



Spirituality Policy



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Introduction

At Tanworth-in-Arden CofE Primary School, our vision is: 'In God's family, learning, loving, growing to be our very best.' We believe spirituality is central to living life in all its fullness (John 10:10). Spiritual development is about exploring big questions, experiencing awe and wonder, and making connections with Self, Others, the World, and Beyond.



Definition of Spirituality

We acknowledge at Tanworth-in-Arden, that Spirituality is a deeply personal journey that involves developing an awareness of:

1. **Self:** understanding oneself as unique and valued.
2. **Others:** empathy, compassion, and respect for all.
3. **World:** appreciation of beauty and creativity in nature and human achievement.
4. **Beyond** – exploring meaning, purpose, and the transcendent.



We have this quote from Albert Einstein in our classrooms.

In many ways, spirituality to us is not about doing something new, it's more about our mindset and how we think and connect with the world around us. It's about recognising the experiences, beliefs, reflections and interactions we have and how we allow them to change us by thinking more deeply about them.

We encourage all children to explore and develop their spirituality holistically. However, for us at Tanworth, as a Church of England school, spirituality is rooted in our relationship with God and expressed through love, reflection, and community.

Our Questions and Models of Spirituality

In order for spirituality to be understood and embedded in the life of our children we use a number of questions and models to help children to connect with their spirituality in a way that is meaningful to them. We believe this is more effective than using just one method of exploring self, other, world and beyond.

To nurture spirituality, we encourage children and staff to reflect on **three core questions**. These questions are designed to be open-ended, adaptable, and suitable for all levels of spiritual maturity:

1) *Who am I?*

Encourages reflection on identity, uniqueness, and self-worth.

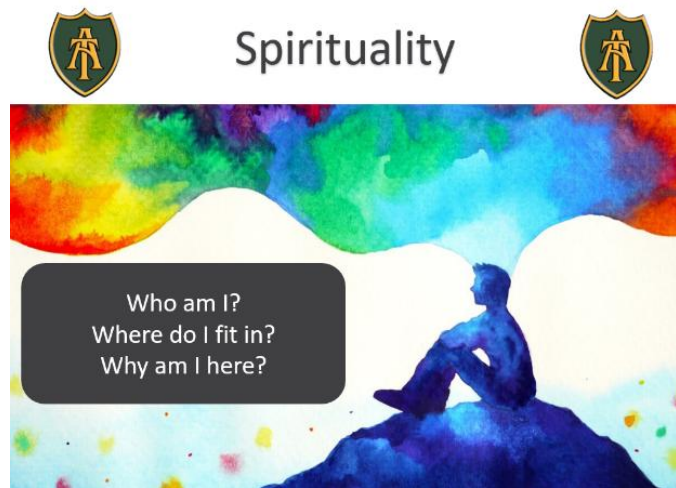
2) *Where do I fit in?*

Promotes consideration of relationships, community, and belonging.

3) *Why am I here?*

Invites exploration of purpose, meaning, contribution to the wider world and the potential of a relationship with God.

These questions allow pupils and staff to explore as deeply as they feel ready.



Our Reflection Emotions

Within the Christian tradition, each person is seen as a unique and valued creation, shaped by God in His image. God is often likened to a potter, with each individual as the work of His hands. Life, much like pottery, can experience cracks and breaks, leaving us feeling fractured or changed. Christians believe that, no matter the circumstances, God is always present to restore and heal, mending the broken pieces of our lives.

This sentiment is echoed in Isaiah 64:8: "We are the clay, and you are our potter; we are all the work of your hand." Similarly, the Japanese art of Kintsugi—where broken pottery is repaired with golden glue—illustrates the belief that beauty can emerge from life's challenges, with repaired cracks allowing light to shine through.



We try to notice the cracks in life by looking for the 'Wow', 'Ow' and 'Now' moments that shape us.

Wow Moments of Awe and Wonder

Wows These moments inspire awe and curiosity, leading to reflection on the vastness of creation, the beauty of life, and our place in the world. Through this, we develop a sense of gratitude, connectedness, and reverence for the world around us, which nurtures our relationship with God and others.

Example 1: A child experiences the beauty of nature during a Forest School session by observing tadpoles at different stages of development.

Example 2: Learning about the human body in science prompts deeper questions about how every individual is uniquely and wonderfully made.

