Spirituality Policy



Policy information	Details
Policy owner	Headteacher / Spirituality and RE leadership
Approval	Governing Body — Autumn 2026
Date written	Autumn 2026
Next review	Autumn 2027 or earlier following updated guidance
Linked policies	Collective Worship, RE, Curriculum, SEND, Equality, Behaviour, Safeguarding, RSHE and Mental Health/Wellbeing

1. Purpose and Christian foundation

At Billinge St Aidan's, spirituality is integral to our identity as a Church of England school and our aspiration that every pupil and adult can flourish. Our vision, "Let your light shine" (Matthew 5:16), draws on Jesus' teaching that light is not to be hidden: the gifts, dignity and potential of each person are to be nurtured for the good of others. Spirituality is therefore both inward-looking—exploring identity, meaning, belonging and hope—and outward-looking—showing love, compassion, justice and service.

This policy establishes a shared, age-appropriate language for spirituality, a coherent approach across the whole life of the school, and clear arrangements for monitoring the quality and impact of provision

2. Our understanding of spirituality

Spirituality is the developing capacity to notice and respond to what matters deeply: awe and wonder; feelings and relationships; beauty and suffering; belonging and identity; questions of truth, purpose and meaning; and the possibility of personal and collective change. It may involve faith in God, but spiritual development is not dependent on religious belief.

- Spirituality is for everyone—children and adults, Christians, people of other religions and people of no religious faith.
- Spiritual development can be expressed in words, silence, art, music, movement, play, choices or action; it is not assessed by the strength of personal belief.
- Spirituality is distinct from, but enriched by, religious education, collective worship and personal development.
- Every person is treated with dignity; exploration is invitational and never requires personal disclosure, prayer or agreement with Christian belief.

Our intended outcomes and aims

Through a welcoming, theologically rooted Christian ethos, we aim for every pupil to recognise their inherent worth, develop a sense of identity and belonging, explore meaning and purpose, and grow in self-awareness and compassion. We will help pupils to form and articulate their own questions, values and beliefs, while respecting the convictions of others.

- Develop curiosity and wonder about life, the natural world, human creativity and, within Christian teaching, God as creator, provider and sustainer.
- Consider diverse understandings of faith, spirituality and worldviews; understand that people may believe differently or not hold a religious belief.
- Grow in moral awareness, making thoughtful, informed decisions and understanding how values can influence behaviour and relationships.
- Feel able to express a view, ask difficult questions or respectfully disagree without fear of ridicule.
- Encounter Christian understandings of God as Father, Son and Holy Spirit, prayer, Bible teaching and Christian hope through RE and Collective Worship, while recognising that personal faith is not required.

3. A shared school language: WOW, OW, HOW, NOW, POW, VOW

These six complementary lenses are used across the BEACON Curriculum, worship, daily interactions and reflection. They are prompts rather than a checklist to force into every lesson.

Lens	Meaning	Example pupil prompt
WOW	Wonder, beauty, awe and surprise	What makes you stop and say "wow"?
OW	Hurt, difficulty, injustice and empathy	What feels unfair or painful? How might someone feel?
HOW	Big questions, curiosity and meaning	Why might this matter? What do you wonder?
NOW	Stillness, noticing and personal reflection	What am I noticing or feeling now?
POW	Response, agency and making a difference	What positive action could I take?
VOW	Values, purpose and lasting commitment	What will I choose to stand for or do differently?

At St Aidan's, these lenses help pupils notice their inner lives, encounter beauty and mystery, ask questions about God and meaning, build relationships and act with compassion. WOW, OW, HOW, NOW, POW and VOW remain our distinctive, shared language; staff use the prompts naturally rather than imposing a formula on every learning experience.

4. Our school values and flourishing

The six Christian values of Hope, Love, Friendship, Forgiveness, Truth and Perseverance help children connect reflection with character, relationships and choices. They are explored through biblical teaching and lived experience, in ways accessible to people with different convictions.

- Hope: recognising possibility and sustaining others when times are hard.
- Love: valuing the dignity of each person through compassion and service.
- Friendship: building belonging, trust and respectful relationships.
- Forgiveness: seeking restoration and fresh starts where safe and appropriate.
- Truth: asking honest questions, acting with integrity and respecting evidence.
- Perseverance: finding courage, patience and support through challenge.

5. Spirituality through the curriculum

Spiritual development is planned as an intrinsic dimension of the broad, balanced BEACON Curriculum, rather than as an isolated event or an additional written task in every lesson. Teachers identify purposeful moments for wondering, questioning, reflection and response, ensuring that disciplinary knowledge and academic ambition remain central.

