

St George's CE VA Primary School



Spirituality Policy

Date Reviewed: N/A

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Next Review: Autumn 2026

Introduction

At St George's Primary School, all aspects of school life reflect a Christian ethos. We aim for all children to work together to live learning and to love learning and to seek to pursue life in all its fullness (John 10.10).

What is it?

At St George's, we believe that it is very important to provide all children with a range of opportunities to help them develop spiritually. We believe that spiritual development is not necessarily only synonymous with Religious Education and Collective Worship but can be explored through many different curriculum areas.

As a school we focus on the idea of four concepts of spirituality: love, compassion, respect and togetherness.

Our starting point is our pupils 'own 'Big 'questions about life and from this we plan a series of encounters (Windows) that open up the possibility of reflection (Mirrors). Finally, the children are given an opportunity to put into action what they believe and value (Doors).

Why is it important?

Christians believe that humankind is created in the image of God and that Jesus revealed the true nature of the love of God. In John 10.10 Jesus says' I have come that you may have life in all its fullness'. It is life in all its fullness that we desire for the young people at St George's. As educators and in accordance with the Equalities Act 2010, we want to help every child to be the best that they can be and have a duty to support the children to achieve this; part of this responsibility is to help children develop spiritually.

What do we aim to achieve for the children?

- The children become increasingly aware of the concept of **self**- the inner person and the way that this shapes an individual's perception of themselves as a unique human being. The children reflect on the relationship they have with their sense of being a unique person.
- The children become increasingly aware of the concept of **others** – a growing empathy, concern and compassion as to how to treat others. The children reflect on how their values and principles affect their relationships with others.
- The children become increasingly aware of the concept of a physical and creative **world** – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of

human creativity. The children explore their understanding beauty and the affect this has on their perception of and relationship with the world.

- The children become increasingly aware of the concept of the **beyond**. The children search for meaning in their very existence and their place in the greater scheme of things.
- The children develop an understanding of the beliefs and values of Christianity and other world religions. The children are respectful of the beliefs and values of others.
- The children develop an understanding of the ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- The children develop the ability to question.
- The children develop their ability to express their thoughts, ideas, feelings and their beliefs.

How do we do it?

- We provide and plan for a wide range of opportunities for children to develop spiritually in all areas of the curriculum. In particular, through Religious Education, English, Maths, P.S.H.E., Science, Humanities, Art and Music.
- We provide and plan for a wide range of opportunities for children to develop spiritually through Worship including: whole school, whole site and class collective worship.
- We also promote spiritual development opportunities through our wider curriculum, for example: during our themed events such as ‘Outdoor Classroom Day’, ‘Anti-bullying week’, French Day, ‘Diversity Month’ and through other extra-curricular activities.
- We provide areas for quiet reflection in school and in the outdoor environment and Forest School.

- We provide opportunities for prayer, including silence and stillness.
- When planning for spiritual development we focus on 3 areas: Windows, Mirrors and Doors.

A) WINDOWS: Encounter - The Learning about life.

We give 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).

B) MIRRORS: Reflection - The learning from life.

We provide children with time for **REFLECTION**. We give children opportunities to reflect on their experiences, to look inward and consider the big questions of life. In this they are learning *from* life by exploring their own insights and perspectives and those of others. Give emotional, physical and auditory space.

C) DOORS: Transformation - The learning to live by putting into action what they believe.

We give 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.

WINDOWS • MIRRORS • DOORS

LOOK OUT INTO THE WORLD, REFLECT AND 'GO AND DO LIKEWISE'



WINDOWS

What are the important facts?
What is challenging to me about this?
What is inspiring to me about this?



MIRRORS

What is my view on this?
How do I feel about it?
How does my worldview affect my opinion about this?
What can I learn from others about this?



DOORS

What can I learn and take away with me today?
How can I respond to this matter?
Where can I find more information about this?
What can I take in order to 'Go and do likewise' in the week ahead?

This policy should be read in conjunction with: Collective Worship Policy

RE Policy

Equalities Policy