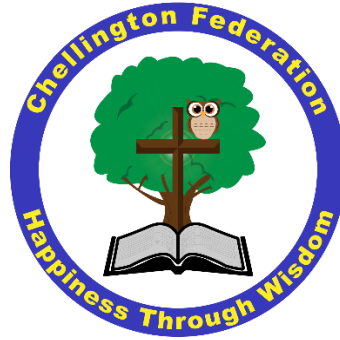


CHELLINGTON CHURCH OF ENGLAND FEDERATION



Happiness Through Wisdom

"Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel."
Proverbs 20:15

**Christopher Reeves VA Primary School/
St. Lawrence VA Primary School**

SPIRITUALITY POLICY

December 2025

Review Date: December 2027

Introduction

The Chellington Federation Church of England Federation is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of Federation life.

As a Church of England Federation, the schools promote a friendly, caring, family ethos where everyone works as a team to support each other across all areas of school life thus encouraging Happiness through Wisdom - "There is gold and a multitude of rubies; but the lips of knowledge are a precious jewel." Proverbs 20:15

In each school, we aim to build communities clearly based on Christian values. At Christopher Reeves, the whole community is encouraged to 'Live our Values' being strong and courageous to follow God's love and stand steadfast. "Be strong and courageous, do not be afraid, do not be discouraged, for the Lord, your God, will be with you wherever you go." Joshua 1:9

At St Lawrence we encourage all children to 'Let Their Light Shine' through the core values of hope (Letting our light shine gives us hope for the future.), courage (We have courage to Let our Light Shine.) and perseverance (When we persevere our light can shine). "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew 5: 14-16

This policy, and its associated procedures and protocols, is based on these key principles.

The Chellington Federation recognises that children are vulnerable to, and capable of, abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal abuse as well as physical and sexual abuse. Child-on-child abuse will not be tolerated or passed off as part of "banter" or part of "growing up".

Christian Vision

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, 'Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel.' is at the core of everything we do. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that we gain Happiness Through Wisdom.

Each individual school has their own Christian vision. These are as follows:

St Lawrence

We care passionately about our school community being able to let their light shine whilst feeling respected and valued and knowing that their contribution will be recognised. This involves a knowledge rich curriculum in which pupils flourish spiritually, creatively and academically.

"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."
Matthew 5: 14-16

Christopher Reeves

Using the life of Jesus as our example, we strive for our school community to have the courage to live out their values and to develop as courageous, resilient, respectful citizens who take responsibility for their own choices, actions and the world around them. Our knowledge rich curriculum supports pupils to be strong communicators who flourish spiritually, creatively and academically.

"Be strong and courageous, do not be afraid, do not be discouraged, for the Lord, your God, will be with you wherever you go." Joshua 1:9

School Statement on Spirituality and Spiritual Development

In Christopher Reeves and St Lawrence Primary Schools, we recognise that developing the spirituality of our pupils and adults is a fundamental aspect of enabling pupils and adults to flourish.

Spiritual development differs from person to person and is a very personal experience. For this reason, it is difficult to put into words. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith. For Christians in church, spirituality is about developing a deeper understanding of and connection with God. It is about God's way of being with us and our way of being with God. Through this we are able to respond to the loving nature of God as revealed through the Trinity: Father, Son and Holy Spirit. A school is not a church, but it is a collection of people who come from a variety of backgrounds for the purpose of education. Family backgrounds may be very different and spiritual development must take account of the varied circumstances of staff and pupils.

Therefore, in light of this and in light of our school's distinctively Christian vision, at Christopher Reeves and St Lawrence Primary Schools we consider that Spirituality makes us who we are. It is our ability to reflect about our beliefs. It is being able to inform our perspective on life and our interest in and respect for different people's faiths, feelings and values.

Aims and Guiding Principles

Through establishing the right learning environment in which spiritual development can be fostered, we aim to support pupils and adults to:

- develop an appreciation of their uniqueness and value as a child made in the image of God
- develop an understanding of the distinctive ethos of this church school, as well as the context, language and symbolism of the Christian faith
- develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them
- develop an awareness of, and respect for, other people's beliefs and faiths, and the ability to articulate their own
- develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others)
- develop strategies to build good mental health
- foster self-awareness and the ability to make informed decisions
- develop the skills and language required to enable them to reflect upon the big questions and mysteries of life
- begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life
- develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth
- understand the value of difference and diversity through involvement with others
- develop a love of curiosity, creativity and imagination
- develop the ability to reflect upon experiences of awe, compassion, beauty etc.
- develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

These objectives will enable pupils and adults to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of Christian faith.

