



Developing Spirituality Policy

St Paul's Church of England Primary School

Fountain of Life

Overflowing generosity

Recognise & Illuminate

Way of Life

All God's Children

Reaching out to others

Devotion to each other and God

*For with you is the Fountain of life; **in your light we see light.** (Psalm 36 vs9)*

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life

Policy to be reviewed: September 2026



1 Vision

*For with you is the Fountain of life; **in your light we see light.***
(Psalm 36 vs9)

*Inspired by God's love for us, we illuminate the goodness in others,
we care for and protect His children and reach out to help others
flourish in their journey to the fullness of life.*

2 Definition of Spirituality

At St Paul's, spirituality is the deep sense of wonder and curiosity about life, the world, and our place within it. It encompasses a personal journey of reflection, self awareness, and connection with others, underpinned by our Christian values and ethos. We recognise that spirituality is not confined to religious belief but is a broad human experience accessible to all, regardless of faith or belief.

At St Paul's we encourage and nurture a shared understanding of spirituality through our love for self, others, beauty and beyond.

Children are guided to develop their spiritual development and well being through Collective Worship, RE lessons and Curriculum wide spiritual reflection.

3 Opportunities for Spiritual Development

St Paul's provides a rich variety of opportunities for pupils to grow spiritually, both in structured settings and through everyday experiences. We aim to create an environment that allows all pupils to explore life's big questions, discover their inner strengths, and reflect on their values and actions.

- **Collective Worship:** Our daily collective worship is central to the life of our school. Daily acts of worship allow time for reflection, prayer, and contemplation on Christian teachings, especially how pupils can illuminate the goodness in others in daily life.



- **Religious Education (RE):** RE at St Paul's encourages pupils to engage critically with religious and philosophical questions, reflect on their beliefs and values, and appreciate diverse perspectives. It plays a key role in promoting understanding, tolerance, and respect for others.
- **Curriculum-wide Spiritual Reflection:** We embed spiritual development across the curriculum, encouraging moments of awe and wonder in all subjects. Whether it's contemplating the beauty of nature in science, reflecting on justice in history, or exploring creativity in art, we inspire pupils to reflect on deeper meanings and their place in the world.
- **Weekly Big Questions:** Our weekly *Big Questions* initiative invites pupils to explore profound and sometimes challenging questions, encouraging reflection, discussion, and personal growth. These questions spark curiosity and inspire critical thinking, giving pupils opportunities to wonder about life, morality, and their role in creating a better world.
- **Big Question of the Month:** These questions are question we encourage our families to talk about at home before the children bring their thoughts into school. Our thoughts are reflected in our spirituality journals.

4 Pupil Leadership and Spirituality

We believe that spirituality is nurtured through service to others, leadership, and active participation in community life. Our wide range of pupil leadership committees allows pupils to explore and express their spirituality in practical and meaningful ways:

- **Eco-Committee** members demonstrate their commitment to God's creation through environmental initiatives, aligning with our value of justice and our collective responsibility to care for the Earth.
- **Worship Committee** pupils play a key role in planning and leading acts of worship, encouraging a deeper connection with Christian teachings and collective reflection.
- **Sports Leaders** embody service and friendship, supporting their peers emotionally, spiritually, and physically in their school journey.
- **School Council** provides a forum for pupils to voice their ideas and concerns, rooted in the values of truthfulness, respect, and justice.
- **Pupil Leadership Team** actively engages in promoting fairness and equality, inspiring pupils to live out the values of courage, service, and justice.
- **Volunteer Programme** encourages all pupils to take a role in their school or community, helping others and raising money and awareness for charities and environmental issues.

Through these roles, pupils grow in confidence, learn to reflect on their responsibilities to others, and develop leadership qualities that will help them be lights in the world.



5 Spiritual Spaces and Reflection

St Paul Prayer and Reflection Space is designed and created by our Worship council pupils. It offers a quiet, reflective space for all to pause and contemplate. This space is a testament to our belief in pupil leadership and creativity, and it provides a physical space where the values of generosity, thankfulness, and peace are embodied. Pupils are encouraged to use this space for personal reflection, think about our big question, prayer, or simply to reconnect with nature and their own spiritual journey.

6 Embedding Christian Values in Spiritual Growth

Our spirituality policy is rooted in the Christian values of **courage, justice, trust, friendship, generosity, respect, compassion, forgiveness, thankfulness, perseverance, service, and truthfulness**. These values are woven throughout the curriculum and daily life at Holmer, shaping the spiritual development of each pupil. We aim to create a school community where everyone feels valued and supported in their personal and spiritual growth.

