



Malden Parochial Church of England Primary School
Reflecting the Kingdom of God by Enriching and Transforming Lives

Spirituality Policy

Approved by:	Governing Body
Status:	Statutory
Review cycle:	Annual
Last reviewed:	September 2025
Date of next review:	September 2026

Love Wisdom Joy Peace

What is Spirituality?

Spirituality is expressing something that is **beyond words**. The language of Christian spirituality stems from an understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter

**Yet you, Lord, are our Father.
We are the clay, you are the potter;
we are all the work of your hand. (Isaiah 64:8)**

Frequently events happen that impact on the physical 'pot' of life which give us a glimpse of something 'beyond' the tangible. Christians may use these 'cracks' 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 every day.

At Malden Parochial we use this language and the concepts of **wows, ows** and **nows**. To enhance understanding further we have also used these concepts of spirituality which are suitable for all children including those of different faiths and no faith.

We also give children the opportunity to explore their spirituality through the terms **to look up, look out and look in**, examples of what this would look like in practice are outlined below.

LOOKING UP -Connecting to a higher power and the divine, which could include an invitation to relate to God through Jesus' teachings

- Respond to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- Develop a willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation.
- Embrace curiosity and thoughtfulness to explore the ultimate questions and mysteries of life.

LOOKING OUT – relationships and care for others, the wider natural world and beyond

- Making a difference to the world we live in through encouraging our pupils to be innovative and enterprising to help find solutions to local and global issues, through an active interest in the world around them.

- Developing social skills and an appreciation of each person's unique strengths, respecting and embracing different cultures, races and religions.
- Nurturing a deep sense of care and stewardship for the world we live in and the people around us.
- Creating a broad range of inspiring experiences that allows children to develop skills and confidence to find their place in the world.
- Working in partnership with our school community and beyond to build brighter futures for our children.

LOOKING IN – Relationship with ourselves and care for our wellbeing

- Promoting physical and mental health in a happy caring environment that is supportive and encouraging.
- High expectations alongside a culture of self-awareness, reflection and self-improvement, understanding the importance of self-care and well-being.

Spirituality and Inspection

The **OFSTED** School Inspection Handbook January 2024 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 on their 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, April 2023, includes the questions:

- How is spiritual development an intrinsic part of the curriculum? (IQ2)

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? (IQ3)
- How do the theologically rooted Christian vision and the Anglican foundation of the school shape worship and spirituality in the school? (IQ3)

The Bible is clear that humans do not flourish on their own, isolated from others. God does not create people to be alone but in community. The Bible also tells how

that originally united human community was broken and also of God's plan to mend what was ruined. When He does, He does not pick individuals, but He creates a new human community. The Christian picture of living life abundantly (John 10:10) is deeply rooted in community.

We nurture a strong school community and root ourselves deeply in our local community where we aim to support one another, champion one another's achievements and care for one another's well-being.

Spirituality in Collective Worship

Collective Worship is at the core of our school day and is seen a special time to worship together. It provides the opportunity for our school community to share experiences, ideas and understanding.

It is the context in which the language of spirituality, is regularly and explicitly shared towards at the beginning of the school day.

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 and sing together.

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 the 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.

In this way adults and pupils are offered time to be able to contemplate and develop spiritually as a time of stillness and reflection. Collective Worship is invitational, inspirational and inclusive and has opportunities for **looking up, looking out, looking in**

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 **looking up, looking out, looking in** where appropriate.

Spirituality within the Curriculum

Drawing on the language of **looking up, looking out, looking in**, conversations around spirituality will be included in classroom teaching when appropriate. Examples of how this will be developed are included in the information below.

In Physical Education

- Being a team member
- Pushing yourself to the limits
- Extremes of skill, endurance and achievement
- Emotion in sport
- Personal limitation and failure
- Appreciation of endurance

In Design and Technology

- Discovering how something works
- Appreciating genius
- Beauty in design
- Perseverance to solve problems
- Personal achievement.
- Learning from others and nature.

In English

- Empathy with the characters in stories and plays.
- The appreciation of beauty in language.
- Emotions and sentiments in writing and speech.
- The values of great works.
- Heroes and heroines in literature.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.

