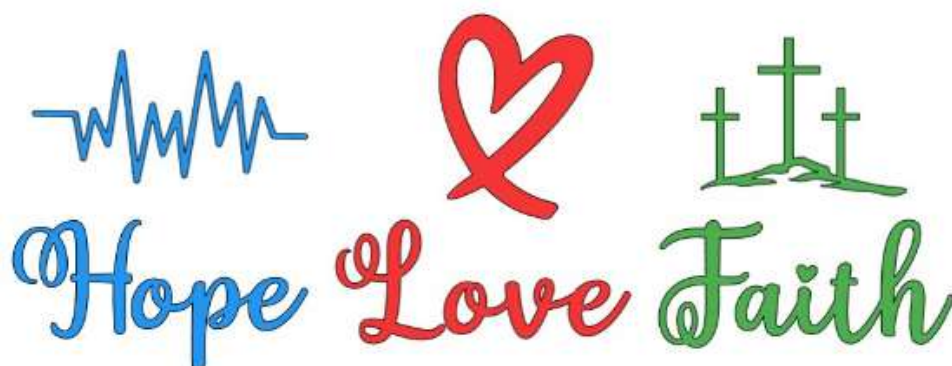




St. Margaret's
C of E Primary School



**Policy for Spirituality and Spiritual
Flourishing**

*Based on guidance from the Diocese of
Gloucester's Board of Education*

Summer 2025

Our theologically rooted Christian vision

At St Margaret's we want all in our community to be shaped in the power of faith, enabling them to flourish as human beings:

'I can do all things through the one who strengthens me' (Philippians 4:13)

Our desire is that the strong Christian foundation children receive at St Margaret's School will give them the confidence to explore the world around them with awe and wonder. We want to build a whole community based on the values of faith, hope and love. We strive for excellence aiming to develop children who are happy, intrinsically motivated, resilient and independent and who believe there is nothing they cannot achieve.

We have identified three core values that we believe are central to the work of our educational community. ["And now these three remain: faith, hope and love. But the greatest of these is love."](#) (1 Corinthians 13:13) None of these values can be lived out in isolation with love being the most important of all of these.

- ❖ **Faith** is the cornerstone of this foundation and the motivation of those who provide this education. It is through faith that our community learns to trust in God's promises, believing that He is their refuge and strength, an ever-present help in times of trouble (Psalm 46:1). Faith empowers our community to step forward with confidence, knowing that their abilities are magnified by His power.
- ❖ **Hope** is the anchor that keeps children and adults alike steadfast. In moments of uncertainty and adversity, hope reminds them that God's plans for them are good, to give them a future and a hope (Jeremiah 29:11). This hope is not wishful thinking, but a confident expectation rooted in God's unchanging nature and His faithfulness.
- ❖ **Love** is the greatest of these virtues, as it binds everything together in perfect harmony (Colossians 3:14). Experiencing love compels our school community to act, to serve, and to persevere. It is through this love that they find the strength to overcome challenges, to forgive, and to extend love and grace to others.

With a foundation rooted in faith, hope, and love, our community will believe there is nothing they cannot achieve. Therefore, inspired by the one, they are empowered to face all circumstances with faith, hope, and love, reminded that it is through Him that they are strengthened to do all things.

Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social, and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, 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.

The SIAMS Evaluation Schedule for Schools and Inspectors, September 2023, includes the following questions:

- How is spiritual development an intrinsic part of the curriculum? (IQ2)
- How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school? (IQ3)
- In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality and spiritual development? How does this enhance and enrich collective worship and individuals' spiritual development? (IQ3)

School Statement on Spirituality

At St Margaret's CE Primary School, we believe that our children are spiritual beings and recognise that developing the spirituality of our pupils and adults is a fundamental aspect of enabling pupils and adults to flourish. Spiritual development differs from person to person and is a very personal experience. For this reason, it is difficult to put into words. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith. 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, St Margaret's CE Primary School has chosen to incorporate ideas that have been developed by the Education Department at the Diocese of Gloucester into tier everyday practice. 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 every day. 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.

St Margaret's CE Primary School uses this language and the concepts of wows, ows and nows. These are used to explore relationships with: - ourselves - others - the wider natural world and beyond - and offering the invitation to relate to God.