Guiding principles

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian visions and our school's definition for spirituality, look at four key areas:

- Inner dimension (I-Self)
 - Relationship to self, including:
 - Who am I?
 - What's important to me?
 - What's on my 'to do' and to be' list?
 - What am I hopeful and aspirational for?
- Social and moral dimension (I-Others)
 - Relationship to others, including:
 - Behaviour
 - Community
 - Friendship
 - Empathy
- Transcendence dimension (I-God)
 - Relationship to God, including:
 - Belief
 - Agnosticism
 - Atheism
- Environmental dimension (I-World)
 - Relationship to the natural world, including:
 - Awe and wonder
 - Big questions
 - Responsibility

Approaches to Spiritual Development

In Christopher Reeves and St Lawrence Primary Schools we seek to find ways in which all areas of the curriculum can contribute to pupils' spiritual development and to highlight opportunities for these in our planning by:

- seeking to foster spiritual capacities, e.g. imagination, insight and empathy
- allowing pupils the security and opportunity to explore and express feelings and emotions and to celebrate diversity
- providing opportunities for prayer including silence and stillness
- sharing feelings and experiences that foster hope, joy, reassurance and encouragement
- encouraging pupils to develop relationships based on the school's Christian vision and associated values
- enabling pupils to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today
- providing an environment that promotes space to reflect, think and wonder.

As part of our approach to spiritual development, we use Matryoshka dolls as a symbol of understanding our own emotions before we can reflect on others:



The smallest doll is a symbol in the centre of Inner dimension (I-Self)



The next doll is a symbol of Social and moral dimension (I-Others)



The next doll is a symbol of Transcendence dimension (I-God)



The largest doll is a symbol of Environmental dimension (I-World)

Planning, Recording, Monitoring and Evaluation

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- the curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values
- opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life

- unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and / or celebrated by staff and pupils
- Collective Worship celebrates the love of God for every individual and provides opportunities for pupils to respond and reflect on this
- a solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed
- the school building and outdoor environment provides appropriate spaces for silence, stillness and prayer
- that pupils' spiritual capacities, such as imagination, empathy and insight, are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits
- opportunities are provided for pupils to listen attentively and observe carefully, to listen with discernment, to value what is good and worthwhile and to make judgements through discussion and exchange of views and ideas
- support is provided for learning to live with success and failure for themselves and with others
- that the RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives
- that pupils are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected
- strategies for positive mental health are promoted.

Monitoring and evaluation

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to pupils for spiritual development will be monitored and evaluated in the following ways:

- observing and listening to pupils
- regular discussion at staff and governor meetings alongside the school's Christian vision and values
- sharing of classroom work and practice
- ensuring that staff have a clear understanding of what spirituality means in this school
- evidence from pupils' work, e.g. RE books, SMSC work, PE, art
- CPD opportunities and sharing examples of good practice with other schools
- Spirituality day.

Spirituality within our Curriculum

Science	<p>Spiritual education in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the scale of living things from the smallest micro-organism to the largest tree and the interdependence of all living things and materials of the Earth. It concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including for example the enormity of space and the beauty of natural objects or phenomenon, plants, animals, crystals, rainbows, the Earth from space etc. Making new discoveries increases our sense of awe and wonder at the complexities and elegance of the natural world. For scientists, this is a spiritual experience and drives us onwards in our search for knowledge understanding.</p> <p>Where possible, the four dimensions model is to be used in science by Examining the wonders of the natural world and exploring the potential for scientific inquiry to deepen understanding of the universe and our place within it.</p>
PE	<p>P.E supports spiritual development by increasing children's knowledge and understanding of the body's performance when they are physically active; this leaves pupils amazed at the body's ability and range of movement. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mind-set and promotes progression. Pupils will also see a sense of awe and wonder when</p>

	<p>observing elite performance from professional athletes and their peers. Through a well-balanced PE curriculum, students are able to explore many activities and also take on many different roles within sport such as leader or coach.</p> <p>Where possible, the four dimensions model is to be used in PE by developing a sense of connectedness between mind, body, and spirit; promoting values such as teamwork, respect, and resilience.</p>
Maths	<p>Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In Maths lessons pupils are always encouraged to delve deeper into their understanding of mathematics and how it relates to the world around them. In maths lessons, pupils are encouraged to develop their understanding of the subject beyond simply the manipulation of numbers and to consider how mathematics relates to the world around them.</p> <p>The study of mathematics enables students to make sense, not only of the physical world, but also of their place within it. Promoting students to develop their capacity for resilience when faced with challenging problems encourages them to think creatively and develop a love of curiosity which, in turn, helps students to reflect on the importance and nature of their own learning. As well, children are given opportunities to respond to teacher feedback to help students to reflect on their learning and ask the questions they wonder about.</p> <p>Where possible, the four dimensions model is to be used in maths by Exploring patterns and connections in mathematics, fostering a sense of wonder and awe at the beauty and order in the universe. By considering pattern, order, symmetry and scale both man made and in the natural world and by appreciating the beauty of shape and space.</p>
English	<p>The teaching of literacy allows children to explore the awe and wonder of the world and ask questions about themselves and the world around them, giving them a chance to explore feelings and emotions through books, words and creative thinking. Questions like; 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' 'What is this story similar too?' Literacy allows children to access their spirituality through words, spoken and written, drama, performance and being with and talking to others.</p> <p>In Key Stage 1, exploring different genres allows children to develop a word bank to support them with their own questions. Using stories about outsiders, characters trying to fit in and find a place they belong, allow children to develop their empathy skills. At some stage, most children have felt left out, like they didn't belong, if only for a few minutes; by tapping into these experiences and emotions we can allow children to stand for a moment in someone else's shoes. Through our Literacy teaching, children can write in the role of these characters, develop their own stories about characters who feel they don't belong.</p> <p>For Key Stage 2 children, exploring different genres of books, which explores the big questions in life and the world around us allows them to develop an appreciation and respect for the journeys of others. Through books, pupils can develop their emotional language beyond 'sad' and 'happy' and explore some of the 34,000 words the English language has available to describe emotions. By giving pupils opportunities to write diary entries, persuasive letters and informative leaflets they can begin to explore the impact of characters while still working towards mastery of the English curriculum learning the skills and knowledge they need to develop.</p> <p>Where possible, the four dimensions model is to be used in English by Reading and discussing literature that explores moral and ethical dilemmas; writing reflective pieces on personal values and beliefs. In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' and by appreciating the beauty of language.</p>
DT	<p>Spiritual development is of a very high importance in design & technology. The process of creative, imaginative thinking and innovation inspires our children to bring out undiscovered talents. This in turn improves self-confidence and belief in their abilities. Encouraging creativity allows our children to express their innermost thoughts and feelings</p>

