



Berkswell CE Primary School

Spirituality Policy

June 2025



Inspiring all to shine

Aims

Through establishing the right learning environment in which spiritual development can be fostered, we aim to support pupils and adults to:

- develop an appreciation of their uniqueness and value
- develop an understanding of the distinctive ethos at Berkswell, as well as the context, language and symbolism of the Christian faith
- develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them
- develop an awareness of, and respect for, other people's beliefs and faiths, and the ability to articulate their own
- develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others)
- develop strategies to build good mental health
- foster self-awareness and the ability to make informed decisions
- develop the skills and language required to enable them to reflect upon the big questions and mysteries of life
- begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life
- develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth
- understand the value of difference and diversity through involvement with others
- develop a love of curiosity, creativity and imagination
- develop the ability to reflect upon experiences of awe, compassion and beauty
- develop a capacity to value the natural world, a sense of awe and wonder and a commitments to care for creation.

These objectives will enable pupils and adults to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of Christian faith.

Spirituality

Spirituality relates, in essence, to the question who am I and how do I find real meaning in my life. It is to approach, experience or believe in something that is beyond our normal thoughts, emotions, and senses and to develop a deeper awareness of ourselves, our life, our relationship with others and our relationship with the surrounding world or to experience a connection with something beyond the everyday.

At its core, spiritual development should enable all pupils and adults to grow and

flourish. It should provide opportunities to stop, think and question the world, helping children to make sense of the world in which they live and to understand a little more of their place within it. Spiritual development is not about one specific religion, or indeed, a religious experience, as it is not the same as faith; however, some of these ideas may contribute to a pupil's spiritual development.

To talk about spirituality is, essentially, to talk about something which is beyond words. It is not necessarily experienced through physical senses and/ or expressed through everyday language. It is about being human.

Our identity

Our joys as well as our challenging life experiences

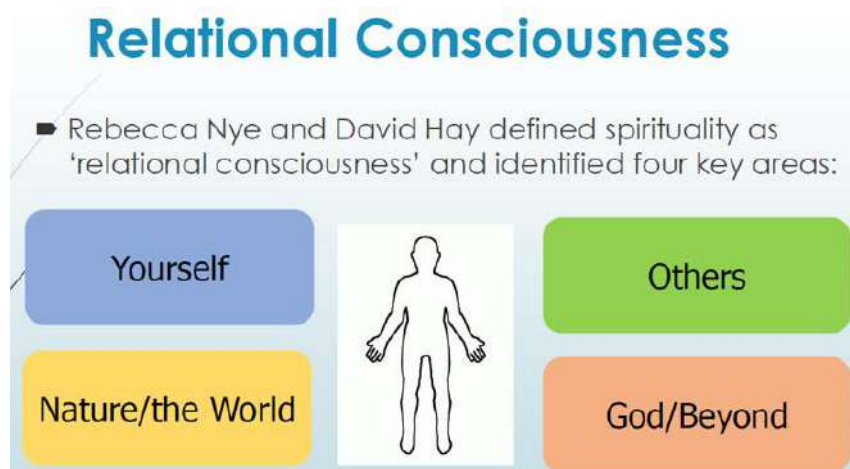
Our quest for meaning and purpose in this life

Our values and beliefs (our personal worldview)

Our commitments and priorities in life

It has to do with relationships with our self, with other people and, for believers with God.

As a church school, it is important that our view of spirituality is grounded in our distinctive Christian vision. Our Christian distinctiveness is what makes our school special and therefore, our development of spirituality reflects our vision for pupils to flourish as valued members of the world community, as educated citizens and as part of God's creation.



What is our approach to spirituality?

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, our school has chosen to follow ideas developed by the Education Department at the Diocese of Gloucester.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the

pot expands and cracks – the **wows** of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the **wows**, **ows** and **nows** of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.



Berkswell uses this language and the concepts of **wows**, **ows** and **nows** to explore relationships with ourselves, others and the wider natural world and beyond. These opportunities are seen as offering an invitation to relate to God.

What does spiritually flourishing mean at our school?

We aspire for every child to develop their own spiritual life through experiencing the wonder of creation and their own potential creativity, based upon the premise that we are all made in the image of God.

We encourage a deep sense of reflection and create opportunities to ask ‘the big questions’ linked to identity and purpose. We support every child to develop an understanding and practice of compassion and nurture sensitivity towards the needs of others locally and globally.

Children, who are spiritually flourishing, recognise the **wows**, **ows** and **nows** as an opportunity to relate to God.

Our Christian Vision

Love

God is love. We are created out of God’s overflowing love; we find our destiny in God’s love.

Love is a very important part of our school. Love underpins everything that we do. It is very much the ‘why’ of who we are. Love is evident in our relationships with each other and in our actions to support our community and our world.

