CHRIST CHURCH C.E. FIRST SCHOOL

-Spirituality Policy-

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Introduction

At **Christ Church First School**, spirituality is at the heart of our Christian vision and daily practice. We believe every child and adult is uniquely valued, created with **dignity**, and capable of developing a deep sense of meaning, purpose, and self-understanding.

This policy outlines how we intentionally nurture spirituality across the school, in ways that include pupils and staff of **all faiths and none**, and meet the expectations of the *Statutory Inspection of Anglican and Methodist Schools (SIAMS)* framework.

What We Mean by Spirituality

At our school, spirituality is understood as:
The way we explore and respond to ourselves, other people, the world around us, and for many, to God or something beyond ourselves.
We encourage pupils to:

- **Notice** – moments of wonder, beauty, kindness, or challenge
- **Reflect** – on feelings, experiences, big questions, and beliefs
- **Respond** – in thoughtful, creative, or compassionate ways

This understanding is developmentally appropriate for primary-aged children and accessible to all.

The Four Elements of Spirituality

We use a widely recognised model to structure opportunities for spiritual development:

Self

Developing:

- self-awareness
- emotional literacy
- identity, purpose, and values
  Pupils explore questions such as *"Who am I?"*, *"How do I grow?"*, and *"What kind of person do I want to be?"*

Others

Understanding:

- empathy
- friendship
- forgiveness
- moral choices
  Pupils ask: *"How do my actions affect others?"*, *"How can I show kindness?"*

The World

Recognising:

- awe and wonder
- beauty in nature
- creativity and imagination
  Pupils ask: *"What makes the world amazing?"*, *"How can we care for creation?"*

Beyond

Exploring:

- ultimate questions
- mystery
- God (for those of faith)
  Pupils ask: *"Why am I here?"*, *"Is there something bigger?"*, *"What do different people believe?"*

This ensures spirituality is inclusive and not dependent on any one religious viewpoint.

Aims

Through this policy, we aim to:

- Create a school culture where wonder, curiosity, and reflection are valued
- Provide clear and consistent opportunities for spiritual growth
- Enable children to articulate spiritual thoughts in age-appropriate ways
- Support emotional and moral development
- Foster respect for different beliefs and worldviews
- Strengthen the impact of collective worship and RE as drivers of spiritual flourishing

How We Develop Spirituality in Practice

Curriculum

Spirituality is integrated across the whole curriculum, including:

- **RE** – exploring faith, belief, and big questions
- **Collective Worship** – stillness, prayer, reflection
- **Art & Music** – creative and emotional expression
- **Science** – wonder at natural phenomena
- **PSHE** – identity, choices, relationships
- **English** – empathy with characters, moral dilemmas
- **Outdoor learning** – connection to nature and creation

Teachers plan explicit opportunities for noticing, reflecting, and responding.

Collective Worship

Collective worship is a central space for spiritual nourishment and includes:

- Time for stillness, silence, and personal reflection
- Biblical stories that offer wisdom and meaning
- Opportunities for prayer or quiet thought
- Space for awe, wonder, and gratitude
- Pupil leadership that encourages ownership

Worship invites spiritual response but never imposes it.

Learning Environment

We create environments that promote calm, curiosity, and reflection:

- Reflection corners in every classroom
- Displays that celebrate awe, questions, and beauty
- Use of natural materials
- Prayer or reflection journals
- Opportunities for independent quiet time

Reflection Opportunities

Reflection is built into:

- Worship
- Lessons
- Outdoor exploration
- Special events and pause days
- Transitions (start/end of day, after playtimes)

We use simple prompts:

- *What did you notice today?*
- *What made you wonder?*
- *What are you thankful for?*
- *What big question are you thinking about?*

Inclusion

Our approach respects:

- Christian belief
- The beliefs of children from other faith traditions
- The viewpoints of those with no religious faith

Spirituality belongs to every human being. We ensure every child can participate meaningfully.

Staff Development

Staff receive:

- CPD on the school's spirituality model
- Support to plan spiritual opportunities
- Guidance on reflective questioning and stillness
- Coaching on embedding spirituality naturally into lessons

All adults model curiosity, compassion, and reflective practice.

Monitoring and Evaluation

Leaders evaluate the impact of spiritual development by:

- Gathering pupil voice
- Sampling reflection journals
- Observing lessons and worship
- Reviewing curriculum planning
- Evaluating displays and reflection spaces
- Monitoring how Christian vision shapes relationships and choices

Findings feed into the SIAMS self-evaluation.

Roles and Responsibilities

- **Headteacher:** strategic lead for spirituality
- **Collective Worship / RE Lead:** implementation and staff support
- **Class Teachers:** deliver planned opportunities across the curriculum
- **Governors:** monitor effectiveness as part of SIAMS-linked responsibilities
- **Children:** co-create reflective spaces, lead worship, share insights

Review

This policy will be reviewed **biennially**, or sooner if required by:

- changes to the SIAMS framework
- school development priorities