7 Mirrors, Windows, and Doors:

A Framework for Spiritual Development

At St Paul's, we follow Liz Mills' *Windows, Mirrors, and Doors* framework to plan for and encourage spiritual growth:



- **Windows:** These provide opportunities for pupils to see the world in new ways, inspiring awe and wonder. Pupils are encouraged to reflect on life's "wows" (the amazing) and "ows" (the challenging).



- **Mirrors:** These offer pupils time for reflection. By meditating on life's big questions and considering different perspectives, pupils learn about life's fullness by looking inward and outward.



- **Doors:** These encourage pupils to respond creatively to their reflections, translating their thoughts into actions. Pupils are empowered to live out their values and beliefs through practical, meaningful responses.

Spiritual growth is a transformative journey, marked by learning (Windows), deep reflection (Mirrors), and action (Doors), allowing pupils to engage fully with new experiences and apply them in life.



8 Inclusive Spirituality for All

While our spirituality is shaped by our Christian foundation, we are committed to ensuring that all pupils, regardless of faith, feel included in our spiritual journey. We believe that every individual has the capacity for spiritual reflection and growth, and our school offers a safe, inclusive environment where pupils from all backgrounds can explore their spirituality in their own way.

9 Spiritual Capacities We Nurture

To support holistic spiritual development, we focus on nurturing the following human capacities:

- **Beliefs:** Encouraging the development of personal and religious beliefs, understanding how these beliefs shape identity and influence one's life.
- **Awe and Wonder:** Inspiring appreciation for the beauty of the world, its mysteries, and human achievement.
- **Transcendence:** Providing moments for pupils to experience a sense of rising above everyday life, through silence, prayer, or reflection.
- **Search for Meaning:** Supporting pupils in reflecting on life's purpose and their responses to hardship, suffering, or joy.
- **Self-Knowledge:** Developing pupils' awareness of their thoughts, feelings, and identity, fostering inner strength and resilience.
- **Relationships:** Encouraging empathy, thankfulness, and the value of building positive relationships with others.
- **Creativity:** Providing outlets for expressing deep thoughts and emotions, through art, drama, poetry, and music.
- **Feelings and Emotions:** Teaching pupils to understand their emotions, control them when needed, and grow from them. Our relational behaviour policy is based on the evidenced based framework of ARC (Attachment Research Centre). We praise positive behaviours and hold private restorative conversations when needed.

10 Staff Development and Role Modelling

Our staff are instrumental in fostering spiritual growth and are trained to understand and nurture spirituality in all pupils. They model the values we hold dear and support pupils in reflecting on their own beliefs and actions. Staff are encouraged to use their own spiritual and reflective practices as examples to inspire the children.



11 Spirituality Across the Curriculum

Spiritual development is not limited to worship or RE. Each subject offers opportunities for reflection, wonder, and growth. For instance:

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.

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

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.

MFL

- By exploring the beauty of languages from around the world.
- By exploring the way language is constructed

History

- By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066?



- 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.

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 program

Religious Education

- 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.

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.

Art & Design

- By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. Northern Lights.
- 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'

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

Design & Technology

- By enjoying and celebrating personal creativity.
- By reviewing and evaluating created things.

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



12 Why Spiritual Development Matters

As a Church of England school, we believe spiritual development is as important as academic learning. It helps pupils to think for themselves, to reflect on their place in the world, and to engage meaningfully with life's ultimate questions. Spiritual development equips them to become responsible, fulfilled, and emotionally engaged members of society, living in alignment with our values of **courage, respect, love, and joy**.

13 Monitoring and Evaluating Spiritual Development

The spiritual development of our pupils is regularly monitored and evaluated through:

- **Feedback from pupil leadership committees:** The **Worship Committee, School Council**, and other groups play a vital role in gathering student insights into the effectiveness of spiritual initiatives.
- **Reflection and dialogue:** Staff, pupils, and parents are invited to reflect on the impact of worship, RE, and other opportunities for spiritual development.
- **Self-evaluation:** Pupils are encouraged to engage in self-reflection, considering how the school's values and spiritual activities have influenced their personal growth and well-being.

14 Spirituality and Well-being

Spirituality at St Paul's is closely linked to emotional well-being and mental health. We believe that providing pupils with opportunities to reflect, connect with their values, and find meaning in their experiences contributes significantly to their overall well-being. Through quiet reflection, participation in leadership, and engagement with the spiritual garden, our pupils learn how to cultivate inner peace, resilience, and a sense of purpose.

In all that we do, we are guided by our vision of inspiring each other to create a better world. We are proud to foster an environment where spiritual growth is nurtured, values are lived out, and every pupil is encouraged to be a positive force for change in the world.