



## Reepham Church of England Primary School

### Spirituality Policy

#### School Vision

**'Be Known. Be Loved. Belong.'**

*"Who you are if God's gift to you. Who you become is your gift to God"*

Bishop of Lincoln 2025

At Reepham C of E Primary School, we believe that each person has gifts that should be **nurtured**. Through **challenge** and **support**, our pupils **pursue excellence** by developing **curiosity** and **creativity**. We seek to shape a **community of belonging** in which everyone feels **included, known and loved**. We nourish strong roots of **courage** and **resilience** to prepare everyone for life's journey.

#### **Theological underpinning:**

**Our vision is underpinned by the following Bible quotes:**

*"As each has received a gift, use it to serve one another, as good stewards of God's varied grace." (1 Peter 4:10)*

*"Every good and perfect gift is from above, coming down from the Father of the heavenly lights, who does not change like shifting shadows." (James 1:17)*

#### **Introduction**

At Reepham, 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. This policy outlines our commitment to fostering spiritual growth, ensuring every member of our school family is prepared to live life in all its fullness.

#### **Purpose of the Policy**

The purpose of this policy is to:

- Establish what we mean by 'Spiritual development' at Reepham.
- Establish a framework for promoting spiritual development within the school.
- Ensure that spiritual development is integrated into the curriculum and school life.
- Provide guidance for staff, pupils, governors, parents, and the wider community on the importance of spiritual growth.

## Contents

1. The Legal Framework: Links to OFSTED and SIAMS expectations
2. What is Spirituality?
3. Aims
4. Organisation
5. Our Model of Spiritual Development
6. Spirituality in Collective Worship
7. Spirituality in Religious Education
8. Spirituality within the Curriculum
9. Spirituality within the Ethos of the Daily Life of the School
10. Leadership, Monitoring and Evaluation
11. Staff Development and Training

### 1. Legal Framework: Links to OFSTED and SIAMS expectations

Section 78 of the Education Act 2002 states:

The curriculum 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.

#### SIAMS

The new SIAMS Inspection Framework (September 2023) threads spirituality and spiritual development throughout each of the Inspection Questions (IQS). It features as the impact of collective worship – adults and pupils flourish spiritually, but also expects that spiritual development is planned within the taught and wider curriculum offer of the school. It continues to make those strong links between vision and spirituality. Expecting a school's theologically rooted Christian vision to shape what spirituality may look like in a school and provide direction for how it is planned and developed.

Spirituality and spiritual development are best placed and most impactful in school when it is not just left to chance. Relying on ad hoc spiritual encounters in the daily life of the school and thus the pupils and adults within it, will limit development over time. If it does not fully support the Church of England's vision for education (2016) where the core desire, is to enable everyone to 'live life in all its fullness' (John 10.10).

#### The OFSTED School Framework, November 2025

While there is no single section dedicated to "spirituality" in the November 2025 Education Inspection Framework (EIF), inspectors will continue to evaluate it as part of the broader **Personal Development and Well-being** judgment. This continues the long-standing requirement for schools to promote pupils' spiritual, moral, social, and cultural (SMSC) development.

The new framework's focus on personal development includes "explicit references to faiths and beliefs". This connects the statutory duty to promote pupils' spiritual development with the broader context of promoting diversity and challenging prejudice based on religion.

Ofsted's interpretation of "spiritual" development is broad and inclusive. As defined in previous guidance that influences the framework, it focuses on helping pupils to:

- Develop their own sense of identity, meaning, and purpose.
- Reflect on their experiences and explore their own beliefs and values, whether religious or not.
- Show an interest in and respect for different faiths and cultures.
- Develop an appreciation for creativity, imagination, and a sense of wonder.

This definition is not tied to any specific religion and requires schools to promote an inclusive approach that develops a "common currency of shared understandings" for all pupils.

## 2 What is Spirituality?

We believe that exploring Spirituality, by educating the whole child and providing full life experiences, supports our aspirational vision.

We define Spirituality as an ongoing, reflective journey. It is something that teaches us about questioning, understanding and relationships: relationships with ourselves, others, the world and beyond. Christian values are firmly rooted in our approaches.

