

Spirituality Policy



Date of Amendment: July 2026

Review Date: July 2029

Spirituality Policy

Part of Our Vision

The Bible verse underpinning our mission statement –

'Let all that you do be done in love,' (1 Corinthians 16:14) fosters an ethos where care and compassion shape all that we do. Spirituality is at the heart of our school and we value it deeply as a means of supporting children's and adults' development as well as the growth and well-being of our whole community.

Aims

The aim of this policy is to outline how St Thomas of Canterbury Church of England Primary School provides opportunities for children and adults to develop their spirituality.

Spiritual development of children is supported by helping them to:

- Reflect on their own beliefs and ideas (whether religious or not) and think about what is important to them in life.
- Learn about and show respect for the beliefs, feelings and values of other people.
- Enjoy learning about themselves, other people and the world around them, showing curiosity and a sense of wonder.
- Use their imagination and creativity to deepen their understanding and learning.
- Think about their experiences and consider what they can learn from them.

Legal responsibilities

All schools, including Church of England schools, are required by law to provide for the spiritual development of children. As a school with a designated religious character, we also uphold the Church of England's expectations for RE and collective worship, ensuring these serve the spiritual flourishing of all children – of all faiths and none.

Our shared understanding of spirituality

As a school community, we have agreed upon the following shared understanding of spirituality:

"Spirituality is recognising the value of connections; with ourselves, with others, with beauty and with God – where we embrace questions and reflect upon the wonder of existence, allowing us to love, grow in faith, knowledge and fellowship."

What does this look like at St Thomas of Canterbury Church of England Primary School?

At St Thomas', we guide the children in exploring who they are and how they relate to the wider world around them.

We use the mirrors, windows and doors approach to help children to reflect spiritually.

- **Mirrors** encourage children to look inward, reflecting on their thoughts, feelings, beliefs and relationships to deepen personal understanding of their learning.
- **Windows** offer a view of the school community, prompting reflection on similarities and differences in experiences and their impact.
- **Doors** invite children to consider the wider world, their responsibilities within it and how they might respond to potential injustices they notice in the future.

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Spirituality cannot be directly taught; it is nurtured through the way we live and relate to others. It is not dependent on religious belief nor is it the same as faith. Faith is a chosen set of beliefs, shaped by religion or worldviews, while spirituality is an essential part of human development. It is integral to who we are, shaping how we think, feel and act with care and compassion towards others.

At our school, we support children in recognising and reflecting on their responses to different experiences. We believe that both in-school and wider experiences are essential to the development of our community. Through a broad, balanced and enriched curriculum, we prepare our children for the future and nurture them as lifelong learners. Reflection and a growth mindset are central to this approach. Our inclusive curriculum is enhanced by a wide range of opportunities such as extra-curricular clubs, educational trips, residential visits, visitors, Forest School and productions which develop both learning and essential life skills. Our children also regularly support the local and wider community through engaging in charitable fundraising activities. Together, these experiences underpin and nurture spirituality.

Spirituality is woven through all subjects, providing children with opportunities to:

- visit places that inspire curiosity, beauty and challenge
- appreciate the natural world and human creativity
- take part in a range of charitable activities
- participate in a wide range of events and opportunities.

In addition, our school has a designated Spiritual Prayer Garden set up as a calm, reflective space for children. This environment offers opportunities for quiet thought, reflection and connection, encouraging children to pause, consider their feelings and experiences and deepen their sense of belonging and wellbeing. The prayer garden supports the nurturing of spirituality by providing a meaningful setting where children can develop inner awareness and a sense of peace.

Character Education and spiritual growth

Our school's Character Education values are central to the spiritual development of every child, shaping how they understand themselves, others and the wider world. Rooted in our Christian ethos, these values – respect, responsibility, trustworthiness, honesty, caring, fairness and forgiveness – provide a framework through which children grow as reflective and responsible individuals. Through daily interactions, curriculum opportunities and collective worship, children are encouraged to live out these values in meaningful ways, considering how their actions impact others and the community. This intentional focus supports children in developing a strong moral compass, deepening their sense of purpose and enabling them to flourish spiritually as confident, caring and thoughtful members of society.

Spirituality in Collective Worship

Collective worship lies at the heart of St Thomas of Canterbury Church of England Primary School, bringing our community together to share experiences, ideas and understanding each and every single day. It is a space where the language of spirituality is lived and expressed, shaping how we care for and relate to one another with kindness, compassion and respect.

