

St George's CE Primary School and Pre-School



Spirituality Policy

Date Reviewed: N/A

Date First Adopted by the Governing Body: September 2026

Next Review: Autumn 2027

Rationale:

At St George's CE Primary School and Pre-School, spirituality is at the heart of everything we do. As a school family, we are guided by the values of love, respect, compassion and togetherness, rooted in the teachings of our Christian faith. Spirituality helps people flourish as whole individuals by developing their sense of identity, purpose, relationships and understanding of the world. Our vision calls us to connect with spirituality by recognizing that education is about far more than academic achievement.

Spirituality plays a vital role in shaping our school community, fostering an environment where pupils feel valued and supported, not just academically, but emotionally, socially, and spiritually. It helps our children to grow into confident, compassionate individuals, who are not only curious learners but also thoughtful and empathetic citizens. By nurturing their spiritual well-being, we encourage our pupils to explore their own sense of purpose, to embrace love in all their relationships, and to be committed to improving the world around them.

Through our spirituality policy, we aim to create a space where pupils can develop a deep understanding of their own beliefs, learn to respect the beliefs of others, and embody the values of love and care as they flourish in their education and in their lives. Let all that we do be done in love—this is the foundation of our spiritual journey at St George's Primary School and Pre-School.

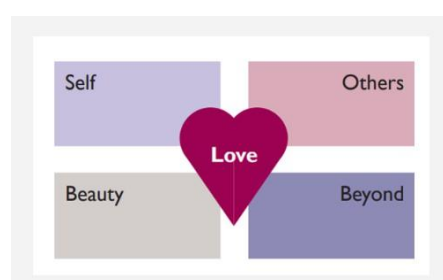
Our school's approach to Spirituality follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive.

The Education Reform Act 1988 states that schools should provide a balanced and broadly based curriculum which: *"promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life."*

As a church school, we believe that spirituality should influence all areas of education and life. Spiritual development is not about becoming more spiritual, it is about realising or becoming more and more aware of one's natural, innate spirituality.

Our Spirituality Definition

Here at St George's, spirituality is woven like a thread through the fabric of our school enriching who we are. We believe that spirituality is about developing a relationship with ourselves, others, the world and beyond and recognising that love is at the heart of it.



We believe that spirituality begins within us and reaches out to others, to the world and beyond as we explore big questions about humanity, faith and belief. With our school values firmly at the centre of all we do, we seek to develop spirituality through four key areas:

Ourselves:

Everyone is spiritual whether they have a faith and follow a religion or not. At St George's, all children and adults have the opportunity to ask: "what makes me tick?" We seek to nurture and celebrate the unique value and self-worth of each member of our school family and to develop confident individuals.

Others:

We are all part of the community - here in school, elsewhere, locally and globally too! We learn how empathy, compassion and other values affect relationships. Spirituality helps us to understand how our actions can have an impact on others. We learn that others have different perspectives/views from me.

Beauty (of the World):

We can recognise the beauty of the physical world and our responsibilities to care for it. In worship, we use Picture News to share current events from around the world, prompting us to think deeply about the situations others face, and what part we can play in our world.

Beyond:

Thinking beyond relates to the transcendental, outside of the 'everyday' experience. Pupils have the opportunity to reflect on how people have different views of what is 'beyond.' It is about grappling with the 'unanswerable' questions. At St George's, pupils are also encouraged to reflect on their own relationship with God.

Everyone is encouraged to take a moment to stop and be still and reflect during the busy school day and notice spiritual moments when the opportunity arises.

We create precious moments to transform thoughts, actions and our senses. It is the capacity to be still and reflect with awe and wonder on the beauty and possibilities of the human and natural world ... and beyond. Reflective thinking on self, others, Beauty (the wider world) and beyond is encouraged through a range of different approaches. Each week the pupils are encouraged to use this structure to reflect upon how their experiences in school, including in Collective and Class Worships, have enabled their spiritual growth.

Big Questions:

Within our worship and curriculum, we explore big questions to deepen our spiritual understanding. We encourage our learners to be curious and to ask their own questions, too. There is a close link between RE and spirituality, and children are actively encouraged to spend time reflecting on and asking deep questions in RE. Teachers use music, artwork, photographs, poetry and times of stillness to develop reflection and spirituality.

Teaching and Learning

Through teaching and learning, the school pursues the development of spirituality by ensuring:

- The curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values;
- Opportunities for spiritual development are sought out and encouraged in all areas of school life;
- Unplanned and spontaneous opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and children;
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;
- During the school week, there are opportunities for stillness and prayer;
- That children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits;
- The provision of opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Support for learning to live with success and failure for themselves and with others;
- That moral development is linked to spiritual development;
- That the RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives;
- That children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;
- The promotion of strategies for positive mental health eg. the role of the ELSA team and PSHE

Monitoring and Evaluation

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

- Observing and listening to children;
- Regular discussion at staff and governor meetings alongside the school's Christian vision

and values;

- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school;
- Evidence from pupils' work, e.g. reflective diary, RE books, PHSE work, creative writing, art
- Regular inclusion in the SIAMs SEF;
- CPD opportunities and sharing examples of good practice with other schools, including CLP church school flourishing network