



Newbottle and Charlton C.E.V.A. Primary School

*'Let all that you do be done in love';
Every Person Matters, Every Moment Counts*

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Spirituality Policy

Reviewed & adopted by the Full Governing Body	12.3.25
Chair of Governors Signature:	CHRIS COOPMAN
Date of next review:	March 2026
Related Policies:	Collective Worship Religious Education Relationships and Sex Education Antibullying Behaviour Principles



Newbottle & Charlton CEVA Primary School seeks to create an environment that reflects our Christian ethos, providing safe, happy and challenging working conditions for all members of the school. This environment is exemplified by our school values and wheel with respect, perseverance, forgiveness, friendship and thankfulness at its hub.

1. Introduction

At this church school all aspects of school life reflect a Christian ethos and this policy is based on Christian principles. Our mission statement and bible verse; 'Every person matters, every moment counts' and 'I can do all this through Him who gives me strength' (St Paul's letter to the Philippians 4.13) are at the heart of everything we do. Like St Paul we seek to be empowered by Christ, and to embody His new commandment that we should love one another (John 13.34).

2. What is Spirituality?

As a school we understand that spirituality can mean different things for different people but we defined it in the following way

'Spirituality is the act of being human by revealing ourselves, our relationship with others, with the beauty of the world and human creativity and the ability to explore experiences of the beyond and doing so through love.'

'Spirituality is an awareness of something greater than you-of something deeper'

We also asked children what spirituality means to them and they came up with some great ideas:

'Being kind, happy and nice to your soul'
'Connecting with God'
'What you love and find peaceful in nature'

3. Aims for Spirituality

It is our aim that the children's individual spiritual development is fostered as an integral element of learning opportunities and experiences they encounter as part of the curriculum and other areas of school life.

We seek to achieve this aim by applying our global curriculum driver in the following ways:

- Enable the children to develop their inner person and be comfortable with their own identity,
- Enable the children to be aware of others, to develop empathy, compassion and respect by reflecting on the values that affect their relationships such as justice, fairness and peace, and the beliefs and values held by others,
- Developing a sense of awe and wonder at the miracle of creation, life and the natural world. Enable the children to respond to the beauty of the natural world by increasing their awareness, respect and understanding of the earth, and the role they can play in caring for the environment,
- Enable the children to develop a sense of the transcendent through considering the big questions of life, such as why are we here and why do we exist?
- Enable the children to experience a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

We separate the development of spirituality under four pillars- self, others, world and beyond which are based on the work of Andrew Rickett.

Spiritual learners become increasingly aware of:

- Self- The inner person and the way that shapes us as individuals perception of themselves as a unique human being
- Others-Spiritual Learners become increasingly aware of the concept of others, a growing empathy, concern and compassion for how we treat others.
- World and Beauty-Spiritual Learners become increasingly aware of the concept of a physical and creative world- growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and results of human creativity.
- Beyond- Spiritual learners become increasingly aware of the concept of beyond- a growing relationship with the special and unusual that is difficult to be understood in ordinary ways; exploring beyond the everyday.

4. Developing Spirituality

Spiritual development is an important element of a child's education and fundamental to other areas of learning.

We seek to achieve our aims by enabling the children to encounter a spiritual dimension in their work, as if viewing the spiritual dimension through a window. We then encourage them to reflect on that dimension and what it means to them, as if looking in a mirror,

and thereby facilitate the growth of their own spirituality. Finally, we encourage the children to put their beliefs and values into practice, as if walking through a door.

5. How is spirituality developed in our school?

We give children opportunities to:

- Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- Think of ways they can practice their beliefs and values in their everyday interaction with one another, through the roles they take in school, such as membership of the their Ethos, STEM, Eco, Project and Sports Crew Committees, in their Teams, and Pupil Parliament. Experience a love of learning through rewarding their enthusiasm and by encouraging play and learning.
- Reflect on the outstanding beauty in our world – awe and wonder... experiencing the feeling of joy.
- Reflect on the situations of others through role play, stories and through mindfulness.
- Use of candles and listening to music to aid thinking/reflection.
- Worship through prayer, music, stillness and reflection.
- Respond to 'big questions' about life and living
- Use a reflection/ spiritual focus/ spaces within our school
- Take spontaneous opportunities to wonder and explore about God's creation
- Think deeply using 'I wonder...' questions and respond confidently to those questions with 'it could be...' responses
- Have moments of reflection
- Have an awareness of self and others, recognising different emotions we are feeling and what we can do about them when they may feel unpleasant (self-regulation- Feel-it resources)

We establish and maintain a partnership between pupils, parents and staff; recognising and respecting the different beliefs and background of the children and their families.