In Mathematics

- Infinity and nothing
- Pattern and order
- Shape and regularity
- Truth, certainty and likelihood
- The universality of mathematics over time and space
- The wonder of numbers, formulae and equations

In Science

- Wonder as the basis of science

- Questions of beginning, creation and evolution
- Discovering the limits of experimentation
- Birth, life, death and renewal
- The universe and beyond
- Regularity and order in science
- Beliefs in science and the faith of scientists
- The impact of scientific achievements

In Computing

- The wonder of worldwide instant communication
- The speed of the growth of knowledge
- The accessibility of knowledge and contact with other people worldwide

In the Creative Arts (Art, Music, Drama and Dance)

- The work of creative artists from a variety of times and places
- Beauty, truth and goodness
- Expressing, interpreting and exploring deep feelings and profound beliefs
- Artistic creativity
- The effects of the arts on emotions and senses
- The arts as means of expressing mood
- Skill in creation and performance
- Personal reflection upon their own creativity using various art forms
- Effects on the emotions and senses
- Personal response and preference
- Mood / Skill / Pattern
- Formulae

In Geography

- Wonder at the diversity of environments and people
- Questions about the care of the environment
- The beliefs behind particular causes and campaigns
- World (economic) development
- Land formation
- Empathy with people from other parts of the world

In History

- Being in touch with past people, things and ideas
- Being part of history
- Handling artefacts
- Influential events and people
- The commitment of significant people in history
- War and peace
- Interpretation in history
- The nature and importance of invention and exploration
- Empathy with people from other times in history

Spirituality within the Ethos of the Daily Life of the School

At Malden Parochial 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 day as children deal with delight, disappointment and the chance to be present with themselves. The school community is familiar with the school's shared language of spirituality of **looking up, looking out, looking in** and will respond to pupils appropriately. Recognising that there are opportunities for enhancing the spiritual well-being of children and adults in every aspect of our school life, we are committed to support this spiritual growth wherever appropriate.

Children will have the opportunity to record their thoughts and ideas about their understanding of **looking up, in and out** when the occasion arises and may include some of the examples below

- **Recording Prayers:** Children can document their prayers—expressing their thoughts, hopes, and wishes in a personal and reflective manner.
- **Thoughts Before or After Worship:** Spiritual journals provide a space for children to jot down their reflections before or after worship sessions. This allows them to process their experiences and connect with their inner spirituality.
- **Learning from Lessons:** Children can record insights from lessons such as **Religious Education (RE)** and **Personal, Social, and Health Education (PSHE)** to integrate their learning with their spiritual growth.
- **Self-Reflection:** Writing in a spiritual journal encourages self-reflection. It allows individuals to explore their thoughts, emotions, and experiences related to their faith, beliefs, and spirituality. Regular reflection can lead to personal growth and a deeper understanding of oneself.
- **Gratitude Practice:** A journal provides a space to express gratitude. By recording moments of thankfulness, individuals cultivate a positive mindset and recognize the blessings in their lives.
- **Processing Emotions:** Life is filled with ups and downs, ups, downs, wows and nows. A spiritual journal can be an emotional outlet, allowing children to process feelings of joy, sorrow, doubt, or confusion. Writing about these emotions can be cathartic and healing.
- **Strengthening Faith:** Consistently writing about one's spiritual journey reinforces faith. It becomes a tangible record of moments when faith was tested, strengthened, or renewed.
- **Connecting with the Divine:** Through journaling, children can create a bridge to connect with God, the universe, or their higher power. It's a sacred space where they can express their prayers, hopes, and desires.
- **Tracking Spiritual Practices:** Journals help track spiritual practices such as meditation, prayer, or acts of kindness. By noting these practices, children can be accountable and observe patterns in their spiritual life.
- **Meditative Drawing:** is a way to connect with your inner self. When you draw, you focus on the present moment and the act of creating. [This can help calm children's minds, reduce stress, and enhance spiritual connection.](#)

Related Policies

- Collective Worship
- RE Policy
- Sex and Relationships Education Policy (SRE)