



'cherish everyone, flourish together, serve others'

"And now these three remain: faith, hope and love.

But the greatest of these is love."

1 Corinthians 13:13

SPIRITUALITY POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with: Head Teacher and Diocese of Gloucester
Approved by: 	Date: 24 th September 2026	
Policy Date: Autumn 2026	Review Date: Autumn 2029	
Review Frequency: Every three years		

1. Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Toolkit, June 2026, page 44, states:

This personal development and well-being of pupils evaluation area is focused on pupils' spiritual, moral, social and cultural (SMSC) development, which can be seen across the school's activities. Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to personal development and well-being. These factors are:

- Ensuring that the curriculum contributes to pupils' personal development and their SMSC development supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.
- Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique; this includes, but is not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.
- Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support that is available.
- Enabling pupils to recognise the dangers of using technology and social media inappropriately.
- Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.
- Developing pupils' age-appropriate understanding of healthy relationships through relationships and sex education.
- Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully.

The SIAMS Framework, September 2023, asks the question "How is collective worship enabling pupils and adults to flourish spiritually? (IQ3). The following questions are then explored:

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

- How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- In what ways is the worship life of the school inclusive, invitational, and inspirational?
- In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?
- How does the trust contribute to and enhance the school's worship and spiritual life?

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, Newnham St Peter's C of E Primary School has chosen to follow ideas developed by the Education Department at the Diocese of Gloucester.

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 everyday. 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.

Newnham St Peter's 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
- and offering the invitation to relate to God

3. Aims

Newnham St Peter's C of E Primary School's Christian Vision "**cherish everyone, flourish together and serve others**" is anchored in the profound essence of love, faith and hope from 1

Corinthians 13:13, “And now these three remain: faith, hope and love. But the greatest of these is love.” Rooted in the teachings of Jesus, love is woven into the fabric of our school's identity, influencing every aspect of our mission to ignite a passion for learning and personal growth, empowering pupils to embrace challenges, pursue excellence, and realize their dreams with unwavering determination.

The timeless Christian value of love serves as the compass that directs our decisions, shapes our curriculum and our pastoral care practices, and inspires our community engagement efforts. *We are committed to cultivating an inclusive, and compassionate educational environment where love is the cornerstone, nurturing the growth, character, and success of every individual.*

4. 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.

Our school environment is inclusive and welcoming, where every child feels valued and respected. The physical environment of our school plays a pivotal role in nurturing opportunities for spiritual growth and reflection among our pupils.

- We have designated quiet spaces throughout our school where pupils can find solitude and tranquillity. These spaces are designed to be free from distractions, allowing pupils to engage in self-reflection or simply enjoy a moment of peace and quiet. These areas are adorned with calming elements like plants, soft lighting, and comfortable seating to promote relaxation and reflection.
- Our school is blessed with beautiful outdoor areas, including the spirituality garden and green spaces. These natural environments provide a serene backdrop for pupils to connect with nature and appreciate the beauty of the world around them. Whether it's sitting under a tree, observing a butterfly, or listening to the sounds of nature, these outdoor spaces encourage a sense of wonder and reverence. The children are given opportunities to discover and care for and nurture wildlife, plants, fruits and vegetables through our gardening club, forest school and wildlife team.
- Each class has their own reflective area so children have spaces where they can stop and think, have quiet time or simply find a space for personal reflection.
- Our school has a vicar who is available to provide spiritual guidance and support to pupils, parents/carers and staff.
- Our dedicated pastoral care provides a safe and welcoming space for pupils to discuss their spiritual and personal concerns.
- Daily collective worship helps foster tolerance, empathy, and an appreciation for the spiritual growth of our pupils.
- Play and art therapies are offered to children that require additional support to channel their thoughts and emotions into art and play.
- We have a dedicated sensory room equipped with comfortable seating, soothing colours, and tools for relaxation exercises.

- The school's physical environment is adorned with symbols, artwork, and quotes that inspire reflection, gratitude, and compassion. These visual cues serve as reminders of our shared values and the importance of spiritual growth.
- Our school encourages community service and engagement, providing pupils with opportunities to connect with others and reflect on the impact of their actions on the world. Engaging in acts of kindness and service can deepen a pupil's sense of purpose and spirituality.

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.

5. Spirituality in Collective Worship

Collective Worship is the beating heart of Newnham St Peter's C of E 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 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 Newnham St Peter's C of E Primary School is invitational, inspirational and inclusive.

6. 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 Newnham St Peter's C of E Primary School's Religious Education Statement of Intent and The Church of England's Statement of Entitlement.

7. Spirituality within the Curriculum

We believe that every child in our school will be able to flourish into confident, responsible and selfless members of our community based on our shared Christian values and vision. We believe that it is important to provide all children with a range of opportunities to help them develop spiritually. We believe that spirituality can be explored through many different curriculum areas and not just within Religious Education and Collective Worship. As a school we focus on starting with our pupils' own 'Big' questions about life and from this we plan and 'dig deep', giving the children the opportunity to investigate, look at different possibilities and put into action what they value, think and believe.

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

- 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

- 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

- 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 spelling, punctuation and grammar?

DT

- 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

- What style of music 'invites you to explore the mystery that dances within your soul'?
- What styles of music have the opposite effect?
- How does music encourage creativity, delight, and curiosity?

French

- 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

- The wow of physical geography. An increased awareness of the concept of a physical and creative world.
- 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?
- The wonder of the natural world and the results of human creativity.

History

- Which stories tell historical **wows**?
- Which stories tell historical **ows**?
- What lessons for future decisions and choices do they provide?

PE

- 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

- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

Art

- 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?

PSHCE & RSE

- 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?
- How can we show growing empathy, concern and compassion in relation to the way we treat others?

All Subjects

- 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?

8. Spirituality within the Ethos of the Daily Life of the School

In Newnham St Peter's C of E 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.

At Newnham St Peter's C of E Primary School, we support spiritual growth through our behaviour policies, playtimes, use of play leaders, sports leaders and mental health ambassadors and our use of reflective spaces and prayer stations around the school. We support the children to

encourage them to express their thoughts, ideas, feelings and beliefs as well as value and celebrate their uniqueness. Our Christian values help us to be considerate and think about others – to show respect, courage, trust, forgiveness, friendship and understand the importance of truthfulness.

9. Recording, Monitoring and Evaluation

The Local Academy Committee reviews the policy every three years in partnership with Senior Leaders and considers any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the Local Academy Committee and are then actioned as appropriate.

The Committee ensures 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 the LAC.

10. 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.

The Head Teacher is 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

11. 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 Newnham St Peter's C of E Primary School will receive training and support from the staff member identified as leading on spirituality.

This policy is available on the school website:

www.nspschool.uk

Paper copies are available on request from the school office.