

# Shottery St Andrew's CE Primary School



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*'Let your light shine before others,  
that they may see your good deeds and glorify your Father in heaven.'*  
Matthew 5:16

## Spirituality Policy

<b>Date adopted by Governors:</b>	<b>June 2025</b>
<b>Date for policy review:</b>	<b>June 2027</b>
<b>Person responsible for review:</b>	<b>Headteacher</b>
<b>Signed by Chair of Governors</b>	<i>L. Cranelly</i>

## **Our Vision**

This policy is underpinned by our school vision based on the scripture,

‘Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.’ Matthew 5:16

We believe this quality will enable our children to be successful learners who will want to make a positive contribution to the wider community, and so develop life-long skills that will enable them to have the best possible futures.

At Shottery St Andrew’s C of E Primary School, we aim to nurture the talents and aspirations of our school community, developing the qualities of self-confidence, responsibility, compassion, determination to enable everyone to be the best they can be and to flourish in an ever-changing world.

## **Policy Aim**

The aim of this policy is to outline how Shottery St Andrew’s C of E Primary School provides opportunities for children to develop their spirituality.

It is our role in school to inspire, create and recognise that spirituality exists in everyone. As Jesus said, “If you remain in me and I in you, you will bear much fruit,” John 15:5, and we want to ensure we support our children to be happy and rounded in all respects, including spirituality, which cannot be taught or measured.

## **What is Spirituality**

Spirituality is not possible to teach. It is like the wind - it makes a difference but is uncontrollable for each person. It might change someone’s understanding and beliefs but ultimately is an innate sense of awe and wonder. It is about understanding that there is something more than just ‘me’.

Promoting spirituality should not be confused with developing faith. Faith is a set of beliefs by which you live your life by and could be a response to a belief in God. Faith is something you choose, whereas spirituality is an aspect of human development - it is not separate but integral to who we are and what makes us whole.

Spirituality is for everybody regardless of faith.

## **Our Approach to Spiritual Development**

At Shottery St Andrew’s C of E Primary School, we follow the Relational Consciousness Model of spiritual development. This model focuses on the awareness of relationships—between self, others, the world, and beyond—and how these connections influence spiritual growth.

We have adapted and personalised this model for our own school context by introducing the concepts of the Wow's, Ow's and Now's. These provide a practical and child-friendly framework for recognising and exploring spiritual moments:

Wow moments are those that inspire awe, wonder, joy or fascination—such as encountering beauty in nature, hearing a powerful story, or being amazed by something new. These moments remind us that there is something bigger than ourselves and can spark gratitude and curiosity.

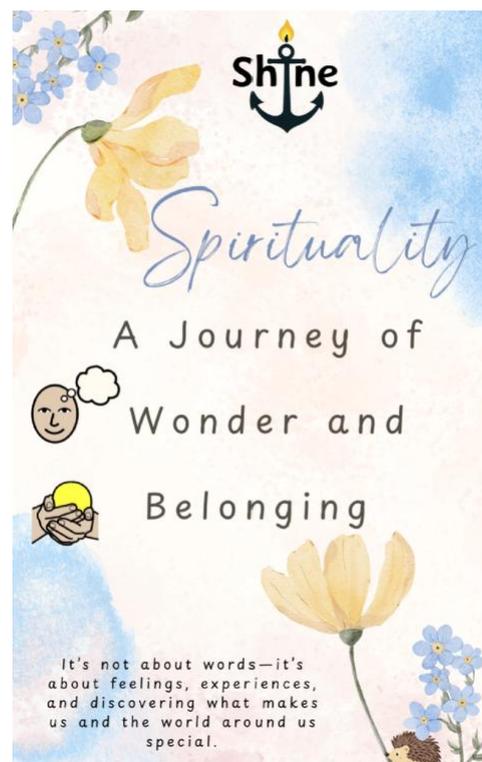
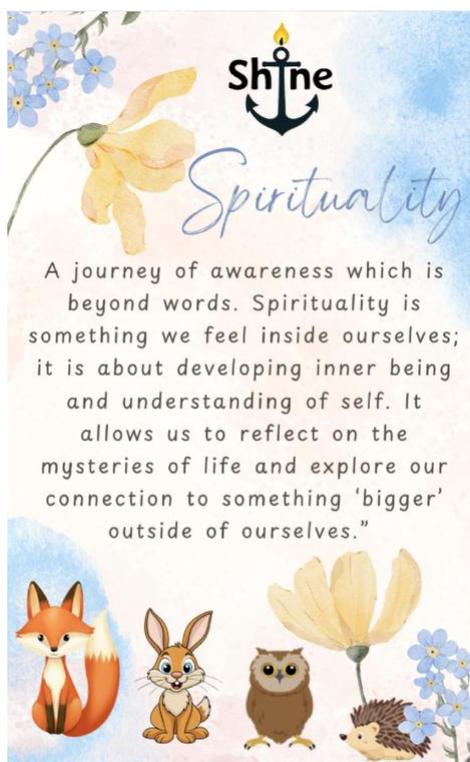
Ow moments are those of sadness, injustice, hurt, or challenge—such as experiencing loss, seeing others suffer, or facing difficult emotions. These moments invite empathy, reflection, and growth in compassion, helping children connect with others' experiences and recognise resilience in themselves.

