
Croughton All Saints CE Primary School

Spirituality Policy

March 2026



At Croughton School, we all belong as part of God's family. We foster each child's unique skills ensuring we are an inclusive and diverse community where each child feels safe and has a love of learning. We prepare children for their next journey in education and as global citizens by being respectfully curious, determined, resilient and kind.

*'How wonderful, how pleasing it is when all God's people come together as one.'
(Psalm 133:1)*

Reviewed by	Approved by	Date Approved	Next Review Date
S. Smith	FGB	March 2026	March 2028

“Spirituality is like a bird: If you hold it too closely, it chokes, and if you hold it too loosely, it escapes.” Israel Salanter Lipkin

Spirituality is a powerful force that determines what we are, and our self-understanding. We recognise that it forms the basis for successful relationships, and shapes our behaviour and outlook on life, others and the world. Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences, which are of enduring worth.

At Croughton Church of England Primary School the spiritual dimension is expressed through our Christian faith, and the recognition of the spiritual nature of mankind. Our ethos enables and encourages all children to grow and flourish spiritually.

It is our aim that the children’s individual spiritual development is fostered as an integral element of the range of learning opportunities and experiences they encounter as part of the curriculum, and that it permeates all strands of school life.

The current SIAMS Framework includes specific questions relating to spiritual development:

IQ2: How is spiritual development an intrinsic part of the curriculum?

IQ3: How is daily collective worship enabling pupils and adults to flourish spiritually?

- **How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?**

Aims

The aims for spirituality at Croughton Church of England Primary School are:

- To provide a context of faith, security and loving relationships to support each child’s spiritual search.
- To foster the spiritual development of each child, regardless of age, sex, ability or cultural background.
- To foster self-awareness and promote a feeling of self-worth.
- To develop a set of values, principles and beliefs.
- To develop positive human qualities.
- To develop respect and empathy for other people and their beliefs.
- To foster a respect for different people’s feelings and values.
- To develop the children’s enthusiasm to explore and learn through enquiry and first hand experiences.
- To enable the children to attribute meaning to experiences.
- To enable the children to value the non-material dimension of life.
- To foster reflection and stillness.
- To foster a sense of meaning, purpose and direction in life.
- To encourage imagination and creativity.
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world.
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.
- To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.

School Statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words. At Croughton Church of England Primary School we have tried to make conversations about spirituality accessible to every member of our school community.

We recognise that spiritual development involves increasing our awareness of:

- **SELF**- being a unique person, and understanding self-perception

- **OTHERS**- how empathy, concern, compassion and other values and principles can affect relationships.

- **WORLD AND BEAUTY**- seeing and relating to the physical and creative world through responses to nature and the arts.

- **BEYOND**- relating to, and increasing understanding of, experiences that are outside the 'every day'.

We recognise that there are spiritual moments within every day at school, and we look to explore and develop these with the children, using the language of 'wows, ows and nows'.

- **WOW**- Sometimes we can have wow moments which make us realise that there are wonderful things all around us that take our breath away and make us think of things that are greater than we are. We might look at something and feel a sense of awe and wonder.
- **OW**- Sometimes things might go wrong in life, or we might experience pain or witness suffering. These 'ow' moments can lead to a greater awareness of the world around us and offer us the chance to make things stronger or better. We refer to the Japanese art of Kintsugi, where broken pots are mended with gold, and look even more beautiful than before. We also refer to the story in the bible, referring to the beauty of light shining through cracked pots.
- **NOW**- It is really important to pay attention to how you are feeling NOW, and to take time to enjoy moments of joy and wonder that are happening RIGHT NOW.
 - It might be the joy of a piece of music, a painting or a beautiful moment in nature. It could be the words of a friend, a thoughtful moment of friendship or a loving gesture.
 - Sometimes our heads are so full of what has gone on in the past, or what might happen in the future that we forget to enjoy the present.

Croughton Church of England Primary School uses this language and the concepts of **WOWS**, **OWS** and **NOWS**. These are used to explore relationships with ourselves, with others, with the wider natural world and beyond.

Our School's Christian Vision:

At Croughton School, we all belong as part of God's family. We foster each child's unique skills ensuring we are an inclusive and diverse community where each child feels safe and has a love of learning. We prepare children for their next journey in education and as global citizens by being respectfully curious, determined, resilient and kind.

***'How wonderful, how pleasing it is when all God's people come together as one.'* (Psalm 133:1)**

The school places a high priority on the spiritual development of all children and adults. We recognise that spirituality is not a single path or a belief system, and that it involves belief in a higher power and a sense of connection to something greater than or beyond ourselves. It can manifest itself as interconnectedness with the rest of humanity and with nature.

As such it can involve:

- asking deep questions about life and death
- deepening connections with others
- experiencing compassion and empathy for others
- feelings of awe and wonder
- seeking and finding happiness beyond material possessions
- seeking meaning and purpose
- wanting to make the world a better place

Organisation and Implementation

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

Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this teaching styles are adopted which:

- Value the children's questions and give them space for their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'.

Spirituality is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

The following opportunities will be made available, as an integral part of the school's practice, in order to facilitate the development of spirituality:

- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them as an integral part of the school's practice.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen with discernment.
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts.
- To explore and develop what animates themselves and others.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

Spirituality in Collective Worship

Collective Worship is at the heart of Croughton Church of England Primary School. 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 **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 empathy for others, and to share and experience such feelings as happiness, sorrow, hurt, anticipation, fear. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendar. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in our school is always invitational, inspirational and inclusive, with respect for personal and collective beliefs.

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.