- Opportunities for spiritual development are presented or naturally arise. We provide and plan for a wide range of opportunities for the children to develop spiritually in all areas of the curriculum, in particular in Religious Education, P.S.H.E, Science, Humanities, Art and Forest School.
- We promote spiritual development through themed weeks and days, such as STEM week, Global Days or weeks, Prayer Space Days and Anti-Bullying week.
- We facilitate spiritual development through Collective Worship in school, and in the local parish church by exploring the major Christian festivals, and the teachings and beliefs of the Christian faith. There will be opportunities for:
 - reflection and response to different themes

- Moments of stillness
- Celebration of success/ perseverance
- Sharing of different feelings and emotions (all normalized)
- Common activities- singing, listening, laughing, praying
- Wonder and awe of the wider world, events, thoughts and ideas
- Sharing common beliefs while also respecting personal ones.

6.Opportunities for Spiritual development in area of the curriculum

English

- Empathy with authors and the characters in stories, poems and plays
- Exploring poetry and how feelings are evoked
- Listening to the power of a story by exploring a wide variety of text types involving different settings and diverse characters.
- The appreciation of beauty in language and oracy
- The values of authors and stories that have stood the test of time
- Opportunities for creative writing
- Opportunities for reflection, discussion and debate on different themes

Mathematics

- Delving deeper in how maths relates to the world around them
- Appreciate and wonder of maths in nature- patterns, shape, regularity, numbers
- Developing sense of awe and achievement in solving problems

Science

- Awe and wonder as the basis of science
- Opportunities for curiosity
- Reflecting on the living world including ourselves
- Looking at the process of growing and changing and the miracle of uniqueness
- Creating opportunities to ask questions (Sometimes which science cannot answer)
- Discovering the limitation of experimentation
- Studying the universe and beyond
- Understanding the beliefs in science and the faith of scientists

Religious Education

- Exploring different forms of worship
- Understanding the variety of beliefs, celebrations, traditions and rituals
- Thinking about the idea of mystery and questions with no clear answer
- Discussing the Ultimate questions on meaning and purpose
- Studying people, places, things, books, actions and ideas held by religious believers to be holy.

• How the use of music, art and drama can express beliefs, feelings and emotions • Ideas of commitment and belonging • Developing the ability to ask questions including about the divine/God (for Christians).
Personal, Social and Health Education • Learning about growing- Birth to old age • Considering special people and their influence on our lives
Art and Design • Enjoying and celebrating personal creativity • Exploring their inner selves and connect with the world around them • Express their emotions, thoughts and experiences • Reflect on personal values and beliefs
Computing • Exploration of technology and its impact on society
Design and Technology • Enjoying and celebrating personal creativity
Geography • Exploring diverse landscapes, cultures and connections that shape the world • Studying different regions and human-environment interaction to develop understanding of interconnectedness of living things, promoting a sense of responsibility.
History • Developing an understanding of the spiritual dimension that have shaped societies in the past- including belief systems and traditions
Modern Foreign Languages • Learning a new language to foster an appreciation for diversity and a sense of connection with people from different backgrounds and cultures.
Music • Enjoying and celebrating personal creativity • Considering how music makes us feel • Expressing delight in creating own music • Listening to music to support wellbeing • Exploration of different genres of music including those from different cultures and celebrate differences • Look closely at the lyrics and storytelling through music- including themes for example- global issues.
Physical Education • Being a team member • Learn about fair play, sportsmanship and following rules • Discussion on importance of physical wellbeing

- Reflect on performance and improvements – being aware of own strengths and limitations
- Challenging themselves
- Developing resilience

Forest School

- Experiencing the beauty of nature
- Observe and observe nature
- Respect for the natural environment and sense of responsibility towards the planet.

Regularly through the year we meet together to discuss some of the big questions, where we giving children time to express their ideas, beliefs and reflect and respond to others. These may be adapted for different age groups depending on the question asked.

2024-25

- Self- Does having more mean being happier?
- Others-What is stronger love or hate?
- World and beauty-What is a perfect world?
- Beyond- If you can't see something, is it still real?

2025-26

- Self- Should you respect yourself over all other things?
- Others- Why do people have to suffer?
- World and beauty- What is a perfect world? What is the beautiful thing in the world?
- Beyond- Is it good that scientists can't explain everything?

2026-27

- Self- What things do I value? Who should I look up to?
- Others- Is being a good friend always easy?
- World and Beauty- Should we try to tame nature?
- Beyond- Why are there different religions?

2027-28

- Self- How do we decide what is right and wrong?
- Others- Is being fair always the right thing to do?
- World and Beauty- Why should we care about animals and plants?
- Beyond- Does anything last forever?

7.Implementation of policy

The implementation of this policy is monitored through scrutiny of teaching and learning by the Headteacher, Subject Leaders and the Governors. Learning Walks are an important part of this process, as are meetings between Subject Leaders and Lead Governors. These walks and meetings inform the work of the full Governing Body in monitoring and reviewing spiritual development.