	<p>and to reflect and learn from these. It creates opportunities for them to ask 'why?', 'how?' and 'where?' questions. Within our schemes of work we seek to develop these. Where possible, the Windows, Mirrors, Doors model is to be used in design technology and helps to describe the journey, from experience/skills/knowledge taught (window) through reflection (mirror) to growth and self-motivation moving forward (door).</p> <p>Where possible, the four dimension model is to be used in DT by considering 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?</p>
Music	<p>Music can evoke deep emotions and a sense of connection to something greater than ourselves. By exploring the themes of different songs and compositions, pupils can develop their spiritual awareness and sense of purpose. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.</p> <p>Where possible, the four dimension model is to be used in music by exploring the power of music to evoke emotions, connect with others, and inspire a sense of wonder and awe.</p>
History	<p>Spirituality in history is developed in the pupils at St Lawrence and Christopher Reeves by creating awe and wonder through the topics that we study and the experiences that we provide for the children. Awe and wonder is inspired by looking at the marvels of the past such as the development of tools and buildings without the use of modern day technology. Examples of this are Stonehenge and the Egyptian pyramids. Awe and wonder is also inspired by visitors and visits related to history topics, where children engage with real life artefacts brought in by local archaeologists and visits to local historical places such as Bletchley Park and Roman ruins. Within the history curriculum, children have opportunities to learn from primary and secondary sources about significant and ordinary lives from the past and are able to discuss and think about how different historical events may have felt for those individuals, giving them the opportunity to empathise with people from the past.</p> <p>Where possible, the four dimension model is to be used in history by exploring the spiritual beliefs and practices of different cultures and time periods, and understanding how these beliefs have shaped historical events.</p>
Art	<p>Art supports spiritual development by introducing children to the work of great Artists and experiencing wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.</p> <p>Where possible, the four dimension model is to be used in art by using art as a means of expression, reflection, and exploration of inner thoughts and emotions.</p>
RE	<p>Religious Education is a subject that looks at the spiritual experiences of others and how these change and shape their lives.</p> <p>RE allows children to use what they find out about other people and their beliefs to reflect on their own experiences. Through this process, children can engage with ultimate questions of meaning and purpose and begin to shape their own beliefs. RE allows children to engage with the idea of mystery and questions with no clear answers.</p> <p>RE lessons always end with a time of reflection so that the children can consider how their learning impacts them personally but also on a wider scale within the local community and the world. The four dimension model is to be used to provide opportunities for students to explore their own spiritual beliefs and values, as well as the beliefs and values of others.</p>

Roles and Responsibilities

The Governing Body will:

- in conjunction with the Executive Headteacher, monitor the effectiveness of spirituality within the school and make recommendations for its development in accordance with the SIAMS Schedule.

The Executive Headteacher will:

- co-ordinate timetabling / themes across the year(s) into long, medium and short-term planning, in conjunction with the school and church community, so that spirituality can be embedded throughout the curriculum
- ensure that the school websites have clear statements about the school's ethos for developing spirituality and its distinction from moral, social and cultural development
- be a part of the SIAMS inspection process
- support other members of staff
- know where to access good resources to support spiritual development
- lead staff meetings or provide quality CPD other sources that have a focus on development of spirituality.

Staff will:

- support the crucial role that spiritual development plays within the school
- plan and lead activities for the development of spirituality when required
- provide opportunities for pupils to reflect, question and be inspired
- understand the school's definition of spirituality and promote it where possible.

Resources

A number of resources are available to support the development of spiritual development within school including:

- Roots and Fruits
- Diocesan website

Review

This policy has been reviewed and agreed by the Governing Body on 4th December 2025 and will be renewed in December 2027.

If you require a hard copy of this policy, please contact the school office.