



# St Leonard's Church of England Primary School

## Spirituality Policy

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**St Leonard's Church of England Primary School**  
**Spirituality Policy**

**Our Mission Statement**

**In Jesus' footsteps...**



**...we will grow in grace and knowledge.**

At St Leonard's, children will understand that God's grace is the gift given freely out of unconditional love and that **all** are precious. By following in Jesus' footsteps, with pupil promises at the heart of everything we do, we are shaping confident, thoughtful, courageous advocates of the future and growing God's kingdom on Earth.

By following Christ's example we **"Grow in the grace and knowledge of our Lord and Saviour, Jesus Christ."**  
2 Peter 3:18

As a school community we...

 **Sharing Faith and Hope**

We provide a holistic learning journey and curriculum that enables reflection and spiritual growth including collective worship, teaching about Christianity and other world faiths.

 **Love and Value All**

Rooted in love with St. Leonard as a model, we develop children's ability to be courageous advocates who act with a strong sense of inclusion, acceptance, justice and equality for all.

 **Learn, Remember and Do**

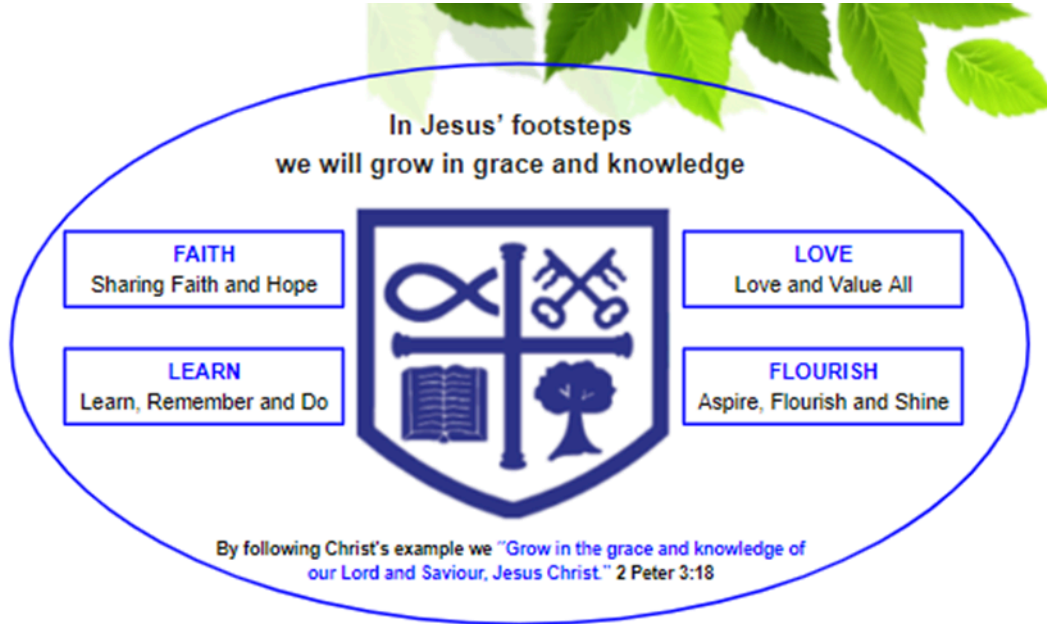
Through curriculum challenge, enrichment and high expectations we inspire children to love learning deeply, and use their acquired knowledge, skills and talents for the greater good and in service to others.

 **Aspire, Flourish and Shine**

Together we cherish and celebrate children's achievements, giving them the confidence to aspire to be the best they can be and to shine their light on their school and community.



This Mission is central to all that we do and as such is visible throughout our school in this manner:



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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)

### **School Statement on Spirituality**

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, St. Leonard's CE Primary School has chosen to follow ideas developed by the Education Department at the Diocese of Blackburn.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **wows** of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical every day.

In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the **wows**, **ows** and **nows** of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.

St. Leonard's CE Primary School uses this language and the concepts of **wows**, **ows** and **nows**. These are used to explore relationships with:

ourselves; others; the wider natural world and beyond; offering the invitation to relate to God.



## 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.

Within our physical school environment, we support spiritual growth in our mindfulness and worship area spaces within every classroom which are accessible throughout the day. Outdoors, pupils have access to a 'Friendship Area' where they can be still and reflect in, we are also fortunate to have a Forest School which gives pupils an opportunity to connect with God's creation.

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 St. Leonard's CE Primary School. It provides the opportunity for our school community to share experiences, ideas and the opportunity 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 **wows** 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. Leonard's CE Primary School 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 **wows**, **ows** and **nows** where appropriate.

For further details, please refer to St. Leonard's CE Primary School's Religious Education Policy and The Church of England's Statement of Entitlement.



## Spirituality within the Curriculum

Drawing on the language of **wows**, **ows** and **nows**, conversations around spirituality will be included in classroom teaching when appropriate from Reception 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? How do you think you would have responded to that **wow** or **ow** moment?
  - 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?

### Languages

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 **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?

### **History**

Points to consider:

- Which stories tell historical **wows**?
- Which stories tell historical **ows**?
- 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 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**

In St. Leonard's CE Primary School, 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, including MDSA and administrative staff are 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 **wows**, **ows** and **nows** will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the **golden glue of spirituality**.

### **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.

Mrs Pountain are 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

### **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. NQTs and staff who are new to St. Leonard's CE Primary School will receive training and support from Mrs Pountain.



## **Additional Support Material**

### **Prayers used by our school:**

#### *Whole School Prayer:*

Lord,  
Teach us how to keep your day,  
Lead and bless us on our way,  
Christ within our hearts and minds,  
Your care and love forever binds.  
Amen

#### *Lunchtime Prayer:*

Bless us, oh Lord,  
As we sit together.  
Bless the food we eat today.  
Bless the hands that made the food.  
Bless us, oh Lord.  
Amen.

#### *End of Day Prayer:*

Lord,  
Keep us safe this night,  
Secure from all our fears,  
May angels guard us while we sleep,  
Til morning light appears.  
Amen.



### *Staff Led Prayer*

Mysterious God,  
Most of the time we can explain what happens in the world by science  
But sometimes we may see a glimpse of something beyond:  
The joy of making a new friend,  
The excitement of being able to do something today which we couldn't do yesterday,  
The delight of warm sun on our faces or splashing in cold puddles.  
In these **wow** moments, when we're aware of something beyond,  
Help us to be open to the idea of you, God.

Comforting God,  
Most of the time we feel safe and secure  
But sometimes life can be difficult and painful and we long for something beyond:  
Someone who understands what it's like to be alone,  
Or let down by friends,  
Or feel like they have nowhere to call home.  
In these **ow** moments, help us to be open to something beyond  
And brave enough to reach out and pray.

Constant God,  
Most of the time we are busy running or learning or playing,  
But sometimes it's good simply to be, help us then to glimpse something beyond the  
everyday:

When we are still,  
When we are present to ourselves,  
When there is nothing to distract us.  
In these **now** moments, help us to be open your possibility God  
And help us to pray.  
Amen



## 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 is...

### 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...