Spirituality enables our children to be happy; flourish and succeed and live life in all its fullness

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. 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 God.

“We are the clay, and you are the potter; we are all the work of your hand”  
(Isaiah 64:8)

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 every day.

In these special moments, there is a spiritual opportunity. Kintsugi is a Japanese word meaning 'golden joinery' and is the Japanese art of mending broken ceramics with golden joinery or glue therefore creating something even more beautiful from something that has once been broken.

Using this metaphor, the **wows**, **ows** and **nows** of life, they offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks also reflect the wonder of spirituality.

At Reepham we use this language and the concepts of **wows**, **ows** and **nows** which are then used to encompass the four elements of spiritual development:

- **Self-awareness:** Understanding one's own beliefs, values, and emotions.
- **Respect for others:** Recognising and appreciating the beliefs and values of others.
- **Connection to a wider community:** Understanding one's place within the local and global community.
- **Beyond:** Engaging in thoughtful consideration of experiences and learning.

The four elements of spiritual development form the basis of our work with children in developing a strong sense of spirituality. We also believe that it is vital that all of the adults in school also see the need to develop their own spirituality, for their own wellbeing, so that they can effectively support and help our children help each other.

### 3 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 Reepham, 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 developed understanding of spirituality that encompasses respect, awareness, compassion, love, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of Christian faith.

#### 4 Organisation

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

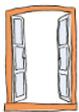
We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school. Leaders (including governors) support this and inspired by our vision, ensure it is lived out through our Christian values.

Every classroom has a quiet 'Reflective Area' for quiet contemplative thoughts, and staff and children tend to our calm spaces outside for spiritual reflection, they are to be used to encourage time of reflection and children use the area to think about their own feelings, their relationships with others and especially their place in God's world.

We have also identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life.

#### 5 Our Model of Spiritual Development

At Reepham, we use the Windows, Mirrors, Doors and Candle moments to model and support spiritual development.



Windows – Learning about life and the world we live in. (*Connection to a wider community*)

We give children opportunities to become *aware* of the world in new ways; to **wonder** about life's '**Wows**' (things that are amazing and unexplainable as to why they evoke such a response) and '**Ows**' (things that upset us and cause us to be uncertain). In this, our children are learning *about* life in all its fullness.



Mirrors – Reflection - Learning about ourselves. (*Self-awareness*)

We give children opportunities to **reflect** on their experiences; to **meditate** and **reflect** 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 – Learning about others and how to live life (*Respect for others*)

We give children opportunity 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. Moments when we learn more about our relationships with others and understanding how other people feel.



Candle – Thinking beyond the things we can see. (*Beyond*)

We give children an awareness of the things we cannot see in life, but we can feel. For many, this is expressed as an awareness of God and personal faith. Moments which inspire a sense of mystery about the unexplained.

We believe these four areas of Spirituality are accessible and relevant to all members of school community and can be expressed, grown and further defined in a variety of ways relevant to personal circumstances, views and beliefs. It supports our Vision in best preparing pupils to live life in all its fullness

## **6 Spirituality in Collective Worship.**

Collective Worship in Reepham is invitational, inspirational and inclusive. It is the beating heart of our school and 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 and adults 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 liturgy 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 of the **ow** moments of disappointment or pain. Pupils and adults 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 and staff are offered time to be able to contemplate and develop spiritually.

## 7 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 Reepham's Religious Education Policy.

## 8 Spirituality within the Curriculum

Children are at the heart of all we do. We are all passionate about ensuring our children achieve the best outcomes and develop a love of learning which lasts a lifetime. Reepham's school values of love, respect, friendship, forgiveness, responsibility and hope are a driver in our whole school curriculum design and these values inspire pupils' spiritual growth.

We also share a culture of collaboration, and our team of highly skilled staff work passionately to create inspiring learning opportunities and improve life chances for all. Our aim is to ensure that every child leaves us fulfilling their maximum potential and are best prepared to live life in all its fullness.

Our curriculum helps our children to develop the skills and knowledge they need for their future lives as architects, engineers, designers, artists and teachers of the future. The shared language of wow, ow and now moments are used during lessons from EYFS to Year 6. This will support children in understanding the link between spiritual development and the responsibility they will have in their own future and the future of the world God created.

