



Ireby Church of England Primary School

Vision – ‘Created to do good’ – Ephesians 2:10

Spirituality Policy

Approved by: ¹

Michael John
Head Teacher:

Date: 13/02/2026

Philippa Irving
Chair of Governors:

Date: 13/02/2026

Next review date: ² 13/02/28

¹ This policy requires approval from the Full Governing Body.

² This document must be reviewed annually

It is a requirement for this policy to be published on the school website.

KEY ROLES

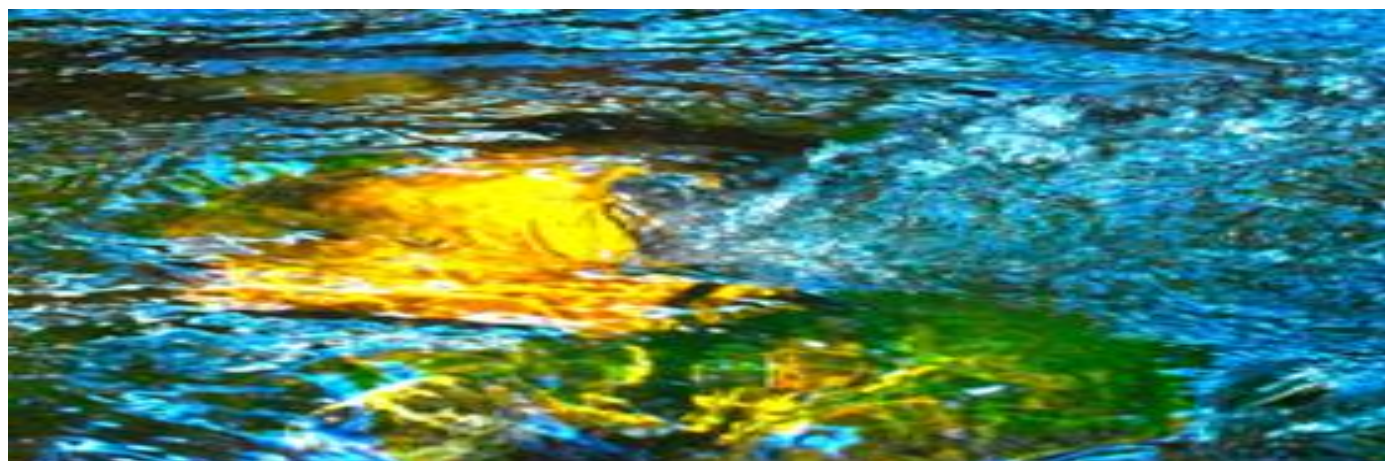
The following key roles were held as at the date of publication:

Head teacher	Michael John
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REVIEW SHEET

Each entry in the table below summarises the changes made to this document since the last review.

Version Number	Version Description	Date of Revision
1	Based on Carlisle Diocese agreed spirituality policy	13/02/2026



Christian Vision: 'Created to do good.' Ephesians 2:10

At Ireby school we are dedicated to growing a strong and loving community using our unique talents and passions to serve and love one another. We learn how God teaches us to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. 'We are one big family, made up of lots of different people.' Our vision also aims to support our children's academic, social and spiritual development: through a rich curriculum where all can flourish.

1. Introduction

Spirituality is by its very nature difficult to put into words. We believe that spirituality refers to an individual's search for meaning, purpose, and connection to something larger than themselves, whether that's a higher power, nature, or a sense of interconnectedness with others and the universe.

Spirituality is a deeply personal experience, and what it means to one person can differ significantly from another.

At Ireby we appreciate that all pupils and adults have the capacity for spirituality. This is distinguishable from religion or faith. It can be seen in an endless variety of ways... for some it might be through arts, for others through solitude, in nature or through their faith position. We seek to nurture the spiritual development of pupils and adults to support their wellbeing and spiritual flourishing.

2. Approach to Spirituality

2.1. School Ethos and Culture

At Ireby, we develop spirituality by firstly having a shared understanding. Governors and staff have spent time discussing this and recording their thoughts on this document.

We recognise that spiritual development occurs when we encounter:

- delight;
- disappointment; and
- the opportunity to reflect.