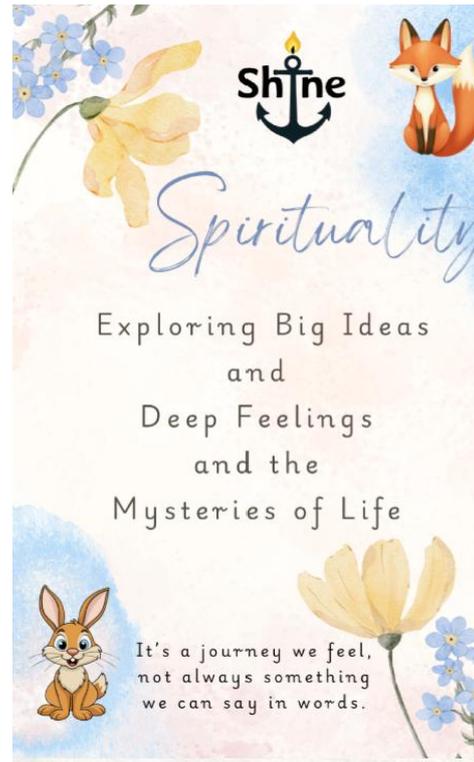
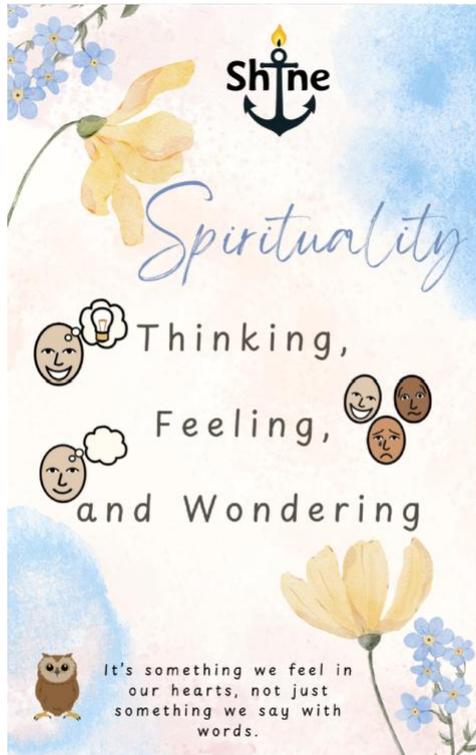
Now moments are those that ground us in the present and invite mindful attention—such as a moment of silence, deep reflection, or a conversation that opens up big questions. These allow children to be fully present, connect inwardly, and consider their purpose or response.

This shared language of Wow, Ow and Now is used across the curriculum and school day, enabling staff and pupils alike to recognise, value, and nurture spirituality in a meaningful, accessible, and reflective way.

### How does Shottery St Andrew's C of E primary promote spirituality?

Our school aims to support children in making sense of themselves and the world around them. We aim to help them observe their own responses to different experiences. Our school believes that experiences, both in and out of school, are important to the development of all pupils. We have created a shared definition of what spirituality means to us at Shottery St Andrew's CofE Primary School.





We create frameworks that help pupils to consider big, sometimes overwhelming, concepts such as life, death, identity, war, environmental factors etc. but without necessarily offering answers. These opportunities come through the teaching and learning of our whole school curriculum particularly our values, Collective Worship, RE, PSHE, Science, Art, Music and English.

For example, in Year 2, linked to the topic 'Exploring the World,' children have opportunities to develop a sense of enjoyment and fascination when learning about the world around them; in Year 3, children learn about the Greeks and have regular opportunity to reflect on their beliefs and respect other people's faiths, feelings and values.

Children will have exposure to spiritual experiences and conversations to know that it exists for everyone including adults. Spirituality is purposefully and creatively planned into the whole school curriculum.

Opportunities for spirituality development come when:

- children are given space to stop, look, listen, think and reflect
- children feel safe to share opinions and think differently from others
- children use their imagination

This policy is to be read in conjunction with our PSHE policy, which details how the PSHE Programme of study supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Children need:

- time to be listened to;
- adults that are respectful;
- space to explore, think and discuss;
- opportunities that encourage wonder and surprise;
- to know that there is not always a product or end result;
- to know there is another way.

Activities and opportunities will include:

- exposure and appreciation of nature;
- following rituals and traditions;
- use of prayer or reflection time;
- time for silence and stillness;
- acts of service that benefit others;
- stories that promote thought and imagination (without the need to find a moral)

Evidence of spirituality may come through art, play, attitudes, movement and using the senses.

### **Spirituality through Collective Worship**

Collective Worship can often develop spirituality in both nature and content.

Our school uses 'Learn, Reflect and Respond' as three key elements to our whole school collective worship.

- Learning is like looking through a window to see new horizons;
- Reflection is like looking in a mirror and having time to reflect on the learning;
- Responding is like going through a door considering how the learning will have an impact on yourself or your behaviour.

The school uses repeated words as our opening and closing that reflect the school vision.

Collective worship offers time for thought and reflection, and the use of light is used as a symbol. Children are offered opportunities to reflect and respond within collective worship. The school prayer, and prayers written by the children, are invitational and consider thoughts and concepts that are important to them.

## **Barriers to Development of Spirituality**

Development of spirituality can be hindered when:

- adults trivialise something small to them but which is big to a child;
- the 'busyness' of life and not having the time to look and think;
- lack of space for stillness and listening.

By being aware of these potential barriers, staff at Shottery St Andrew's C of E Primary are able to allow children to develop their spirituality throughout their daily lives whilst in the school environment.