've learnt from this difficult *self* experience...
What I've learnt about forgiveness is...
What I've learnt about truth is...
Lying is wrong because...
No one is perfect because...
There would be less trouble if...

Learning from *world* experiences

What I've learnt from this *world* experience...
What I've learnt about love is...
The world would be a better place if...
I can find peace by...
I think God is like...
One thing I wonder about God is...
I felt God was near me when...
Silence makes you feel...