



Fordcombe Church of England Primary School

Spirituality Policy

Adoption Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will:

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

Review Body:
Leadership Grp
Responsibility:
Policy Type:

Local Governing Body
LGB
Headteacher
Non-Statutory

Adopted: January 2025
Date of next review: January 2028
Review period: 3 years

This is a level 3 Policy against the Trust Governance Plan.

Policy Aim

The aim of this policy is to outline how Fordcombe CE Primary School provides opportunities for children to develop their spirituality. It is our role in school to inspire, create and recognise that spirituality exists in everyone. As Jesus said, "If you remain in me and I in you, you will bear much fruit" and we want to ensure we support our children to be happy and rounded in all respects, including spirituality, which cannot be taught or measured.

Our Approach

At Fordcombe CE Primary School we value the spiritual development of all members of our school community. We ensure 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. We aim to give time and space to appreciate, reflect and process spiritual moments, often using the 'Windows, Mirrors, Doors' approach. These 'ow' or 'wow' moments can take place at any point in our day, many are spontaneous and some are through carefully planned lessons, Collective Worship or activities.

What is Spirituality?

Spirituality is not possible to teach. It is like the wind - it makes a difference but is uncontrollable for each person. It might change someone's understanding and beliefs but ultimately is an innate sense of awe and wonder. It is about understanding that there is something more than just 'me'. It is a way of processing those 'ow' and 'wow' moments in life.

Promoting spirituality should not be confused with developing faith. Faith is a set of beliefs by which you live your life by and could be a response to a belief in God. Faith is something you choose whereas spirituality is an aspect of human development - it is not separate but integral to who we are and what makes us whole. Spirituality is for everybody regardless of faith.

Why is it important?

Christians believe that God became human and therefore always strive to be the best human they can possibly be. As educators and in accordance with the Equalities Act 2010, we want to help every child

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to be the best that they can be and have a duty to support the children to achieve this; part of this responsibility is to help children develop spiritually. At Fordcombe all aspects of school life reflect a Christian ethos and all policies are based on Christian principles.

How does Fordcombe CE Primary School promote spirituality?

Our school aims to support children in making sense of themselves and the world around them. We aim to help them observe their own responses to different experiences. Our school believes that experiences, both in and out of school, are important to the development of all pupils. We will create frameworks that help them to consider big, sometimes overwhelming, concepts such as life, death, identity, war, environmental factors etc. but without necessarily offering answers. These opportunities come through the teaching and learning of our whole school curriculum particularly our values, Collective Worship, RE, PSHE/RSE, Science, Art, Music and English. Children will have exposure to spiritual experiences and conversations to know that it exists for everyone, including adults.

Opportunities for spirituality development come when:

- children are given space to stop, look, listen, think and reflect
- children feel safe to share opinions and think differently from others
- children use their imagination

Children need:

- time to be listened to
- adults that are respectful
- space to explore, think and discuss
- opportunities that encourage wonder and surprise
- to know that there is not always a product or end result
- to know there is another way
- time to 'just be' and to experience peace and stillness

Windows, Mirrors, Doors

When planning opportunities for spirituality, or processing unplanned moments, we use the following approach:

A) WINDOWS: Encounter - The Learning about life. We give children to opportunities to become aware of the world in new ways, to wonder about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short).

B) MIRRORS: Reflection - The learning from life. We provide children with time for REFLECTION. We give children opportunities to reflect on their experiences, to look inward & consider the big questions of life. In this they are learning from life by exploring their own insights and perspectives and those of others. Give emotional, physical and auditory space.

C) DOORS: Transformation - The learning to live by putting into action what they believe. We give 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.

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