Windows, mirrors and doors:

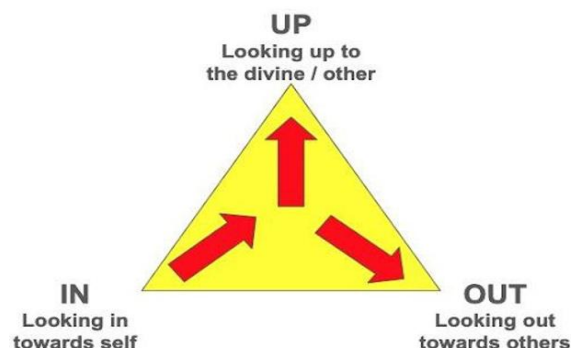
At Ireby, we often refer to spirituality with the children as windows, mirrors and doors and you will see these words on display around our school in the form of beautiful mosaic artwork which we worked together to produce with the support of a local artist. These pieces of artwork encapsulate all our thoughts and feelings and help us to reflect on a daily basis.

Windows: We give our pupils opportunities to become aware of the world in new ways. Learning about life in all its fullness. This includes both the things that amaze them and also challenge them.

Mirrors: Giving our pupils opportunities to reflect upon their experiences. To meditate on life's big questions and to consider some possible answers. Learning from life by exploring their own insights and perspectives and those of others.

Doors: By giving our pupils opportunities to respond, to do something creative in order to express, apply and further develop their thoughts and convictions. Learning to live by putting into action their beliefs and values.

We encourage our children to:



Therefore, reflecting our school's Christian vision, we support our pupils in:

- recognising and giving thanks for the blessings in their lives
- taking care of their possessions, creation and one another
- understanding local, national and global injustice
- taking time to reflect on how things make them feel – what brings them joy and aids their spiritual flourishing and how they respond to injustice when encountered.

'The more we find out, the more questions we have – the greater our need to connect with that which we cannot explain. For that, we need something else – to 'look outside ourselves.' (Rev Stephen Banks, Binsey Mission)

2.2. Collective Worship

Collective Worship is a special time during our busy day. It provides us with a space for the school community to come together to share experiences, ideas and deepen our understanding.

Collective Worship provides the opportunity for pupils to become increasingly aware of how our positive and negative experiences can be formative, shaping our lives. It also provides a real sense of being present, free from distraction. This engagement, deeply connected to experiences and surroundings, supports emotional well-being, improves focus and an appreciation for life, relationships and personal growth. Intentional moments of reflection and responding to an invitation to prayer are offered daily to support spiritual flourishing.

There is a flow to all our worship, we gather – lighting candles to signify the start and end of this special time, playing carefully chosen music to reflect the theme. We engage children through questions, sharing a Bible story and discussing its meaning. We respond – giving opportunity for prayers and reflection and lastly, we send – our children back to daily life with a task or challenge to which we return. Learning from the teachings of Jesus and reflecting on how this can give us an example to follow – and give purpose to our lives through our vision, ‘Created to Do Good’ Ephesians 2:10.

Through daily Collective Worship pupils have a space to hear the Christian story. They are offered an understanding of worship, invited to participate in, or observe, Christian spiritual practices such as prayer, reading of and reflection on the Bible. Pupils are introduced to a range of liturgy and musical traditions.

We explore deep questions through faith. The Bible is a guide. It tells us stories about the creation of our universe and how to understand right from wrong. Through studying the life of Jesus, we learn about how we can live our life and give purpose to all our actions. Christians learn to communicate with God through prayer. The ability to be still, to be calm and to find answers through God gives us a pathway to understanding the answers to some of our biggest questions – and helps us to understand that we are ‘created to do good.’

Opportunities are given to reflect on the delights, **wows**, beauty and joy in our world as well as time to reflect on and empathise with the hardship and injustice (which we sometimes refer to as **ows**) that we see and feel. Pupils are given time to consider their responsibilities to others and to grow in wisdom, compassion, hope, service and friendship.

Time is given to celebrate growth in spirituality of individual school members and the school community and often related to our school vision and values in a bi-weekly Collective worship celebration; and to mark seasonal Christian festivals where we invite all members of our community to join with us at our local church and children lead the worship.

