



Spirituality Policy

March 2026



At Harbury CE Primary School, we are committed to nurturing the spiritual development of our students in alignment with Christian values and teachings, while maintaining inclusivity for all faiths and non-faith families. This policy outlines our approach to spirituality as a Church of England primary school. Our school vision is based on 1 John 3:18 'Let us not love with words or speech but with actions and in truth'. We explore God's love with the children and how through our actions we can love our neighbour whether that be our village of Harbury or our worldwide neighbour.

At Harbury, children learn that spiritual development is different for everyone and is a very personal and unique experience that evolves throughout a person's lifetime, but one that happens in a community alongside others. It is recognised that spirituality is the essence of being human and that a person can be spiritual without having a particular faith, however, we would want to share a Christian understanding of spirituality as being focused on our relationship with God. In line with our Christian vision, the uniqueness of all children and adults is respected, explored and valued, allowing everyone to flourish and live life in all its fullness.

The definition in the SCAA Spiritual and Moral Development Paper (1995) helps us to understand what spirituality is. '...something fundamental in the human condition which is not necessarily experienced through physical senses and/or expressed through everyday language. It has to do with relationships with other people and, for believers, with God. It is to do with the universal search for individual identity. It is to do with the search for meaning and purpose in life and the values by which to live'.

Rebecca Nye and David Hay define spirituality as "*relational consciousness*"—an awareness of and connection to relationships that shape human flourishing. They highlight four key relationships that all people can experience and intentionally nurture: with the self, with other people, with the natural world, and with God or the transcendent. These relationships provide a framework for understanding and supporting spiritual growth in both children and adults.



We use this as a basis for Spirituality through our school bible verse and Christian values. We seek to:

Love Ourselves

Love Others

Love nature/world

Love God/beyond

💖 Love Self · 🤝 Love Others · 🌿 Love Nature/world · ✝️ Love God/beyond

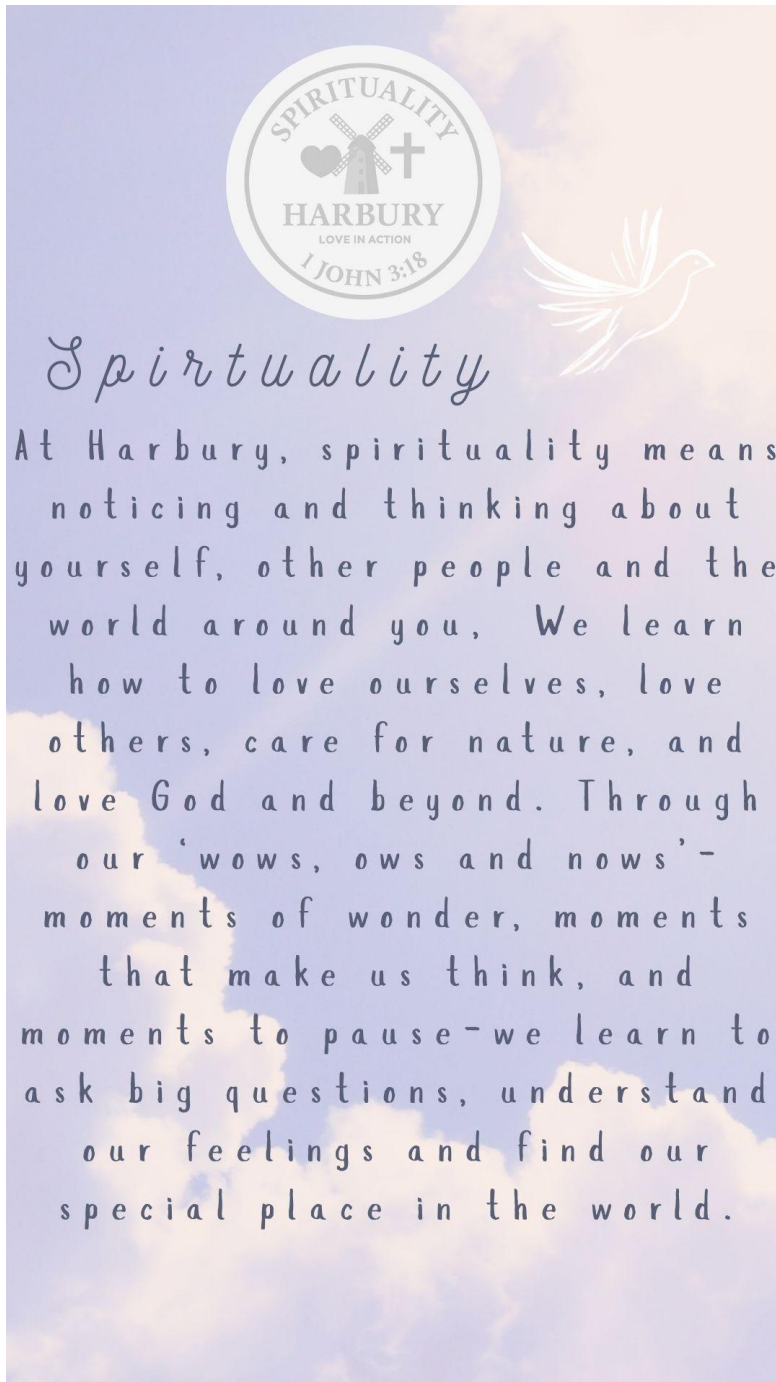
1. Defining Spirituality in Christianity: Spirituality, within the context of our Christian faith, is defined as the inner journey of self-discovery and connection with God, which provides individuals with a sense of