- BEACON teaching principles—small steps, explicit modelling, active practice and retrieval, checking learning, oracy, and reviewing and linking new learning—help pupils access and articulate thoughtful reflection.
- RE: Questful RE supports informed encounters with Christianity and other religions and worldviews; pupils investigate beliefs and sacred texts, ask significant questions and respond respectfully without being directed towards a particular personal belief.
- English and reading: characters, poetry and stories open questions of identity, empathy, truth, sacrifice, belonging and hope.
- Science and mathematics: patterns, scale, discoveries, uncertainty and ethical applications encourage curiosity, wonder and careful reasoning.
- History, geography and computing: pupils consider human experiences, injustice, community, the environment, digital choices and responsibility.

- Art, music, PE and design: creative expression, beauty, teamwork, challenge, resilience and the experience of excellence create different routes into reflection.
- EYFS: stories, nature, purposeful play, sensory exploration, relationships and quiet spaces allow children to express wonder and develop language for feelings and belonging.

Specific teaching practices that nurture spirituality

Spiritual opportunities may be planned and may also emerge spontaneously. Adults should recognise an unexpected moment of awe, grief, questioning or gratitude and respond sensitively, without turning every experience into a formal task.

- Teach children to look attentively and notice detail in artwork, nature, scientific observations and local surroundings.
- Develop attentive, discerning listening through stories, music, poetry, testimony and contributions from others.
- Allow purposeful silence, stillness, mindful noticing or quiet reflection; offer non-verbal ways of responding.
- Use discussion, oracy and high-quality questions to consider contrasting views, uncertainty and big questions about life, death, suffering, justice and hope.
- Use creative approaches such as drama, art, song, journalling, movement, photography and outdoor learning where appropriate.
- Help pupils reflect on friendship, successes, mistakes, disappointment and failure, with support for resilience, forgiveness and restoration.
- Ensure that invitations to consider Christian perspectives are accurate and respectful, alongside fair consideration of other faith and non-religious perspectives.

6. Collective Worship and Christian distinctiveness

Daily Collective Worship offers a distinctively Christian, inclusive, invitational and inspiring opportunity to encounter Bible teaching, Anglican tradition, prayer, reflection, music, silence and ethical challenge. Our Christian foundation is expressed confidently and accessibly, while honouring each person's freedom of belief.

- Worship draws upon "Let your light shine", the six values and the WOW/OW/HOW/NOW/POW/VOW prompts when they naturally support the theme.
- Pupils may engage through listening, thinking, singing, responding or quiet reflection; prayer is offered as an invitation, not imposed.
- Pupil leadership, questions and feedback influence worship development; links with St Aidan's Church enrich the school's spiritual life.
- Worship opportunities help pupils move from encounter and reflection towards compassionate action and courageous advocacy.
- Statutory arrangements, including parents' right to withdraw from Collective Worship, are explained in the separate Collective Worship Policy.

7. Relationships, inclusion and wellbeing

Our approach must enable all children and adults to experience belonging and dignity, particularly those who may be vulnerable or disadvantaged. Spiritual expression cannot be reduced to articulate speech or written reflection.

- Staff adapt prompts, visuals, sensory experiences and ways of communicating for pupils with SEND, including pupils who use AAC or need support with language, attention or emotional regulation.
- A child may choose not to share a personal response; adults avoid intrusive questioning or evaluating a child's spirituality.
- Pastoral, restorative and nurture approaches make room for grief, uncertainty and difficult feelings without suggesting that spirituality replaces safeguarding, mental-health support or clinical care.
- Cultural, religious and non-religious perspectives are represented respectfully; no pupil is asked to speak on behalf of a whole faith or group.

Whole-school experiences and spaces

Spiritual development is also nurtured through the daily environment and wider life of the school, not solely through timetabled lessons. Opportunities include, according to age, need and the school's current provision:

- Classroom reflection areas, quiet spaces, outdoor learning, encounters with nature and opportunities to pause in a calming environment.
- Circle times, PATHS, HeartSmart, Picture News, pastoral and nurture provision, restorative conversations and times when pupils can talk and be heard.
- Pupil voice, school councils or ambassador roles, older pupils supporting younger pupils and other opportunities for service and responsibility.
- School and class worship, prayer and reflection, church links and significant Christian festivals and services.
- RE enrichment, visitors, places of worship and exploration of other traditions or worldviews, planned to be accessible and appropriate to the school context.
- Charitable activity, care for the environment, courageous advocacy and partnerships with families and the wider community.

The school does not claim that every possible example is continuously available. Leaders review actual provision, pupil access and the quality of these opportunities throughout the year.

8. Courageous advocacy, justice and responsibility

The POW and VOW lenses turn reflection into ethically informed action. The school encourages pupils to notice needs, listen to different perspectives, consider root causes and participate in proportionate, age-appropriate action—locally and more widely.

- At St Aidan's, relevant experiences include pupils supporting Aidan's Pantry, practical acts of community service, environmental stewardship, charitable fundraising and pupil-led responses to injustice. These examples illustrate opportunities rather than a fixed programme for every class.
- Pupil voice helps identify priorities and evaluate whether action has made a difference.
- Advocacy is rooted in hope, dignity and justice.