Spirituality in RE is nurtured and promoted by:

- People, places, things, books, actions and ideas held by religious believers to be holy.
- Ultimate questions of meaning and purpose.
- Ideas of the divine/questions of God.
- Forms of worship.
- Use of music, art and drama to express beliefs.
- Varieties of beliefs, celebrations and rituals.
- Ideas of commitment and belonging to groups and institutions.
- The idea of mystery and questions with no clear answers.

For further details, please refer to the school's Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality within the Curriculum

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum:

In Physical Education:

- Being a team member.

- Pushing yourself to the limits.
- Extremes of skill, endurance and achievement.
- Emotion in sport.
- Personal limitation and failure.
- Appreciation of perfection.
- Sportsmanship.
- 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?
- Recognise/celebrate equality, freedom, respect and trust.

In Design and Technology:

- Discovering how something works.
- Appreciating genius.
- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.
- Motivations of designers- for the good of humanity or desire to make money?

In English:

- Empathy with authors and the characters in stories and plays.
- Sharing inspirations from texts that have been read.
- Sharing challenges and responses of characters within texts. Would you have responded in the same way?
- Discuss the power, beauty and pain expressed through language.
- The appreciation of beauty in language.
- Emotions and sentiments in writing and speech.
- The values of great works.
- Heroes and heroines in literature.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.
- Valuing the writing of those within the class

In Maths:

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, and number patterns.
- What cannot be measured- eg love?
- What cannot be counted?

In Science:

- Wonder as the basis of science.
- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.
- The power of nature, and the wonder of nature.
- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

In the Creative Arts (Art, Music, Drama and Dance):

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness.

- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.
- Mood.
- Skill.
- Pattern- and the wonders of patterns created throughout history, and within nature.
- How do the arts encourage creativity, delight and curiosity?
- How do you celebrate differences in response to the arts?

In Geography:

- Wonder at the diversity of environments and people.
- The wow of physical geography.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.

In History:

- Being in touch with past people, things and ideas.
- Being part of history.
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace.
- Interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history- sharing their stories and considering the impact of their stories on our emotions.

In MFL:

- 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?

Drawing on the language of **WOWS**, **OWS** and **NOWS**, conversations around spirituality will be included in classroom teaching in all year groups

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?

In addition, as part of the curriculum, the children have opportunities:

- **To visit places of beauty, interest and challenge.**
- **To admire and wonder at the natural environment and human creative efforts.**
- **To work out personal relationships in unusual and challenging situations.**
- **To experience community cohesion links at a local, national and global level.**
- **To engage in charity-based activities.**
- **To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.**

Spirituality within the Ethos of the Daily Life of the School

In Croughton Church of England 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.

In order to facilitate spiritual development the organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is valued and seen to be valued.
- Policies and ensuing practices are clearly seen to reflect the worth of individuals.
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly.
- All adults recognise the need to set good examples of mutual respect and considerate behaviour.
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff.
- Aesthetic awareness is encouraged.
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated.

The school has a number of areas that are dedicated to quiet reflection, and encourage the children's spiritual development through the use of inspirational pictures, artefacts and through sharing the beauty of nature. These areas include the reflective spaces in classrooms and in the hall, and particularly the prayer space in the library. This space has been painted and resourced to allow for quiet reflection and allows the children to respond spiritually in a range of ways and to share their thoughts with others.

Outside there are quiet reflective areas and a garden in Eve's memory which encourages all to reflect, share thoughts and develop spiritually.

All Saints Church Croughton is also used regularly and the children engage in practical, creative activities linked to prayer and spiritual development.

The Behaviour Policy and expectations reflect the school's encouragement of our Christian values of love, care and respect for others, and allows opportunity for reflection, forgiveness and the chance to re-build.

The children understand that the vision statement is at the heart of the school, and all are aware of the importance of treating each other with love and respect:

Assessment

Spirituality will be assessed as an integral part of curriculum practice and the children's involvement in the life of the school community.

These are areas in which children are expected to grow as part of their spiritual development:

- Reflect on their experiences with increasing sensitivity.
- Question and explore the meaning of experience.
- Understand and evaluate a range of possible reasons and interpretations.
- Develop personal views and insights.
- Apply insights gained with increasing degrees of perception to their own lives in line with the school's Anglican status and history.
- Know that belief is valuable and that the Christian belief is endorsed by the whole school community.

Recording, Monitoring and Evaluation

Provision for spiritual development is monitored and reviewed by:

- Monitoring of teaching and learning and work scrutiny by RE/Collective Worship Leader, senior management, Head Teacher and governors.
- Pupil Voice.
- Spirituality Learning Walk.

- Discussions at staff and Governing Body meetings, particularly involving the Ethos Committee.
- Audits of policies and schemes of work.
- RE and Collective Worship Development Plans.

A select group of pupils will review the policy every two years in partnership with Senior 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, in line with the school's monitoring policy and schedule for governors.

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.

Senior Leaders 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 particularly around Strand 2

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 Croughton Church of England Primary School will receive training and support from the staff member identified as leading on spirituality.

This policy is shared on the school's website.

This policy is reviewed every 2 years, or more frequently, as required.

Approval/review by governing body

Headteacher signed:

Chair of Governors signed:

Date of next review:

Additional Support Material

Useful questions for the school to consider:

- How does the school's Christian vision provide opportunities to meet the spiritual needs of learners?
- How does an awareness of spirituality permeate school life?
- What is the impact of this for the learner (and staff and the wider community)?
- How are staff inducted and supported so that they have a shared understanding of spirituality and spiritual development?

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 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...