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Through daily invitational collective worship, children are given time and space to encounter the Christian story. They develop an understanding of worship by participating in, or observing, practices such as prayer, reading and reflecting on the Bible, engaging with liturgy and experiencing a range of musical traditions including singing a range of worship songs if they choose to join in.

Children are given time to reflect on their responsibilities to others and to grow in love, empathy and understanding. Opportunities are also provided to celebrate achievements, both within and beyond school, and to mark key Christian festivals and seasons. In this way, children are given space to reflect and grow spiritually.

Within collective worship, we often use the mirrors, windows and doors approach to deepen reflection. This structured approach helps children to engage meaningfully with the themes explored and supports their ongoing spiritual development.

Spirituality in RE

The Church of England's Statement of Entitlement shapes our approach to Religious Education and spirituality at St Thomas of Canterbury Church of England Primary School.

Through RE, children are provided with a safe and respectful space to explore their own and others' religious, spiritual and philosophical perspectives on living, believing and belonging. They are encouraged to talk thoughtfully and respectfully with others about different beliefs and ideas as well as making links to their own sense of spirituality through moments of wonder and reflection.

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

Spirituality in the curriculum

In our school, spirituality is woven throughout the curriculum to nurture each child's sense of identity, belonging and purpose. We provide regular opportunities for children to reflect, question and explore the big questions of life. Through engaging learning experiences, reflective practice and discussion, children are supported to develop their own beliefs and values while showing respect and understanding for others. Our curriculum fosters spiritual growth by promoting curiosity, creativity, compassion and self-awareness, enabling children to flourish as thoughtful, reflective individuals within a diverse and caring community grounded in Christian values.

Please see appendix 1 for specific details about each of the curriculum areas.

Recording, monitoring and evaluation

This policy will be reviewed every three years with the Senior Leadership Team, taking into account the views of parents, carers, children and staff. Recommendations are shared with the full Governing Body and acted upon as appropriate. In line with monitoring procedures, Governors ensure the policy is fully implemented and aligned with the school's Christian vision.

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Roles and responsibilities

Recognising that opportunities to nurture spiritual wellbeing are woven throughout all aspects of school life, every member of our staff team is committed to supporting and encouraging this growth. Through daily interactions, teaching and shared experiences, we aim to create an environment where children feel valued, are reflective and able to develop spiritually in meaningful ways.

Appendix 1

Spirituality Across our Curriculum

Subject	Opportunities
Art and Design	Through Art and Design, we awaken spiritual development by appreciating and responding to a wealth of artists and their work. <i>Ephesians 2:10 – "For we are God's masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago."</i>
Computing	Children are given exciting opportunities to express themselves through coding, programming, creating media and collecting data. They develop curiosity, resilience and problem-solving skills while presenting ideas in a range of digital formats. Children learn how technology connects people globally, how to present themselves positively in a digital world, and how to make ethical, responsible and safe choices online, being mindful of themselves and others. <i>Proverbs 2:6 – "For the Lord gives wisdom; from his mouth come knowledge and understanding."</i>
Design and Technology	We inspire creativity and imagination through hands-on projects that encourage children to connect their ideas, values and experiences with the world around them. Children design, make and evaluate products that solve real problems in a range of contexts, considering both their own needs and those of others. By exploring extraordinary designs, they develop a sense of awe and wonder, appreciating the beauty, functionality and impact of design while celebrating their own creativity and innovation. <i>Exodus 35:31 – "And He has filled Him with the Spirit of God, with wisdom, with intelligence, with knowledge, and with all craftsmanship."</i>
English	<u>Writing</u> : We respond to different text types by taking inspiration from other authors. We learn to appreciate the beauty and sensitivity of language and how we can create narrative through using words and our imaginations, showing our own personal sense of style and appreciating that of others. <u>Oracy</u> : Children become communicators through discussion and creativity. This is supported by the sharing of different texts, exploring language from different cultures and discussing different matters with an open mind. <u>Reading</u> : We engage with spiritual development by responding to well-chosen and awe-inspiring topic related texts. We value each other's reactions, ideas

