



St. Luke's CE First School

Spirituality Policy

Updated: September 2025

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RE Lead: Katie Elmes

RE Governor: Rev Ruth Wilson

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with God and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path (Psalm 119 v.105)

“Spirituality is a special feeling that opens our hearts to feel wonder, love and connections with everything around us.”

At St Luke's, we believe that spirituality is not something that we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions and inspiration. It is being aware of something 'bigger' outside ourselves and our connectedness with others, the world and beyond.

Section 78 of the Education Act 2022.29 states:

“The curriculum for a school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The definitions of Moral, Social and Cultural development are fairly well understood in most schools, but the definition of Spirituality is much more open to debate. In its inspection handbook of 2019, OFSTED define pupils' spiritual development as being shown by the 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.

Intent

A fundamental belief that most Christians hold is that God sent his Son Jesus to earth in human form to live in His image, and therefore they should always strive to live their lives in His image and be the best people they can possibly be. At St Luke's we want to help children and staff to be the best that they can be and understand the importance of our duty to support each other to achieve this. Whether Christian or not, we believe that all children and staff at St Luke's have the opportunity to develop spiritually. We strive for our school to be inclusive, accepting and supportive to all children and adults, so that we can encourage each other, develop our relationship with God and the world, and flourish in all that we do.

Implementation

Spirituality is not something that can be confined into words. It can be a powerful kind of knowing that is less worried about proving how you know. It shapes our ways of being. It potentially affects everything... (Rebecca Nye Children's Spirituality: What it is and why it matters. p1/2)

Spirituality is the act of being fully human by revealing ourselves, our relationships with others, with beauty and the beyond and doing so through love. At St Luke's, we believe that it is important to provide all children and staff with a range of opportunities to help them develop spiritually. We believe that spiritual development is not synonymous with Religious Education and Collective Worship, and can be explored through many different curriculum areas and enrichment opportunities. As a school, we recognise Spirituality as having five capacities:

- Awe and wonder
- Connection and belonging
- Curiosity and mystery
- Self-awareness
- Prayer and worship

Through these capacities, we allow our children and staff to experience spirituality through their heads, hearts and hands:



Head

Giving children and adults opportunities to become *aware* of what they have learned about a particular situation or exploring what something is about.



Heart

Giving children and adults opportunities to *reflect* on their experiences. What has this meant to me? How does it impact me? In this they are learning *from* life by exploring their own insights and perspectives and those of others.



Hands

Giving children opportunities to *respond* to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

We provide and plan for a wide range of opportunities for children to develop spiritually in all areas of the curriculum, through OPAL play and through daily Collective Worship. We also promote spiritual development opportunities through our wider curriculum, for example: engagement in Children's Mental Health Week, visits to different places of worship, Rocksteady workshops, Quidditch day, Adopt a Chef to name just a few. We provide areas for quiet reflection in school and in the outdoor environment. We provide opportunities for prayer and meditation, including silence and stillness. With these opportunities to reflect and big questions asked through our 'Thanks,' we are able to plan a series of encounters or openings for spiritual development.

Spirituality in the Curriculum

RE

The Church of England's Statement of Entitlement outlines the aims and expectation for Religious Education in Church of England Schools, and thereby guides our 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 personal religious worldview, along with their own spiritual and/or philosophical way of seeing, living and thinking, believing and belonging. Children are provided with opportunities to engage in meaningful and informed dialogue with those of a range of religious and non-religious worldviews, linking these to pupils' ideas of spirituality. We follow the locally agreed RE syllabus alongside the Understanding Christianity programme. We foster respect for different worldviews and traditions. Children are encouraged to reflect deeply on their own spirituality, ask meaningful questions and develop a well-rounded understanding of different world-views. Children gain insight into how different cultures and beliefs shape people's lives and values. This helps them to develop empathy, appreciation for diversity and a thoughtful perspective on their own beliefs. Religious Education nurtures children's spiritual growth, encouraging them to think critically and compassionately about the world around them.

PSHE

We follow Heartsmart which develops spirituality by focusing on the holistic growth of each child, nurturing their emotional literacy, well-being and sense of uniqueness. By helping children understand and value themselves,

Heartsmart encourages self-reflection and self-awareness which are key components of spiritual development. It also promotes positive relationships, empathy and social skills, fostering a sense of connection with others.