2.3. Developing spirituality through our teaching of Religious Education:

The Church of England’s [Statement of Entitlement](#) outlines the aims and expectations for Religious Education (RE) in Church of England Schools and guides this school’s approach to RE, including spiritual development within RE.

Learning activities in RE provide for the needs of all learners, offering a safe space to explore their own religious, spiritual and/or philosophical ways of:

- seeing
- hearing
- thinking
- belonging
- believing
- living

Our Religion and Worldviews curriculum supports our children's spiritual development through studying a rich curriculum which engages our children in some of the world’s most fundamental questions: ‘How did the world begin?’, ‘What is God’s job?’, ‘What makes us human?’, ‘Who was Jesus really?’ and ‘What happens when we die?’. It enables us to teach our children dignity and respect through experiencing our world, meeting people and learning from them—understanding how different religious worldviews help people to reflect on these questions, how they seek to answer to them and through this gain meaning and purpose. We take every opportunity to demonstrate to children religious and cultural diversity across our globe. For further information, please refer to our Religious Education policy and The Church of England’s Statement of Entitlement.

2.4 Developing spirituality through our curriculum:

We develop spirituality through our curriculum. At every opportunity, we take time to stop and to connect with the world around us, to wonder at creation and think about the questions we have. Whether it is a geography field trip to the lakes, rivers and mountains, learning to appreciate through photography or visiting places of worship in cities and towns. We take time to connect, to learn from the experience and from people.

Throughout our curriculum, we might ask our children to think about the windows, mirrors and doors or to think about the big questions. We use these conversations to promote spiritual development are planned for in all curriculum areas as set out in the Appendix to this policy.

Developing spirituality by learning from the experience of others:

Throughout our curriculum we seek to understand the world and develop spirituality through learning from others. We look to ensure they meet with people of all faiths – to learn directly from them. By the time they leave Ireby, our children will visited places of worship and met people from the religions of Islam, Judaism, Buddhism, Sikhism, Hinduism and Bahai and visited cities with a mix of religions and cultures. Throughout our curriculum, they will meet with photographers, artists, people who help us, people who protect our environment, people who lead us. They will have visited beaches, rivers, mountains where we learn about the beauty of our world and their place in preserving it for generations to come. Through all these rich experiences, our children grow their understanding of the world and its people – and through this awareness, understanding, thoughts and convictions putting in to practise their own thoughts and convictions.

Developing spirituality through daily school life:

Our Christian vision flows through all our work and play. Children learn respect and dignity in all their daily interactions, with each other and with adults. They learn it through the work they do in their community and through supporting others. We learn spirituality through all we do.

Developing spirituality for all:

Of course, as a Church school, we are founded on the principle of welcoming children of faith, different faiths, and no faith at all and this underpins all our work.

We are dedicated to growing a strong and loving community using our unique talents and passions to serve and love one another. We learn how God teaches us to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. **‘We are one big family, made up of lots of different people.’**

Spirituality is a deeply personal experience, and what it means to one person can differ significantly from another – and so we make sure that we are thoughtful with our words and let our children develop spirituality in a way that is unique to them.

Developing spirituality through our meetings:

To support spiritual flourishing, we start each meeting, whether it is a staff, children or governing body, with a period of reflection. We invite attendees to pause, give thanks for the blessings of the day, to seek God’s blessing on the meeting or just to have a short period of silence to process whatever they have come from and to be present and fully engage with the meeting agenda.

Developing spirituality in the morning/lunch/end of day:

Every day, we take time to pause and give thanks for the lunch we are fortunate to be about to eat and those who have prepared it. We remind ourselves that there are many who are going hungry whilst we eat. Same could be said of giving thanks for being together again at the start of the day/week/term/academic year.

We give thanks for the time you have spent together today/this week/or on this trip before pupils head home.

Developing spirituality of our Staff: what do you offer to adults at your school to support their spiritual flourishing? Have you asked them what they want? Chaplaincy? Prayer/reflection space for them? Weekly prayer/reflection meeting? Communion?

