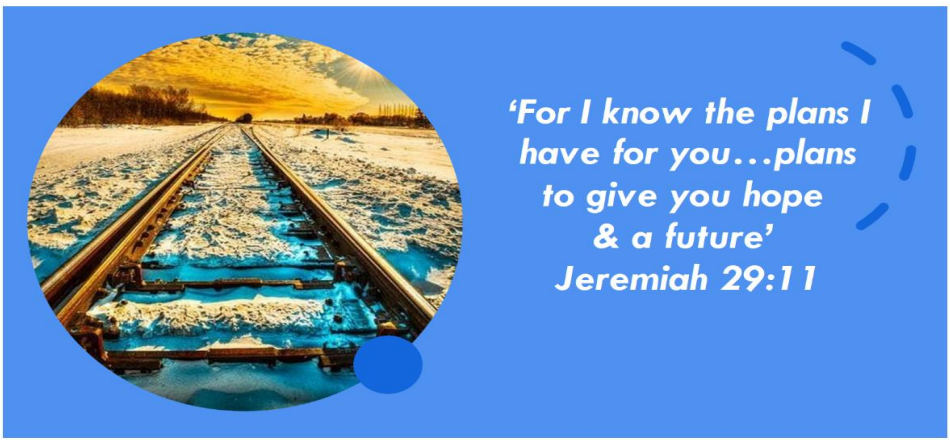
Cinnamon Brow C of E Primary School

Spirituality in School Policy

Presented to Govs:	Will be presented 12th March 2025
Adopted by FGB:	
To be Reviewed:	Spring 2026

Cinnamon Brow C E Primary School Vision



God gave the Israelites a hope that their future would be bright. This is our aim for our school community: children, parents, governors, staff and local community. By providing an excellent well-rounded education, we will give our pupils and their families hope for their future, by enabling them to flourish.

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

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 aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

(From David Smith's work on Spiritual Capacities)

Our working definition of 'spirituality'

At Cinnamon Brow C E Primary School we have agreed on a definition of spiritual development in our school community to support us as we talk about spirituality:

Spirituality is the essence of being human; it is individual to each one of us; a sense of connection to something bigger than ourselves, often involving a search for meaning in life. It is a universal, human experience- something that touches us all. We were born to be spiritual.

Spiritual development is the development of an awareness that there is "something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to." (Terence Copley)

Spirituality concerns a person's relationship with themselves, with others, with God, and with nature and the environment. These four elements: self; others; transcendence and beauty form the basis of our work with children in developing a strong sense of spirituality (Rebecca Nye, 2009 Children's Spirituality: What it is and why it matters London).

1. SELF

- Awareness of our uniqueness and worthiness
- Ability to reflect
- Exploration of personal faith
- Finding **values** by which to live
- Development of imagination and creativity

2. OTHERS

- Empathy and understanding
- Respect and tolerance
- To love and be loved [loving your neighbour]
- Making a difference
- Courageous advocacy

3. God

- Awareness of something greater than ourselves
- Encountering/experiencing God [including prayer]
- Ability to think about and discuss the "Big Questions" [e.g. life, death, suffering, nature of God]
- Learning how to be comfortable with silence and reflection

4. BEAUTY

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Appreciating beauty in art, music, nature, etc
- Taking time for what really matters

Legal requirements:

Section 78 of the Education Act 2002 states:

The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS Schedule (amended September 2021) references spirituality in both the RE and Collective Worship strands but the main focus is part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

The OFSTED framework 2021 states that pupil's spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faith, feelings, and values
- sense of enjoyment and fascination in learning about themselves, others, and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

We support pupils in their spiritual development by:

- providing opportunities for spiritual development in collective worship
- providing opportunities for spiritual development in RE
- providing opportunities for spiritual development in the wider curriculum
- capturing opportunities for awe and wonder as they arise
- providing 'Reflection areas' inside and outside the classrooms and by using the church building, and through the school website
- offering pupils opportunities to develop their own spiritual leadership, through leading collective and class worship and other opportunities

As a staff team:

- We have a staff understanding of spiritual development.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We revisit spirituality as an area for consideration in our staff meetings and offer training.
- Our governors monitor the impact of our spirituality focus.
- We have staff guidance accessible to continue to support staff in this aspect of our Curriculum.
- We ensure new staff are aware of our school policy on spiritual development.
- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors, ' approach:

    - WINDOWS: giving children opportunities to become aware of the world in new ways; to wonder about life's 'Wows' (things that are amazing) and 'Ows'(things that bring us up short). In this children are learning about life in all its fullness.
    - MIRRORS: giving children opportunities to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.
    - DOORS: giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value (from Liz Mills' work on Spiritual development.

- We have a variety of spiritual spaces both inside and outside the school building.
- We are aware of spiritual development shown across four key areas of Self, Others,

- Beauty and Beyond (Andrew Rickett / Rebecca Nye) and we use the 'Ricketts Grids' to support our understanding of progression in spiritual development in these four areas.
- We encourage staff who are subject leads to identify opportunities for spiritual development in their subject, and to share them with colleagues.
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- We discuss spirituality with our church and others who can further support this thread.
- We have specific visual reminders in our school environment.






Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.

Recording, Monitoring and Evaluation

The governors review the policy annually in partnership with Senior/ Middle Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations.

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

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 deputy head is 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

Other related policies:

Collective Worship

RE

Behaviour

Referenced reading:

Church of England Education Office (CEEO) Spiritual Development – Interpretations

of Spiritual Development in the Classroom (2019)

Spirituality in Collective Worship

Collective Worship is the beating heart of Cinnamon Brow C E Primary 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.

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.

Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. 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 are introduced to different musical traditions.

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 this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Cinnamon Brow CE Primary School is invitational, inspirational and inclusive.

Spirituality in Religious Education

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.

For further details, please refer to the Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality within the Curriculum

Our school's Christian vision is a driver for the curriculum design in our school and the impact this has on pupils' spiritual growth. Drawing on the language of wows, ows and nows, conversations around spirituality will be included in classroom teaching when appropriate from Reception to Year 6.

The following table from the Diocese of Norwich publication 'Spiritual, Moral, Social, Cultural Development: a Christian perspective' provides many examples of how to develop spirituality across different areas of the Curriculum.

Subject	*Opportunities*
PE	By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations.
Computing	By wondering at the power of the digital age e.g. use of the internet and social media. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.
Drama	By allowing for insight, self-expression and the chance to walk in someone else's shoes
Design and Technology	By enjoying and celebrating personal creativity. reviewing and evaluating created things.
Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music being played as background. By considering how music makes one feel and can 'move us' deeply.
Art and Design	By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality; ethical issues. By promoting the process of 'reviewing and evaluating.

PSHE/RSHE	By developing awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By valuing self as unique in the image of God. By cherishing relationships. (See Goodness and Mercy resources) And Archbishop of York Youth Trust
RE	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. By asking and responding to questions of meaning and purpose. By considering questions about God and evaluating truth claims. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers as well as any relevance to their own life.
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other parts of the UK, possibly through a schools linking programme. See Global Neighbours
History	By considering how things would be different if the course of events had been different. By looking at local history and investigating the reasons why there is a landmark, building or museum. By speculating about how we mark important events from history and the people who shaped them.
MFL	By exploring the beauty of languages from around the world. By exploring the way language is constructed.
Science	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.

Literacy	In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language.
Maths	By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends their day with how children in the UK spend their time. By considering pattern, order, symmetry and scale both man made and in the natural world. By appreciating the beauty of shape and space.