Ow Moments of Challenge, Pain, or Difficulty

Ows

"Ows" are moments of challenge, pain, or difficulty. Navigating feelings of disappointment or grief serve as valuable opportunities for spiritual growth through learning lessons in empathy, forgiveness, and resilience. Reflecting on these experiences helps them understand and process their emotions, develop compassion for others, and find ways to repair relationships—crucial components of spiritual maturity.

Similarly, grappling with difficulties, such as a challenging math problem, encourages perseverance and cultivates a growth mindset. Children learn that facing and overcoming obstacles is a natural part of life, which builds spiritual resilience. They may also discover the importance of their faith, recognising that they are not alone during tough times.

Example: A child feels upset after a conflict with a friend. This offers the opportunity for growth in empathy, forgiveness, and resilience. By reflecting on these challenges, children can learn to understand and process emotions, develop compassion for others, and seek ways to repair relationships.

Now Moments of Mindfulness

Nows

By being fully engaged in the "now," children learn to quiet their minds, reflect deeply, and feel connected to the present. This mindfulness cultivates a sense of peace, balance, and spiritual awareness that helps them grow both inwardly and outwardly.

Example: During Jigsaw "calm me" time, a child focuses on their breathing, feeling calm and centred in the moment. They listen to the chime, allowing themselves to fully experience the present. This practice of being mindful helps the child develop self-awareness and inner peace. This mindfulness can lead to a sense of gratitude and an ability to find calm in a busy world, which nurtures their spiritual well-being.

Now Moments of Action and Engagement

Nows

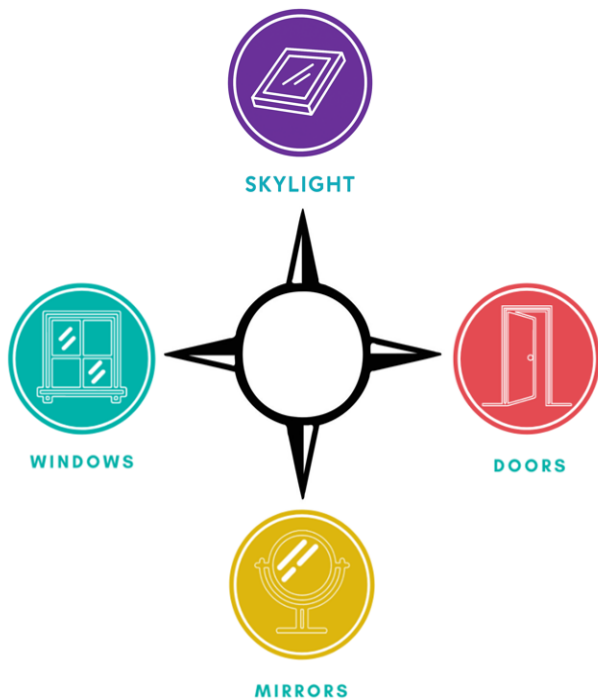
Nows can be moments of active engagement with the world around us. Moments of courageous advocacy is an example of this. "nows" invite us to live out our values in the present moment and to make positive contributions, both in the immediate school community and beyond.

Example 1: A child sees a peer struggling with a task or feeling excluded and chooses to offer help or invite them to join in. This moment allows children to practice compassion, kindness, and service to others.

Example 2: After learning about the Amazon some children form a group. They lead collective worship to raise awareness and organise a cake sale to raise money. They plan use some of the money to buy and plant trees. This creates space for children to actively live out their faith and values, turning reflection into action. It fosters a sense of responsibility, purpose, and connection to the wider world, as they learn to respond to the needs of others with empathy and care.

Our Spirituality Compass

Our **spiritual compass** is best described as a guide that helps us navigate questions of meaning, purpose, and values in life. We use this at Tanworth, particularly in KS2, to help pupils explore the half-term value and reflect on what it means to them and how it might shape their future beliefs and actions.



Window- We use the metaphor of a window to help us **look out** at others in the world reflecting on how they have displayed the value in either a positive or negative way.

Mirror- We use the metaphor of a mirror to **look back** at ourselves and our current and past actions and when we've been able to display the value.

Skylight- We use the skylight as a metaphor to **look up** for transcendental wisdom and guidance and support in our decision making and actions.

Door - We use the metaphor of a door to make **bold steps out** into the world, applying our spiritual learning as we look to seek justice and act as courageous advocates in the community.

Spiritual Aims

We aim to:

- Foster an environment where all pupils and staff can flourish spiritually.
- Encourage reflection on life's big questions.
- Promote respect for diverse beliefs while sharing a Christian understanding of spirituality.
- Provide opportunities for awe, wonder, and creativity across the curriculum and in extra-curricular activities.
- Enable pupils to live out our Christian values.
- Provide opportunities for pupils and adults to explore their spirituality further with our local church if they wish to.