Spirituality, personal agency and sensitive questions

Pupils should have safe opportunities to consider complex subjects such as suffering, bereavement, life and death, injustice and belief. Adults will listen with sensitivity, respond in developmentally appropriate ways and follow safeguarding procedures where a concern arises. The school respects parental rights regarding withdrawal from Collective Worship; spirituality remains part of the school's inclusive educational ethos.

9. Roles and responsibilities

Role	Responsibility
Governing Body / foundation governors	Approve and review the policy; ask how Christian vision drives provision, inclusion and impact; provide constructive challenge.
Headteacher and SLT	Set strategic expectations, protect time and opportunities for spiritual development; support staff and evaluate impact.
RE / spirituality leader and collective worship leaders	Support shared language and staff CPD; coordinate curriculum and worship links; gather proportionate evidence and pupil voice.
Teachers and support staff	Model openness, thoughtful questioning and respect; identify authentic opportunities and adapt them to pupils' needs.
Pupils and families	Contribute insights, questions and feedback by choice; take part in shaping school life.
Local church and partners	Enrich opportunities through partnership, visits, worship and community engagement where appropriate.

Expected impact by the end of Year 6

There is no single measurable endpoint for spirituality and no child is graded for spiritual maturity or personal religious conviction. Nevertheless, through age-appropriate opportunities, we aim for pupils leaving St Aidan's to be increasingly able to:

- Explain, using their preferred means of communication, moments of awe, uncertainty, stillness, compassion and personal significance.
- Express questions, personal ideas, beliefs and values; listen well and respond respectfully when others disagree.
- Recognise the dignity of other people, build positive relationships, work collaboratively and contribute to a caring school community.
- Understand that reflection can inform choices, ethical judgement and appropriate action for others and the environment.
- Appreciate why Christians draw on the life and teaching of Jesus, prayer and the Trinity, while recognising and respecting different religious and non-religious perspectives.
- Identify the role of quiet contemplation, creativity and reflection in wellbeing, meaning and self-understanding.
- Approach challenge, success, disappointment and failure with increasing resilience and thoughtfulness, recognising when to seek help.

Staff will look for these outcomes in conversations, conduct, participation, pupil-led reflection and inclusive experiences, rather than judging the private spiritual life of any individual.

10. Monitoring, evaluation and development

The school will evaluate spirituality as a lived dimension of its vision, not through numerical grading of individual pupils' spiritual growth. Evidence will be proportionate and used to improve practice, not produce unnecessary workload.

- Review curriculum plans and examples of learning to see whether meaningful opportunities for wonder, reflection, questioning and response are accessible across subjects and ages.
- Use pupil conversations and age-appropriate feedback to explore whether pupils recognise the shared language, feel safe to ask questions and can describe experiences that matter to them.
- Gather staff, family and governor perspectives; consider the experience of pupils with SEND, disadvantaged pupils and those of different faiths/worldviews.
- Review Collective Worship feedback, RE monitoring, school culture and courageous advocacy to identify connections between provision and positive outcomes.
- Record emerging strengths, barriers and agreed actions in school improvement and SIAMS self-evaluation, with follow-up to check whether changes have had an effect.

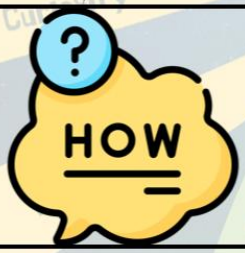
11. Implementation, review and linked guidance

Leaders will share this policy with staff and governors, refer to its language in induction and relevant CPD, and make it accessible to families. Curriculum leaders will use the existing subject-specific spirituality guidance published on the school website. The Governing Body will review the policy annually, or sooner if statutory or Church of England guidance changes.

Appendix A — Planning and reflection prompts

Phase	Examples of accessible practice
EYFS	"What did you notice?" "How did that make you feel?" Wonder walks, stories, photographs, quiet moments and visual choices.
KS1	"Why might that be special?" "How might they feel?" Talk partners, drawing, simple reflective pauses and practical kindness.
Lower KS2	"What questions does this raise?" "Whose perspective is missing?" Reflection journals, dialogue, nature and ethical dilemmas.
Upper KS2	"What tensions or responsibilities do you see?" "What action is justified?" Discussion, evidence-based reasoning, pupil-led advocacy and commitments.

SPIRITUALITY IN THE BEACON CURRICULUM

	Find hope and wonder in the joys of life. Seek moments to delight in light filled times.		Appreciate times of stillness and reflection. Be absorbed in the present moment.
	Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.		Commit to being a person that brings light to others.
	Ponder ultimate questions that help to explore the bright and dark times of life.		Be the light for others through powerful actions that make a difference in their lives.