Here are examples for specific subjects and how they promote opportunities for spiritual development.

### **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.

### **Reading**

- How do you frame questions around a text?  
What inspired you in this text?  
How did a character cope with a challenge in life?

How did the actions of a character surprise you? How do you think you would have

responded to that wow or ow moment?

What do you think makes these words so powerful/beautiful/painful?

### **Writing**

- If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

### **D.T.**

- What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

### **Music**

- What style of music 'invites you to explore the mystery that dances within your soul'?
- What styles of music have the opposite effect?
- How does music encourage creativity, delight, and curiosity?

### **MFL**

- What motivates language learning?

For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?

- What does it feel like to genuinely communicate with someone in a new language?

### **Geography**

- The wow of physical geography.
- The ows of discovering different physical regions do not provide the same opportunities.
- What options/opportunities are there to respond and take responsibility in a challenging world?

### **History**

- Which stories tell historical wows?
- Which stories tell historical ows?
- What lessons for future decisions and choices do they provide?

### **PE**

- How do you celebrate a new skill? How does it feel to be proud and how do you respond to frustrations if your team is not winning?
  - 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/celebrate equality, freedom, respect and trust.

### **Science**

- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

### **Art**

- How does art invite you to explore the mystery that dances within your soul?

- What are the wows and ows in the stories behind the artists you study?
- How do you celebrate and respect different responses to art?

### **PSHE & RSE**

- As you explore topics such as relationships, feelings and attitudes, keeping safe and 'your body' where are the natural links with the wows, ows and nows?
- How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

### ***All Subjects - points to consider:***

How do you celebrate the achievement and break-through wows of success?

- How do you support the ows of difficulty and frustrations?
- How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

### **In Collective Worship:**

- Opportunities for reflection and response are planned into every worship.
- Stillness. (during time of reflection)
- Personal and collective beliefs are respected. (children's prayers)
- Sharing and celebrating common beliefs. (Christian calendar on collective worship plan)
- Celebrating success. (celebration worship)
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc. (Picture news)
- Common activities such as singing, listening, laughing, praying, reflecting on a theme. (various worships including visitors)
- Remembering and celebrating the lives of people of spiritual significance. (bible stories, saints, inspirational people)
- Emphasising common purpose and values. (linking worship with school values)
- Experiencing emotions. (opportunities for PSHE personal development and debating world issues)

### ***In addition, as part of the curriculum, the children have opportunities:***

- To visit places of beauty, interest and challenge. (linking the local environment and residential)
- To admire and wonder at the natural environment and human creative efforts. (around the school and on relevant visits linked with the curriculum)  
To work out personal relationships in unusual and challenging situations. (team building activities)
- To experience community cohesion links at a local, national and global level. (Change Champions club, community events and global projects)  
To engage in charity based activities. (money raising for charities that are local, national and international)  
To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc. (clubs, volunteers)

## **9 Spirituality within the Ethos of the Daily Life of the School**

At Reepham we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children and adults deal with delight, disappointment and the chance to be present with themselves.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to **wows**, **ows** and **nows** will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable talking about them.

## **10 Leadership, Monitoring and Evaluation**

The governing body review the policy in partnership with Senior Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate.

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.

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 the spiritual growth wherever appropriate.

The RE lead will also be our spiritual development lead. This will mean they monitor 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
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process.

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Big Questions incorporated into the RE scheme and at the planned for reflection at the end of each term, discuss and debate. Questions linked to vision, values, school events and issues affecting the local and global community.
  - Reflections in each RE lesson linking personal experience to lesson content
  - Observing and listening to children;

- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school and providing induction and development training;
- Evidence from pupils' work, e.g. Spiritual Journeys, RE books, creative writing, art;
- Inclusion in the SEF;
- CPD opportunities.

## **11 Staff Development and Training**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to Reepham will receive training and support from the staff member identified as leading on spirituality.

This policy is shared on the school's website and is part of the induction pack for new staff and new governors.

This policy will be reviewed by the Governing Body on a 3-yearly basis.

Policy Dated: September 2025 Date Reviewed: September 2028 Presented to Governors: September 2025 Review Cycle: 3 yearly
---