Our definition of spirituality

To talk about spirituality is to talk about something which is **beyond words**.

Spirituality is linked to big **questions** about the **meaning and purpose of life**; it includes ideas around **relating to oneself, others, the natural world and the transcendent**. For some, it will be experienced or expressed through faith.

Our spirituality is our **unique way of being** in the world that results from our experiences and wonderings. It is like an inner light deep inside us, that makes us shine as individuals.

Our children understand the definition of Spirituality as the 'ows', 'wows' and 'nows' of life.

Organisation

The spiritual growth of pupils is not *only* dependent on learning in RE or encounters in collective worship, 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. There are spaces in our school for reflection and stillness. We have 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 – in our culture, community, conversations, connections, and consciousness.

Spirituality in Collective Worship

Collective Worship is the beating heart of St Margaret's CE 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 or reflect. 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 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 offered time to be able to contemplate and develop spiritually. Collective Worship in our 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 school's Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality within the Curriculum

Our vision for everyone to flourish as a unique individual, made in the likeness of God, has driven the design of our curriculum. It is aspirational. It celebrates diversity and difference. It opens the eyes of pupils to a world beyond Olton and offers the opportunity for pupils to develop a sense of responsibility and justice. 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. We are committed to making space in the crowded curriculum for making and taking opportunities to nurture spiritual growth.

Below are some examples of opportunities for spirituality to be nurtured in our curriculum.

Maths

Points to consider:

- 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

Points to consider:

- Using searching 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

Points to consider:

- Inviting pupils to write about things that have profound meaning to them and valuing and responding to their ideas and thoughts, following them up, and not allowing it to be simply reduced to an evaluation of SPAG?

DT

Points to consider:

- 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

Points to consider:

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

MFL

Points to consider:

- 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

Points to consider:

- The wow of physical geography
- The wow 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

Points to consider:

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

PE

Points to consider:

- How do you celebrate a new skill? How does it feel to be proud of your whole self?
- 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

Points to consider:

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

Art

Points to consider:

- 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

Points to consider:

- As we explore topics such as relationships, feelings & 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 we celebrate the achievement and break-through wows of success?
- How we support the ows of difficulty and frustrations?
- How we maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

Spirituality within the Ethos of the Daily Life of the School

At St Margaret's CE Primary School we view spiritual growth as becoming increasingly aware of one's natural, innate spirituality – 'the inner light deep inside us, that makes us shine as individuals; that inspires our choices, attitudes, and values, and that may bring out the God-colours in the world.'

These opportunities occur throughout each and every day as children deal with delight, disappointment, and the chance to be present with themselves. For this reason, every member of the school community, including midday supervisors, site staff and administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately. 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 about talking about the golden glue of spirituality.

Spiritual language of forgiveness and reconciliation underpin our behaviour policy. Big questions from collective worship each week inspire reflective discussions, enabling pupils to be appreciative of difference, uncertainty, and mystery. Reflection areas invite pupils to stillness and reflection.

Our Spirituality Leaders are elected and support with leading Collective Worship both whole school, in class and outdoors where time is given to thinking about 'What has made your spirit soar?' What have been your 'ows' and 'wows' today?

Recording, Monitoring and Evaluation

The LAB reviews the policy every three years 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 implemented, and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for evaluation. This will be covered also by the Trust's annual monitoring and support programme for the Christian Distinctiveness of its schools.

Spiritual capacities showing impact of spiritual development

The ability of children and adults 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

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 Head Teacher** 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, especially in induction
- Acquiring, and organising appropriate resources, managing a budget when necessary
- 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

Staff Development and Training

We ensure that all members of the St Margaret's staff team receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to St Margaret's Church of England Primary School will receive training and support from the staff member identified as leading on spirituality, the Diocesan Education Team or Christian Distinctiveness adviser appointed by the Trust. This policy is shared on the school's website and is part of the induction pack for new staff and new governors. This policy is reviewed every 3 years, or more frequently, as required.

Related Policies

Religious Education

Collective Worship

Curriculum

Well-being

PSHE/RSE

Approval/review by Local Academy Board:

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Next review:

Date: