



St. Stephen's CE, Tockholes



As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.

Spirituality Policy

Checked by: Curriculum Committee

Next Review December 2025

Our Christian Vision

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Our Christian Values

Hope

To create a community where hope is firmly rooted in the fullness of God, where each individual can fulfil their true potential.

Forgiveness

To encourage respect, understanding for and forgiveness of each other.

Compassion

To inspire children to show compassion for others within school and in local and global communities.

Community

To strengthen links with the local community and Church.

To develop an inclusive community where all are included and all are valued.

Friendship

To equip children to develop socially and emotionally, having due regard for other people's feeling and situations, fostering empathy, resilience and self-confidence.

Humility

To inspire empathy and compassion, putting the needs of others before themselves.



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Policy Aim

The aim of this policy is to outline how St Stephen's, Tockholes Church of England Primary School provides opportunities for children to develop their spirituality.

In our Church school, part of our vision is to 'Live, love, laugh and learn in the Light of Christ.' This policy intends to outline how our whole school community lives this out in relation to developing spirituality.

It is our role to inspire, create and recognise that spirituality exists in everyone. As Jesus said, "If you remain in me and I in you, you will bear much fruit" and we want to ensure we support our children to be happy and rounded in all respects, including spirituality, which cannot be taught or measured.

What is Spirituality?

Spirituality is not possible to teach. It is like the wind - it makes a difference but is uncontrollable for each person. It might change someone's understanding and beliefs but ultimately is an innate sense of awe and wonder. It is about understanding that there is something more than just 'me'. Promoting spirituality should not be confused with developing faith. Faith is a set of beliefs by which you live your life by and could be a response to a belief in God. Faith is something you choose, whereas spirituality is an aspect of human development - it is not separate but integral to who we are and what makes us whole. Spirituality is for everybody - regardless of faith.

How does St. Stephen's Tockholes promote spirituality?

Our school aims to support children in making sense of themselves and the world around them. We aim to help them observe their own responses to different experiences. Our school believes that experiences, both in and out of school, are important to the development of all pupils. We will create frameworks that help them to consider big, sometimes overwhelming, concepts such as life, death, identity, war, environmental factors etc but without necessarily offering answers. These opportunities come through the teaching and learning of our whole school curriculum, particularly Collective Worship, RE, PSHE, Science, Art, Music and English. Children will have exposure to spiritual experiences and conversations to know that it exists for everyone, including adults.

Opportunities for spirituality development come when:

- children are given space to stop, look, listen, think and reflect
- children feel safe to share opinions and think differently from others
- children use their imagination

Children need:

- time to be listened to;



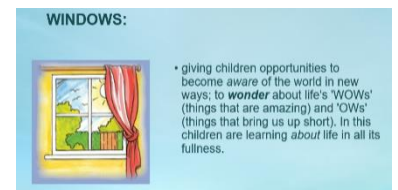
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- adults that are respectful;
- space to explore, think and discuss;
- opportunities that encourage wonder and surprise;
- to know that there is not always a product or end result;
- to know there is another way;
- time to 'just be' and to experience peace and stillness.

A simple pictorial representation of how we can develop Spirituality within our school community is through – Windows, Mirrors and Doors

- Reflection is like looking in a mirror and having time to reflect on the learning;
- Learning is like looking through a window to see new horizons;
- Responding is like going through a door, considering how the learning will have an impact on yourself or your behaviour;
- Beyond is taking our learning and experiences and linking them to our own lives.

WINDOWS - giving 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). In this children are learning *about* life in all its fullness.



MIRRORS – giving children opportunities to reflect on their experiences; to Meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.

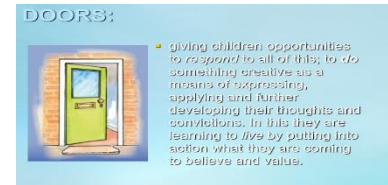


DOORS – Giving children opportunities to respond to all of this: to do something creative as a means of expressing, applying and further developing their thoughts



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and convictions. In this they are learning to live by putting into action what they are coming to believe and value .



Spirituality in Collective Worship

Collective Worship is the beating heart of St. Stephen's, Tockholes. 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.

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 **nows** 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 St. Stephen's, Tockholes is invitational, inspirational and inclusive.



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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 St. Stephen's, Tockholes Religious Education Policy and The Church of England's Statement of Entitlement.

We believe in a world created by and sustained by Jesus (Colossian 1:15-17) and so the things we study reflect that. The WOWs of a world created by God, the OWs of a world that doesn't always follow God, and the opportunities to reflect on living well in God's world.

Spirituality within the Curriculum

Our school's Christian vision is a driver for the curriculum design in St. Stephen's, Tockholes and the impact this has on pupils' spiritual growth.

Drawing on the language of wows, ows and nows, conversations around spirituality will be included in classroom teaching when appropriate from EYFS to Year 6.

Maths

Points to consider:

- The wonder of number patterns. -amazing number patterns because God has ordered creation to be beautiful.
- 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:



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- How do you frame questions around a text? For example:
 - o What inspired you in this text?
 - o How did a character cope with a challenge in life?
 - o How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment?
 - o 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?
- How do we use creativity, imagination, problem solving.

Music

Points to consider:

- What style of music 'invites you to explore the mystery that dances within your soul'?
- 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:



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- The wow of physical geography.
- The ow 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?
- How we care for our global neighbours
- Outdoors – our rural environment
- Wows in nature because God made it all good

History

Points to consider:

- Which stories tell historical wows?
- Which stories tell historical ows? – we have all fallen short of God's standards.
- What lessons for future decisions and choices do they provide?
- Identity
- Culture

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!



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- 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 you 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 you celebrate the achievement and break-through wows of success?
- How do you support the ows 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

Where will spiritual development opportunities occur? Spiritual development occurs in many ways. We aim to ensure that children:

- have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in worship, engaging in reflection activities in spaces around school.
- will be provided with many opportunities for creativity and imagination.
- will be provided with purposeful and regular opportunities for prayer. This can take many forms, but should include being thankful and allow the children an opportunity to open themselves up to God.
- will have regular opportunities to explore, express and share feelings.



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- will see positive relationships modelled around school. The importance of relationships will be reaffirmed to them. This will include clear exploration of how we talk to and relate to n.
- have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connections and unity in the world.
- will be encouraged to reflect on mistakes and say sorry, where appropriate.
- will be encouraged to show perseverance, respect and trust and express these in practical ways.
- have opportunities to explore 'Big Questions', particularly through RE learning.

Recording, Monitoring and Evaluation

Governors review the policy in partnership with school 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.

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 SLT is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the curriculum 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.



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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 to school 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. It is reviewed every three years, or more frequently, as required.



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Spirituality Conversation Starters

Learning from **wow** Experiences

What I've learnt from this wonderful **wow** experience...
I think this is amazing because...
The biggest day in my life was...
A person who I think is really good is...
What matters most to me is...
I am most thankful for...

Learning from **ow** Experiences

What I've learnt from this difficult **ow** experience...
What I've learnt about forgiveness is...
What I've learnt about truth is...
Lying is wrong because...
No one is perfect because...
There would be less trouble if...

Learning from **now** Experiences

What I've learnt from this **now** experience...
What I've learnt about love is...
The world would be a better place if...
I can find peace by...
I think God is like...
One thing I wonder about God is...
I felt God was near me when...
Silence makes you feel...