Spirituality in Practice

- Collective Worship: Daily worship that is inclusive, invitational, and inspirational.
- Spirituality focused assemblies -Reflection time, linked to our half-termly value and allowing reflection, specifically
- Curriculum: Spiritual development embedded across subjects, especially RE and PSHE.

- Reflection Spaces: Prayer Garden, spirituality area and quiet areas for stillness and contemplation.
- Special Events: Services at St Mary Magdalene Church, 'Open the Book' assemblies, and seasonal celebrations.
- Outdoor Learning: Opportunities to connect with nature and experience awe and wonder.



Recording of our Spirituality Journey

We believe that spirituality is something that occurs within us and can lead to a change in our understanding, beliefs and actions. We acknowledge that it is also a journey and one that adults and children should be able to look back on and reflect upon. As a result, we provide opportunities for children to record this journey in different ways:

- Spirituality Journals to record key personal moments of reflection, realisation or action.
- Wow Moments posters to record the awe and wonder moments and celebrate these with peers.

Spirituality in Daily School Life

Spirituality is woven into the fabric of our school life through:

Collective Worship: Collective Worship at Tanworth is welcoming, inclusive and invitational. We seek to inspire all so that they may flourish on their own spiritual journey. Collective worship links to all of our values (Christian and British), it fosters a sense of community and is a key way we express our Christian Vision. Children take part in daily Collective Worship, whether this is as a whole school, or with their class. The rhythm of daily worship invites children to enter a space for reflection and spiritual development.

Outdoor Learning: Through Forest School and OPAL playtimes, children explore nature, fostering a sense of wonder, responsibility, and connection to the natural world.

Thrive: The Thrive Approach promotes spiritual development by supporting the emotional and mental wellbeing of children in a trauma-informed and holistic way. By helping children understand and manage their emotions, Thrive encourages self-reflection and self-awareness, both of which are key aspects of spiritual growth. It fosters positive relationships and a sense of belonging, allowing children to feel valued and connected to others.

Spirituality in Our Curriculum

At Tanworth-in-Arden CofE Primary School, spiritual development is woven throughout the curriculum rather than confined to one subject. We aim to provide opportunities for pupils to:

- **Reflect and Wonder:** Encourage curiosity and questioning in all subjects, especially when exploring themes of identity, purpose, and meaning.
- **Express Creativity:** Use art, music, drama, and writing to explore feelings, beliefs, and values.

- **Connect with Nature:** Through science, outdoor learning, and environmental projects, pupils experience awe and wonder in the natural world.
- **Explore Big Questions:** In RE and PSHE, pupils consider moral and ethical issues, different worldviews, and their own beliefs.
- **Celebrate Diversity:** Learn about different cultures and faiths, fostering respect and empathy.
- **Pause for Reflection:** Build moments of stillness and mindfulness into lessons, allowing pupils to process thoughts and feelings.

Teachers plan for spiritual opportunities across the curriculum and allow time for children to pause and reflect in these moments.

Spirituality and Our Church

Children are encouraged to grow in their spiritual journey through our partnership with St Mary Magdalene Church. We attend church each week with children taking part in many services and assemblies.



For those children who wish to explore their spirituality in a Christian context further, the church work with the school to provide a Youth Alpha Course for Year 5 and 6 pupils which is run once a year by the Vicar and a lay reader at school.

Monitoring and Evaluation

- Spiritual development will be reviewed through SIAMS self-evaluation, pupil voice, staff reflections, environment walks and book-looks.
- Governors will monitor the impact annually.

Roles and Responsibilities

- Headteacher: Oversees implementation and evaluation.
- RE & Worship Lead: Coordinates spiritual opportunities.
- All Staff: Model and nurture spirituality in daily interactions.

Impact

At Tanworth-in-Arden, spiritual flourishing is central to each child's growth. By asking the core questions, embracing the "wows, ows, and nows" and consulting our spiritual compass, we nurture the connection with ourselves, others, and God. These experiences shape our character, foster empathy, and inspire purposeful action.

Our vision of 'In God's family, learning, loving and growing to be our very best' and 'living life to the full' are realised as we reflect on our spiritual moments and respond with gratitude,

compassion, and a sense of responsibility. We grow spiritually and are empowered to live life to the full and help others to do so by making positive contributions to our community now and throughout our lives.