English

Children are exposed to a range of high-quality texts, including fiction and non-fiction which encourages them to think on a deeper level about the implicit and explicit elements of literature. In reading a range of high-quality, age-appropriate texts, children enjoy and appreciate the beauty of language and the moments of awe and wonder this can create in a reader's mind.

Maths

Children make connections between numeracy skills and real life and children are able to consider pattern, order, symmetry and scale, both man-made and in the natural world. This helps to foster an appreciation of the beauty of shape and space full stop

Science

Our science curriculum is full of opportunities that evoke awe and wonder about the natural world. Engaging in hands-on investigation fosters curiosity and encourages students to be present in their learning.

Geography

Studying cultures, landscapes and areas allows moments of wonder and inspires a sense of global citizenship. By exploring human impact on the environment, children are prompted to reflect on ethical considerations on their personal contributions to global issues.

History

Discovering significant historical events and figures creates moments of wonder about human achievements and resilience, and also inspires reflection and curiosity. Reflecting on historical injustices and struggles prompts children to engage with complex moral questions, such as fairness, equality and the consequences of actions throughout time. Engaging in learning about past events encourages children to connect their own lives to the wider world.

Art

Art allows children to explore themes of beauty and identity while fostering personal reflection and creativity. There are many opportunities to experience awe and wonder when appreciating the work of famous artists as well as their own and that of their peers.

Design and Technology

Design and Technology enables students to enjoy and celebrate their own and each other's personal creativity. It allows a range of awe and wonder experiences: finding out how things, appreciating genius, persevering to solve problems and learning from others and nature.

Music

Music enables children to engage with sounds and rhythms that resonate with their feelings, promoting an understanding of harmony, conflict and community through singing, playing instruments and composing.

Computing

Ilearn2 encourages children to wonder at technology by exploring themes that allow children to create their own algorithms, songs and much more. Children develop their curiosity and mystery in many of the units taught.

PE

Through the use of PPE, children are able to delight in movement and physical development. By taking part in activities such as dance, games and gymnastics, children are able to become more focussed, connected and creative and they develop an awareness of their own strengths and limitations.

MFL

Our French scheme used in Key Stage 2 allows children to explore the beauty of language and the way in which it is constructed.

Spirituality in Collective Worship

Collective Worship is at the heart of our school. It provides a daily opportunity for our school community to come together and share experiences, ideas and understanding. It reminds us every day of our School Vision and Christian Values, and how we are living out these out to be good, moral citizens.

Collective Worship provides the opportunity for children to become aware of the importance of reflection and how our positive and negative experiences can be developmental. It also provides a real sense of being present which is often linked to invitations to pray. Through daily Collective Worship, children are offered a space and a place for hearing Christian stories and world events. Children are helped to understand worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy.

Opportunities to reflect on British Values and Picture News allow children to feel a sense of connection and belonging.

Children are given time to consider their responsibilities to others and how they can rely on God's teaching to grow in love and service. Time is given for celebration, both for accomplishments of the children (both inside and outside of school), and also to mark seasonal Christian festivals. In this way, children are offered time to be able to contemplate and develop spiritually. Collective Worship at St Luke's is invitational, inspirational and inclusive.

Impact

At St Luke's, Spirituality is central to our vision of nurturing children as unique creations of God, called to live in His light and to flourish in all aspects of life. Rooted in our Christian values of hope, trust, justice, forgiveness, humility, and resilience, our experiences equip children not only with academic knowledge but with the wisdom, empathy, and integrity to want to make a meaningful difference in the world. Children grow spiritually and personally: Children explore key theological concepts and spiritual practices, helping them to build a strong personal relationship with God. They develop a secure understanding of Christian beliefs alongside an appreciation of other major world religions and non-religious worldviews, encouraging spiritual growth and moral development. Children become increasingly aware of the concepts of:

- Self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Children reflect on their own sense of self, their unique qualities and areas to develop
- Others – a growing empathy, concern and compassion of how to treat others. They reflect on how their own worldviews, values and behaviours affect their relationships with others
- Physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonders of the natural world and the results of human creativity. They explore their understanding of awe and wonder and the affect this has on their perception of and relationship with the world
- Beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. The children search for meaning in their very existence and their place in the greater scheme of things

Our School Vision allows children to develop an understanding of the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life. Children develop the ability to question and express their thoughts, ideas, feelings and beliefs in a safe environment.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 3 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle.

Approval / review by Governing Body:

Headteacher _____ **Date** _____

Chair of Governors _____ **Date** _____

Date of next review _____