3. Staff Development and Training

To support the development at Ireby School, we support staff with their own development and training:

- As part of the recruitment, we discuss their understanding of the life in a Church School.
- Through our induction we discuss how they will contribute to our vision and values
- Collective Worship leaders support all those involved in Collective Worship.
- RE leaders support teachers in developing spirituality through weekly staff meetings
- Subject leaders identify opportunities for spiritual development across the curriculum
- Behaviour management training gives staff opportunities to develop our vision and discuss windows, mirrors and doors.
- Close links with or Diocese helps us support staff and governors through training with Charlotte Tudway
- Weekly Staff meeting gives staff opportunities to reflect.
- INSET sessions give planned time for deeper discussions.

Appendix

Opportunities for developing spirituality across our curriculum:

The ideas below are not an exhaustive list. They are just an expression of our thoughts. More important is that as educators we understand the richness of opportunity that exists in all we teach and relate it to our ever-deepening understanding of spirituality and the importance we attach to it for our children and our world:

Maths

- 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.
- The wonder of infinity or possibility and the links of maths to the natural world around us.

Reading

- The wonder of understanding that symbols make sounds, and that these sounds make words – and that these words carry meaning
- Having the opportunity to read about our world in all its wonder.
- Reading about characters and situations that make us reflect on our own lives and that of others ‘putting ourselves in someone else’s shoes and experiencing what they experience.’
- Learning how others dealt with hardship and using it to reflect on their own experience.
- Giving thanks for being one of the fortunate children in our world who have access to books and teachers who can show them how to love them – and an understanding that there are 251 million children in our world who don’t.

Writing

- That we have teachers who show us how to make these symbols and turn them into written words, and that these words have meaning – and that through that we can write down our own thoughts and ideas – and that others can read these thoughts and ideas – and through that – we can make them smile or pause and think.
- To reflect and appreciate that when we can write, it opens up a world of creativity and opportunity and that again, we are fortunate to have these in our lives.

DT

- DT helps connect us to the world and the people in it. It helps us reflect on design that helps us live in one with our planet and helps us show our creativity and logic.
- It helps us understand that our world is fragile and the material it provides, finite. It helps us work with those materials and be in awe of their properties.

Music

- Like art, music can give us so many opportunities to develop our spirituality. We wonder about ability to listen to it and that notes make sounds and that these sounds connect – and that through them we are introduced to express our creativity, feelings and ideas. Songs have been written about love and hardship; the lyrics and melodies touch us.
- We reflect on the number of musical instruments that exist, and how people have devoted themselves to perfecting how to play them.
- We wonder how music is somehow connected deeply to making us move, to beats and rhythms that have been danced to since the dawn of time.

MFL

- Learning a language connects us to our world – and helps us think of others beyond our sight.
- It helps us to welcome people and think about their world. It makes us proud when we speak to them in their language.
- It teaches us tolerance and respect through meeting people and learning from them.

Geography

- We have so many wow opportunities through our geography – we stand on beaches and gaze at oceans, we sit by rivers and wonder what the water is and where it goes.
- We pick up litter and talk to people about their feelings towards the place they call home.
- We grow up in awe of the Earth we call home, its beauty and its fragility – and understand that it is our life raft in the infinite darkness of space – and we learn our role in preserving it for generations to come.

History

- To reflect and be in awe of the fact that what we are today was built on everything that has ever come before.
- To understand the lives of people and the times they lived in. To look in awe at some of their achievements and to look in 'aw' at some of histories darker moments.
- To try to learn from it and to use that knowledge to do good.

PE

- 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 the beauty and wonder of the human form and function.
- Recognise/celebrate equality, freedom, respect and trust.

Science

- To stop and think about the incredible inter-connectivity of our universe – the balance of the planets and moons, the Earth's delicate atmosphere and the various cycles of life. Our bodies and minds, the role of the heart, the lungs our eyes – and how they all connect and help us connect. The unbelievable range of materials on our planet – and how they all have properties that help us in our daily lives. Every part of learning in science is an opportunity to say wow.

Art

- Art invites to look into the very fabric of what makes us human – it helps us understand beauty, creativity and hardship. It can make us say wow – it can tell stories and it can help us think about the world around us and its people. It communicates with us in profound ways.
- We can study artists and learn from their creations – and inspire us to follow in their path.

PSHE & RSE

- PSHE gives us opportunities to explore relationships, feelings & attitudes, keeping safe and our bodies – throughout we are given opportunities to explore our vision and values and give children opportunities to think about who they are, how they relate to people and how other relate to them. To look in and to look out.