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	and opinions and learn to empathise with characters' feelings and actions - interpreting their thoughts and making connections to our own lives, values and the wider world around us. <u>Phonics</u>: Children develop creativity by exploring how words are constructed together using sounds. Phonic knowledge is the key to unlocking awe and wonder through reading. <i>Revelation 1:3 – "Blessed is the one who reads aloud the words of this prophecy."</i> <i>Luke 1:3 – "It seemed fitting to me... to write it out for you in an orderly sequence."</i>
Forest School	By creating a sense of awe and wonder through hands-on experiences in the natural environment, Forest School encourages children to develop curiosity about the world around them. It provides opportunities to explore, take risks and build resilience, while being fully immersed in the moment through practical, creative experiences. Shared outdoor learning helps children understand their place within nature and connect with the experiences of others. <i>Job 12:8 'Speak to the Earth and it will teach you.'</i>
Geography	By studying landscapes, ecosystems and diverse cultures, children develop curiosity about the world around them and a sense of awe and wonder for the planet and its inhabitants. They are encouraged to ask meaningful questions, explore global challenges such as climate change, and reflect on their responsibility to care for the environment. Through comparing places, people and experiences, children gain a deeper understanding of their place in the world, develop empathy and compassion for others and explore how the human and physical world helps shape identity. <i>Acts 17:26 – "God determined the times set for us and the exact places where we should live."</i>
History	Through exploring a range of historical artefacts, sources, stories, places, oral histories and drama, children bring history to life and develop a sense of awe and wonder about the past. They discover how societies have changed over time, make connections between then and now and reflect on how small events and decisions have shaped the world today. By investigating local history, considering alternative outcomes to key events and exploring how we remember influential people and moments, children develop curiosity, ask meaningful questions and gain a deeper understanding of their place within an ever-changing world. <i>Ecclesiastes 3:1 – "There is a time for everything, and a season for every activity under the heavens."</i>
Maths	We encourage spirituality through a range of mathematical opportunities. Children are introduced to the wonder of numbers, including numerical patterns, order, shape and space. Investigations and problem solving provide moments of awe and wonder, where children are encouraged to deepen their

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	understanding. There are opportunities to make connections between numeracy skills and real life throughout our curriculum. <i>Corinthians 14:40 – "But everything should be done in a fitting and orderly way."</i>
Music	In music, children share a unique part of themselves by using their voices expressively and listen intently to others' voices. They experience the sense of joy and wonder of performing together, being both responsible for their own role and part of something bigger. <i>Psalms 57:7 – "My heart, O God is steadfast, my heart is steadfast; I will sing and make music."</i>
PE	The structure of our PE lessons helps children develop resilience, self-belief and a positive attitude towards physical activity. Through movement and self-expression, children learn to appreciate their achievements and recognise the opportunities their minds and bodies can provide both now and in the future. As they learn and share new skills, they experience a sense of awe and wonder in their progress, building confidence, enjoyment and a deeper understanding of themselves. <i>1 Corinthians 6:19-20 – "Do you not know that your bodies are temples of the Holy Spirit... Therefore, honour God with your bodies."</i>
PSHE/RSHE	PSHE intertwines with spirituality to foster self-awareness, empathy and ethical understanding. Children are encouraged to explore meaning, values, awe and their connection to the wider world, while recognising the worth of every individual. We celebrate and respect differences in thoughts, opinions, family life and experiences, helping children develop an awareness of and sensitivity towards the needs of others. Through our strong sense of community, children grow into confident, resilient individuals who value themselves, others and the world around them. <i>Colossians 3:23 – "Whatever you do, work at it with all your heart, as working for the Lord, not for human masters."</i>
RE	RE provides opportunities for children to explore big questions of meaning, purpose and belief with respectful curiosity. Through learning about and from stories, celebrations, rituals and diverse worldviews, children experience awe and wonder while developing empathy and an understanding of how to live well together. They are encouraged to hold balanced, informed conversations, consider questions about God and truth and reflect on their own values and way of living. By exploring spiritual practices such as worship and prayer, children deepen their understanding of themselves, others and the wider world. <i>Micah 6:8 – "Act justly, love mercy and walk humbly with your God."</i>
Spanish (MFL)	By exploring and appreciating the beauty and structure of languages from around the world, children develop curiosity, empathy and a greater understanding of different cultures and customs. Learning to communicate in another language broadens their horizons, opens doors to future

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	opportunities across the world, and helps them appreciate diverse perspectives. Through this, children gain a deeper connection to the wider global community and develop respect for the experiences, values and traditions of others. <i>Acts 2:6 – "Each one heard their own language being spoken."</i>
Science	Throughout our science curriculum, children explore the wonders of the natural world, developing curiosity, mindfulness and a sense of awe. They learn about nature, their role in protecting the environment and how they can contribute positively to the wider world. Through scientific enquiry, children are encouraged to ask 'big questions', take risks and think deeply, recognising that science and spirituality can be complementary ways of understanding the universe. Staff model openness, helping children appreciate that while science explains much of our world, some questions also inspire reflection and wonder. <i>Psalms 139:14 – "I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well."</i>