

ULEY C OF E PRIMARY SCHOOL



SPIRITUALITY POLICY

AUTUMN 2025

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

Ethos Statement

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

Contents

Legal Framework: Links to OFSTED and SIAMS expectations

School Statement on Spirituality

Aims

Organisation

Spirituality in Collective Worship

Spirituality in Religious Education

Spirituality within the Curriculum

Spirituality within the Ethos of the Daily Life of the School

Recording, Monitoring and Evaluation

Roles and Responsibilities

Staff Development and Training

Additional Support Material

Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook, September 2024, paragraph 344 states: Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- 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.

The SIAMS Evaluation Schedule for Schools and Inspectors, September 2024, includes the questions:



How is spiritual development an intrinsic part of the curriculum?

How is daily collective worship¹ enabling pupils and adults to flourish spiritually?

School Statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words. It is personal to each of us. It differs from person to person and often changes within people during their lifetime. A person can be spiritual without having a particular faith or religion.

To make conversations about spirituality more accessible to every member of our school community, Uley C of E Primary 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 ouchs 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.

Uley C of E Primary 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
-  also offering the invitation to relate to God 

In accordance with ***Our School's Christian Vision:***

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do.

Psalm 1:3

Live – Learn – Flourish

-  **Live:** at home, in school, and in our local community
-  **Learn:** about self, others, and our ever-changing world
-  **Flourish:** be the best people we can be in all that we do

Our vision is to ensure that we can enable everyone to be *the best people that they can be*. This means that we will work to identify and encourage the skills and passions of every child. We will endeavor to develop and support them as individuals, whatever their strengths and interests might be. Of course, aiming to be the best people that we can be applies to staff and other stakeholders as well as to our pupils

Organisation and Implementation

The spiritual growth of pupils is not only dependent on learning in Religious Education, 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 implements the Language for Spirituality:

-  The Language of Spirituality worship series is used annually in the autumn term to introduce the Reception children to the concept

Whilst a more tailored approach is used to class worship across the school to embed and develop pupils understand in Key Stage 1 and Key Stage 2

- ✿ In our Spring Live, Learn, Flourish week, the Reception children revisit the main story and principles with the Worship Leader. They then work with their Big Buddies (Year 6) to create their own pots.
- ✿ Reception parents will receive a letter and copy of the leaflet to educate them about our approach to spiritual development.
- ✿ The Year 6 children will present the Reception children with their pots during their Leavers' Service.

Our school environment supports opportunities for spiritual growth and reflection for the children in our school:

- ✿ Value Areas within each classroom (*bible, cross, candle, current posters & value moment sheet*)
- ✿ Religious Education Areas within each classroom (*linked to the current unit*)
- ✿ Reflection Spaces throughout the school (*poster referring to Ow/Wow/Now – bowls/marbles/crosses*)
- ✿ Central Value Area & Worship Table (*includes current value prayers & biblical references*)
- ✿ Central Area Display for Spirituality – including information of the Emperor Story & current Reception children's pots from the Live, Learn & Flourish Week Spring Term

We have identified specific opportunities that contribute to the spiritual growth of our children:

- ✿ Collective Worship, Live, Learn & Flourish and Class Worship, reflection poster is shown for whole school including staff to reflect on the Ow's /Wow 's of week by creating a still Now moment
- ✿ Religious Education – lesson sequence includes an impact lesson that fosters wonder, and hence spiritual growth. All lessons are opened and closed in calm reflective manner that refers to language of spirituality

Whole curriculum – teachers when planning and leaders when monitoring consider the Spiritual, Moral, Social and Cultural (SMSC) being covered and the opportunities specifically for spiritual growth

- ✿ The general ethos of the school – within daily life of our school, we use the spirituality language across structured times (lessons) & less-structured times (Breakfast and After School Club, break times and lunchtimes)
- ✿ All class curriculum letters contain information on our current RE units, and the value being studied. Homework webs contain relevant homework opportunities linked to RE and our value(s) and newsletters also provide families with suggested activities

Spirituality in Collective Worship

Collective Worship is the beating heart of Uley C of E Primary 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 our children 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, our children 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. Our children 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 our 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 Uley C of E Primary is invitational, inspirational and inclusive. (Please refer to our Collective Worship Policy).

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 of our children, 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 Uley C of E Primary Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality within the Curriculum

Development in Spiritual Moral Social Cultural (Please refer to SMSC Policy) will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible. 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. Within 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?

Mathematics

-  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

How do you frame questions around a text? For example

-  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 our children 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?

Design Technology:

- ✿ 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’ (K. Hall)?
- ✿ What styles of music have the opposite effect?
- ✿ How does music encourage creativity, delight, and curiosity?

Modern Foreign Language

- ✿ 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.
- ✿ 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?

History

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

Physical Education

- ✿ 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?

Spirituality within the Ethos of the Daily Life of the School

In Uley C of E Primary 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 lunchtime staff, office staff and before and after school club 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, our children 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*.

Our behaviour policy has grown out of our Christian vision in that every child can flourish and is firmly held in place by our Christian values. When incidents occur we directly refer to our Christian values and the children are given time to reflect on their actions and guided through a system of support to assist them in making appropriate decisions and giving them the skills to be able to manage situations effectively. We aim to grow children spiritually and therefore we have adopted a restorative approach to our behaviour ethos that enables children to reflection and reconciliation in order to forgive and heal. Ows, Wows and Nows.

Our Christian values of friendship, trust, wisdom and compassion underpin our Christian vision. All members of the school community demonstrate these values in the way that we interact with each other. In school this means that children are kind to each other and show each other respect. Any unkindness or lack of respect is challenged in a supportive way in order for children to flourish morally and spiritually. The older children care for and support younger children.

Recording, Monitoring and Evaluation

The Ethos Committee review this policy biennially in partnership with 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.

The Head Teacher and Worship Lead 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 both formal and informal contexts, discussions with colleagues and pupil voice
-  Contributing to the SIAMS self-evaluation process particularly around Strand 2 and Strand 3

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 Uley C of E Primary will receive training and support from the staff member identified as leading on spirituality. This policy is shared on the school's website and is part of the induction pack for new staff and new governors. This policy is reviewed every 2 years, or more frequently, as required.

Additional Support Material

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...