Through fostering this love, we encourage children to be outward looking and to become courageous advocates of change. This goes beyond simply knowing about issues; it is about taking action, challenging injustice and becoming agents of change.

Togetherness

God is a community of love. We find our fulfilment in becoming a community of love.

By emphasising the value of unity, we create a sense of togetherness which supports and celebrates individuality, reinforcing a sense of belonging. Pupils are actively encouraged to recognise the value of every individual and to embrace diversity. There is a tangible sense of acceptance within our school.

We recognise the importance of children understanding that togetherness is at-oneness and not sameness. Though we recognise there will be times when we disagree, we are rooted in a genuine shared love, where we encourage children to forgive and rebuild relationships.

Aspiration

God is In God's community of love we are uniquely precious, called to make our unique contribution to God's world.

All members of the school community are encouraged work hard to ensure that everyone has the opportunity to flourish. We celebrate the uniqueness of individuals and that we have all been made in God's image with talents and dreams which we aim to nurture. With God's help we can achieve great things.

We encourage children to persevere, develop resilience and achieve their best.

We foster a love of learning from the very onset with a focus on developing self-belief and confidence.

Through this, children can take their place in the world, becoming the individuals God created them to be, positively contributing to the life of the school, and to the local and global community.

All this is summed up in our school motto:

Inspiring all to shine

How Does Our Physical Environment Support Spiritual Growth?

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life.

We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

We are fortunate enough to have amazing school grounds, our school is set in a beautiful village. We are able to use our setting to not only teach children a variety of skills, but also to appreciate the wonderful world God has created as one of the 'wows' in life.

Whether this is through pond dipping, cooking over an open fire, identifying wildlife or using creating shelters, children are encouraged to appreciate and take care of the natural world

as a gift from God. A sense of responsibility and 'stewardship' is encouraged through having children assist with gardening, use litter pickers to collect rubbish and treat insects with care and respect.

Our Peace garden is used as a quiet space for children to sit and contemplate - a moment of '**now**' amongst the bustle of a school day. Class worship is sometimes held here.



In order to ensure the physical environment provides the right conditions for children to flourish within, consideration is given to every aspect of Maslow's Hierarchy of Needs from ensuring every child has a water bottle (Physiological Needs) to the wearing of school uniform (Love and Belonging) to individual contributions to class reflection captured in a Class Worship book (Self-Actualization).

Every classroom has a worship area. This is a physical reminder of the centrality of the Christian vision in our classes. Teachers personalise each area but they all include a Bible, a cross, a class worship book and prayers written by the children.

We want our children to experience a sense of love and belonging, which underpins self-esteem. Therefore, in our classrooms, all children have a named peg and/or tray, which provides a safe space for belongings. The 'Zones of Regulation' display also identifies each child and provides an individual way for children to share their emotional well-being at any given point throughout the school day and access a personalised toolkit of support.

How is Spirituality Developed Through Collective Worship?

Collective worship is the beating heart of our school. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared. Our vision of creating an inclusive school community where children feel rooted in the knowledge of God's love for all people, is brought alive through our daily act of worship.

Collective worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (**now** moments) which are often linked to invitations to pray or sit in silent reflection.

Through daily Collective worship, pupils and adults experience worship. They are offered an understanding of worship by being invited to participate in or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy.

Opportunities to reflect on the **wows** of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the **ow** moments of disappointment or pain.

Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths.

In this way pupils are able to contemplate and develop spiritually. Through the structure of a welcome, followed by learning, reflecting and responding we ensure collective worship at Berkswell is invitational, inspirational and inclusive.

How is Spirituality Developed Through our RE Curriculum?

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of **wows**, **ows** and **nows**, where appropriate.

The teaching of Christianity is underpinned by the scheme, 'Understanding Christianity' which was developed by the Church of England.

How is Spirituality Developed Across the Curriculum?

We want children to have a 'full curriculum experience' so the curriculum is not narrowed at all. All subjects are equally valued as is attainment or progress in any curriculum area.

We encourage children to think deeply, make connections, ask questions and seek understanding of experiences and knowledge outside of their own understanding. Where appropriate, the language of **wows**, **ows** and **nows** is used to develop conversations on spirituality.

This has been fully explored across each curriculum phase, appendix 1.

. Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

The headteacher and RE lead are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life, This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice

- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary

Recording, Monitoring and Evaluation

The Governing body review the policy in partnership with Senior Leadership team and consider any views expressed by parents, children, and staff in order to make any changes or recommendations.

Opportunities for spiritual growth are monitored through observations and learning walks in both formal and informal contexts, and through discussions with school staff and pupil voice.

Monitoring of spirituality also contributes to the SIAMS self-evaluation process particularly around IQ 2.

