



Spirituality Policy

Date: June 2026

Review Date: June 2029

1. School Vision

With thankful hearts, we trust in God as we grow in his love which shines through us. We aim to live our faith and grow in wisdom.

And Jesus grew in wisdom and stature, and in favour with God and people. (Luke 2:52)

But the wisdom from above is pure first of all; it is also peaceful, gentle, and friendly; it is full of compassion and produces a harvest of good deeds; it is free from prejudice and hypocrisy. (James 3:17)

Our school vision enables the flourishing of all pupils, gives pupils a sense of their own dignity and ensures that our school is inclusive.

2. Introduction and definition

‘Spirituality’ is about the quality of being concerned with the human spirit or soul as opposed to material or physical things. It includes a sense of connection to something bigger than ourselves. At Whitegate C of E Primary School, we have defined spirituality as:

“Spirituality resides in one’s **identity**. Spiritual formation occurs in the process of **living life**. The spirituality of the child is the **inner most person**, the basis for answering the question: **who am I?** It is a part of one’s core identity that which makes up the inner person. It is not a set of prayers or a memorised dogma, although such will certainly influence the individual’s response to life.”

‘Spiritual development’ is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning, purpose and beliefs that help provide perspective on life

At Whitegate, we explore and reflect upon the spiritual, moral and cultural dimensions of life in all that we do. As a Church of England School, we are guided by the teachings of Jesus. Pupils’ individual spiritual development is fostered throughout the curriculum, Religious Education and Collective Worship.

3. Intent

- To foster self-awareness.
- To enable pupils to have an understanding of the world around them.
- To develop a set of values, principles and beliefs.

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- For these principles to affect pupils' behaviour in a positive way.
- To foster the ability in pupils to articulate their beliefs/faith.
- To develop an awareness of and respect for other peoples' beliefs/faith.
- To encourage pupils to make informed decisions.
- To develop a sense of awe and wonder at the miracle of life, the natural world and the whole created order.
- To develop an awareness of God as creator, provider and sustainer.

4. Implementation

All staff take responsibility for the pupil's experience and account for the spiritual in planning and policies. Due to the nature of Spirituality, it permeates all areas of the curriculum. Some opportunities are specifically planned, but others will also occur spontaneously.

The spiritual curriculum is recognised in all areas of school life, particularly in:

- Collective Worship as a whole school, key stage, church service or in class;
- School vision;
- Prayer – collective and individual;
- Values and relationships;
- Whole school curriculum;
- Relationships with the local Church.

Specific teaching approaches to the development of spirituality include;

- Offering responses from different faiths to share human experiences and feelings;
- Promoting different understandings of spirituality, faith and belief;
- As part of teachers' planning in content and method.

In addition to this, spirituality is developed through aspects such as;

- Respect and acceptance;
- Valuing own and others' faiths and beliefs;
- Exploring issues and 'Big Questions' eg: suffering, life and death;
- Awe/wonder/curiosity/mystery.

Across the school, Spirituality is grown through other aspects of school life;

- Value given to others: charitable works, unselfish acts, Phys-Kids, Y6 Buddies, Ethos club

- Quality of outside environment: children are able to use the Ethos Shed on a weekly basis and at a set time with their peers.
- Shared talk time: circle time, show and tell, PHSE, Picture News.
- Reflection Areas in the classrooms
- Pupil Voice: School Council,
- Our School Vision, aims and values.
- Collective Worship.
- Religious workshops and special experience days: Judaism workshop, Sikh gurdwara visit, Buddhist temple visit, St John's experience days, Interfaith Week
- Calming environments: library area, The Orchard.
- Pastoral Provision: ELSA, Wellbeing Club.

Spirituality can also be developed through specific teaching. Examples of this can be seen through;

- To look attentively and observe carefully, for example in art, science etc.;
- To listen with discernment to presentations in English, R.E. music etc.;
- To balance awareness with the reality of life experience in discussion, for example in science, PHSE;
- To be silent and to reflect on issues in moments of quiet or while music is playing;
- To experience calm and tranquil moments which afford time for reflection, e.g. during collective worship or following inquiry;
- To have confidence to express opinion even if others do not agree such as in PHSE, science, music;
- To learn to live with others and to develop an understanding of friendship and the school as a family;
- To identify issues of spiritual significance and to explore the Christian response to them;
- To develop their resilience and learn to live with success and failure for themselves and with others;
- To respond to life's 'Big Questions' for example RE, PHSE.
- To begin to have some understanding of God the Father, Son and Holy Spirit; of prayer and of sacred texts.

A shared language around spirituality is used within the school. This is based around 4 main ways that we understand spiritual moments can occur.

1. In – A restless desire to seek the truth

This can be explored through asking questions such as: What is your One Big Problem? What is your One Big Question? Why do people do bad things? Who made the universe?

2. Out – A sense of awe and wonder

This can be explored through asking questions such as: What makes you say “wow”? When were you last lost for words?

3. Up – An understanding that there is something greater than themselves

This can be explored through asking questions such as: Where and when do you feel closest to God or ‘something greater than yourself’? What kinds of things make you feel close to God or aware of something greater than yourself?

4. Around – A desire to love and know they are loved

This can be explored through asking questions such as: With whom do you have a kind heart? Who do you think knows you best? How do feel about those around you? Do you know how much you are loved?

For each of these there are actions that we used to help the children develop their understanding of the spiritual moments they are encountering and help them to articulate their experience. These can be seen in Appendix 1.

For children who are withdrawn from worship, a time of reflection is encouraged.

Impact

Our objectives and provision enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity.

As a result of our Spiritual provision, we expect that by the time they leave our school most children can:

- Work and live in harmony with others in a school “family”;
- Value what is good and worthwhile and make value judgements through discussion and exchange of views and ideas;
- Work collaboratively with peers, valuing the contribution made by others when working as a team e.g. on investigations, discussions and problem solving;
- Show respect to all, as modelled by staff in their relationships with others;
- Understand the importance of reflection and quiet contemplation.
- Reflect on the place and evidence of the Christian ethos and teaching in their own and others’ lives;
- Express the beliefs and values by which they live and show respect for the beliefs and values of others.

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APPROVED:	9TH JUNE 2026
SIGNED:	T FINNEY
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Appendix 1



Up



Around



Out



In