Spirituality Policy 2026

OUR TRUST PRAYER
Heavenly Father,
Let peace, friendship and love grow in our schools.
Send the Holy Spirit to give
excellence to our learning,
love to our actions and
joy to our worship.
Guide us to help others,
so that we may all
Learn, Love and Achieve, Together with Jesus.

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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, April 2018, includes the question:

- How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? (Strand 2)

Our shared definition of spirituality

Spirituality is a deep connection to ourselves, others and the wider world, brought about by a sense of belonging and appreciation of the beauty and wonder of God's creation. It is a broader sense of personal and moral development; allowing an individual to explore the person they want to become.

Spirituality becomes the recognition that there is something much greater than oneself, which invites a response; bringing insight, reflection and meaning. It is our ability to be present and 'in the moment' allowing us to delight in the awe and wonder of all that we encounter and give us a sense of meaning and purpose in life.

To ensure the language we use to define spirituality is child-friendly, when talking to children about it we will refer to the concepts of:

Window, Mirrors and Doors

The language of windows, mirrors and doors is used as a structure to allow children and adults to think spiritually:

Windows:

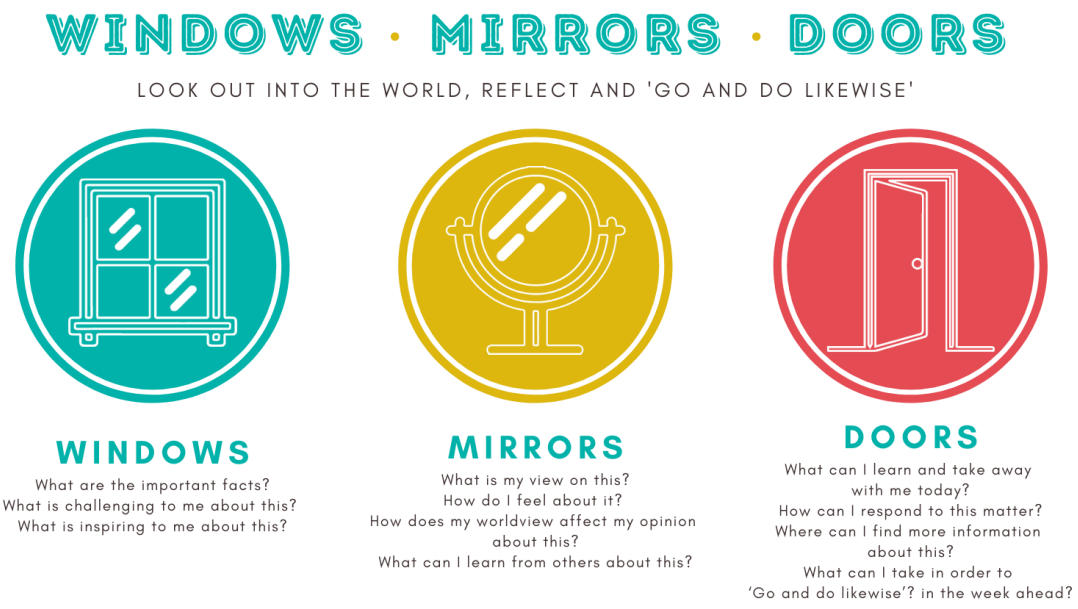
- Opportunities for children to be aware of the world in new ways, looking **out** into the world.
- To wonder about life's 'WOWS. Things that are amazing.
- To think about life's 'OWS' that take us by surprise!
- Learning about life in all its fullness.

Mirrors:

- **Looking inside** yourself.
- Opportunities to reflect on their experiences.
- Consider life's big questions and reach for some possible answers.
- Learning from life by exploring our own insights and those of others.

Doors:

- Opportunities for children **to respond**.
- Moving onto a new path or situation.
- To do something creative to develop and apply our ideas.
- Learning to live out our beliefs and values.



Our 'LDST' Language

Through consultation and research, we have developed our own bespoke 'child-friendly' approach to thinking about spirituality within our schools. This enables us to explore relationships with ourselves, others and the wider world and beyond, offering the invitation to relate to God. This approach is used to support our thinking about spirituality within the curriculum as well as spontaneous moments.

Learning about self and others	
Delight in the beauty and joy of God's world	
Struggles and puzzles	
Time to take action	

Aims

Halewood C of E
School's Christian Vision: At Halewood Church of England Primary School, we are a family. Guided by our Christian values of hope, friendship, perseverance, thankfulness, forgiveness, and responsibility, we empower every child to grow academically, emotionally and spiritually. Inspired by Jesus's example, we encourage our children and staff to be defined not by success or failure, but by the positive impact they have on others. Through exemplary teaching and fostering a life-long love of learning, we equip our children with the confidence, resilience, and humility to face life's challenges and make a meaningful difference in their community and the world. In our school, everyone is loved, valued, and guided in the way they should go.

Organisation

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 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.

Spirituality in Collective Worship

Collective Worship is the beating heart of Halewood C of E. 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 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 **'Learn about self and others'** and **'Delight in the beauty and joy of God's world'**, as well as time to reflect and empathise with the ***'Struggles and puzzles'*** moments of disappointment or pain. Pupils are encouraged to consider their responsibilities to others, to grow in love and service and given **'Time to take action'**. 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, linking this to the language of ***Windows, Mirrors*** and ***Doors*** where appropriate.

Collective Worship at Halewood C of E 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 ***Windows, Mirrors*** and ***Doors*** where appropriate.

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

Spirituality within the Curriculum

Drawing on the language of **LDST (‘Learn about self and others’,** and **‘Delight in the beauty and joy of God’s world’, *‘Struggles and puzzles’ and* ‘Time to take action’)** and **windows, mirrors and doors** conversations around spirituality will be included in classroom teaching when appropriate from Nursery to Year 6

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:

- How do you frame questions around a text? For example
  - 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? What can you learn about others and yourself? What are the struggles and puzzles this makes you think about?
  - What do you think makes these words so powerful/beautiful/painful?

Writing

Points to consider:

- 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?

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 ***'Delight'*** of physical geography.

- The **'*struggles and puzzles*'** 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:

- What can **'Learn about others and ourselves'**?
- Which stories tell historical **'*struggles and puzzles*'**?
- 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 can **'Learn about others and ourselves'** and **'*struggles and puzzles*'** in the stories behind the artists you study?
- How do you celebrate and respect different responses to art?

PSHCE & RSE

Points to consider:

- As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with what we can **'Learn about others and ourselves'** and **'*struggles and puzzles*'**?
- 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 of success?
- How do you support the ***'struggles and puzzles'*** 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

Spirituality within the Ethos of the Daily Life of the School

In Halewood C of E 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 deal with delight, disappointment and the chance to be present with themselves.

For this reason, every member of the school community is 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 will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about ***spirituality***.

Recording, Monitoring and Evaluation

The governing body review the policy at least 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. 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.

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.

Dave Catt 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

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 particularly around Strand 2

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 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 is reviewed every 3 years, or more frequently, as required.

Approval/review by governing body

Headteacher signed: D Catt **Date: September 2024**

Chair of Governors signed: **Date:**

Date of next review: September 2025

Additional Support Material

Useful questions for the school to consider:

- How does the school's Christian vision provide opportunities to meet the spiritual needs of learners?
- How does an awareness of spirituality permeate school life?
- What is the impact of this for the learner (and staff and the wider community)?
- How are staff inducted and supported so that they have a shared understanding of spirituality and spiritual development?