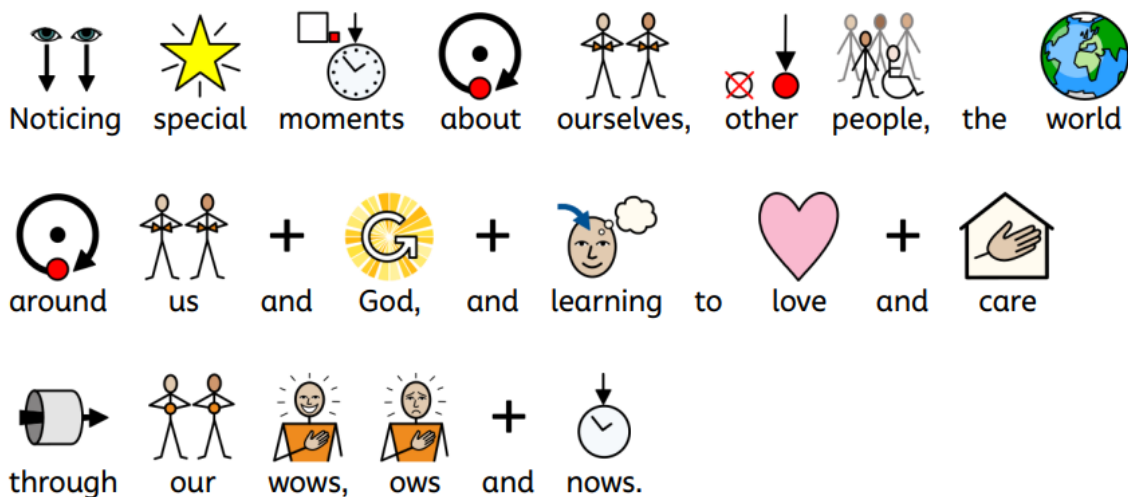
purpose, belonging, and self-identity. This journey is deeply rooted in Christian teachings and encourages love, compassion, and following the values exemplified by Jesus Christ.

1.1 At Harbury, spirituality is noticing and reflecting on ourselves, others, the world around us, and God.

Inspired by our Bible verse—*‘Let us not love with words or speech but with actions and in truth’* (1 John 3:18)—we help children grow in love for themselves, for others, for nature, and for God.

Through simple moments of wonder, empathy, and stillness (“wows, ows and nows” 3.0) children learn to find meaning, ask big questions and understand their unique place in the world. Below is a child friendly version of our definition of spirituality which is displayed in each classroom.





2.0. We teach our students that they are unique creations of God, loved unconditionally. Through the study of biblical stories and regular reflections, they explore their identities and learn the importance of the theological concepts of creation, creativity, incarnation, love, salvation and reconciliation.

Creation	• EVERYONE made in God's image (Imago Dei) and loved, valued, celebrated, represented • Creativity an inherent part of who we are as made in God's image • God's plan is for all creation to flourish.
Incarnation	• Jesus, the son of God, born as a human to walk alongside us • Incarnation means walking alongside others in the hard stuff as well as the good • Jesus promised 'Life in all its fullness'- the 'ows and wows' have their place in school.
The Trinity	• One God in 3 persons – Father, Son and Holy Spirit • Trinity is characterised by diversity, with distinct roles and identity- authentic selves • Made in God's image means we were made for living in community – relationships.
Love	• God is love • A Christian community is recognised by the way it loves • Used to speak the truth- difficult conversations happen within a framework of love.
Salvation	• Good News- for everyone, invitational and inclusive • Transforming the lives of the vulnerable and disadvantaged • The promise of eternal life for all through Jesus' death, resurrection, and ascension.
Reconciliation	• Forgiveness and repair as important concepts • God is concerned about relationships rather than rules • Jesus' life provides us with an example for living with others well.

2.2. We believe that every individual has a role in the wider community, which aligns with our Christian faith. Through service projects, acts of kindness, and involvement in church activities, our students learn the significance of contributing positively to their communities and the global community.

2.3. We teach our students that they are here to make the world a better place by spreading love, compassion, and justice. They are here to live out the teachings of Jesus and share His message of hope.

3:0 Vocabulary

A simple way to frame **Ows, Wows, and Nows** in relation to spirituality is:

- **Ows** – moments of hurt, sadness, or difficulty that invite reflection and empathy.
- **Wows** – moments of awe, wonder, or joy that inspire gratitude and connection beyond ourselves.
- **News** – moments of stillness and presence that help us pause, notice, and be mindful of ourselves, others, and God.

Together, they help children (and adults) recognise everyday experiences as opportunities for spiritual growth.

3. Spirituality and the Wider World:

Our commitment to spirituality extends beyond the confines of the classroom and the church. We actively engage with the wider world, exposing our students to the diversity of faiths and beliefs that exist. This inclusivity helps students appreciate the richness of the global community and fosters mutual respect among individuals.

4. Faith Journeys:

The concept of faith journeys is central to our spiritual guidance. We encourage students to explore their own faith journeys and those of their families. This exploration is facilitated through shared stories, fostering a deep understanding and respect for the individual paths that lead to spiritual understanding.

5. Inclusivity of other Faiths and Non-Faith Families:

Our school is committed to inclusivity and embraces families of all faiths and those who do not adhere to any faith. We provide a respectful and open environment where all perspectives are valued. This approach fosters understanding, respect, and unity among our diverse student body.

Implementation: This spirituality policy will be implemented through the integration of spirituality into our curriculum, daily school life, and community engagement activities.

Review: This policy will be reviewed and updated annually to ensure its alignment with the evolving needs of our school community and the guidance provided by the Diocese Board of Education.