



*‘Through God’s Love We Learn and
Flourish Together’*

Corinthians 16:14

Compassion, Courage, Perseverance, Respect, Thankfulness, Trust

SPIRITUALTY POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with:	Senior Leadership Team/ Diocese of Gloucester
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1. Schools Statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our schools' community, English Bicknor & Aylburton Church of England Primary Schools 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 **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 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.

English Bicknor & Aylburton Church of England schools 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
- and offering the invitation to relate to God

2. Approach to Spirituality

2.1 Spirituality Within the Ethos of Daily Life of the Schools'

In English Bicknor & Aylburton Church of England schools, we view spiritual flourishing 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 Schools community, including midday staff and administrative staff are familiar with the schools' shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the Schools, including lunch times and playtimes, pupils 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**.

English Bicknor & Aylburton schools support spiritual growth through our behaviour policies, playtimes, use of play leaders and our use of reflective spaces and prayer stations around the schools. We support the children to encourage them to express their thoughts, ideas, feelings and beliefs as well as value and celebrate their uniqueness. Our Christian values help us to be considerate and think about others – to show compassion, courage, perseverance, respect, thankfulness and understand the importance of trust.

Our School vision, 'Through God's love we learn and flourish together,' 1 Corinthians 16:14, permeates all that we do. This includes the aim to create a kind, caring and nurturing environment that inspires all children. Our approach to spirituality is driven by this vision. We understand that spirituality is key to personal growth and enabling pupils and staff to flourish. We ensure that this growth takes place through the wide range of opportunities we offer our children and staff. At our schools, we support and encourage each other to do our very best in whatever we do.

2.2 Organisation

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our schools' 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 schools inspired by our vision and lived out through our Christian values.

This is done through the use of our outdoor area – the children are given opportunities to grow, care for and nurture wildlife and fruit and vegetables through our garden. Children are involved in programmes such as play nurture where they have the time and opportunity to stop and reflect.

Each class has their own reflective area so children have spaces where they can stop and think, have quiet time and reflect on what is going on in their lives.

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the schools within daily life.

3. Spiritual Flourishing in Collective Worship

Collective Worship is central to the life of English Bicknor & Aylburton Church of England schools. 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 Schools, is regularly and explicitly shared.

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.

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 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. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths.

In this way pupils are offered to be able to contemplate and flourish spiritually. Collective Worship in English Bicknor & Aylburton schools is invitational, inspirational and inclusive.

4. 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 **wows**, **ows** and **nows** where appropriate.

For further details, please refer to English Bicknor & Aylburton Church of England Primary Schools' Religious Education Policy and The Church of England's Statement of Entitlement.

5. Spirituality within the Curriculum

We believe that every child in our Schools will be able to flourish into confident, responsible and selfless members of our community based on our shared Christian values and vision. We believe that it is important to provide all children with a range of opportunities to help them develop spiritually. We believe that spirituality can be explored through many different curriculum areas and not just within Religious Education and Collective Worship.

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.

5.1 Maths

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.

5.2 Reading

Reading provides an opportunity in which to explore spirituality in ourselves and others; e.g.

- 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?

5.3 Writing

- If pupils 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 GPAS?

5.4 DT

- 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?

5.5 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?

5.6 MFL

- 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?

5.7 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?

5.8 History

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

5.9 PE

- 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.

5.10 Science

- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

5.11 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?

5.12 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 schools?

5.13 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?

6. Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our Schools life, every member of our staff team is committed to support this spiritual flourishing wherever appropriate.

The Executive Headteacher is responsible for supporting and leading spiritual development in our schools, including monitoring opportunities for spiritual flourishing

in collective worship, the whole curriculum (including RE) and the general ethos of the Schools 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 in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process particularly around IQ2 and IQ3.

7. 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 English Bicknor & Aylburton Church of England Primary Schools will receive training and support from the staff member identified as leading on spirituality.

8. Legal Framework

The Ofsted School Inspection Toolkit, November 2025 page 44, places focus on the personal development and well-being of pupils. This evaluation area considers:

- whether leaders establish a suitable and coherent programme of personal development, through both the curriculum and the wider opportunities and experiences they provide for pupils
- whether the school supports pupils to develop the knowledge and skills they need for participation and success in later life
- whether the school promotes pupils' wider development, character and well-being, ensuring that they receive the care and support to achieve and thrive, in school and beyond
- pupils' spiritual, moral, social and cultural (SMSC) development, which can be seen across the school's activities

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to personal development and well-being. These factors include: ensuring that the curriculum contributes to pupils' personal development and their SMSC development.

The SIAMS Framework includes the questions:

- **IQ2B:** How is spiritual development an intrinsic part of the curriculum?
- **IQ3:** How is daily collective worship enabling pupils and adults to flourish spiritually?
- **IQ3E:** How does the trust contribute to and enhance the school's worship and spiritual life?

9. Development, Sharing, Review and Monitoring of this Policy

9.1 Development

This policy was developed by the school taking account of relevant legislation and guidance, stakeholder input (e.g. staff and governance consultation), and current school priorities. It should be read alongside related policies and documents, including:

- RE policy
- SMSC policy

9.2 Sharing and Accessibility

This policy is published on the school website so it is accessible to parents, carers and other stakeholders. All staff are made aware of the policy and any updates via email / staff briefing. Where appropriate, pupils are made aware of key elements of this policy in an accessible, age-appropriate way.

9.3 Review and Approval

This policy is reviewed every 3 years by the Headteacher who considers any views expressed by parents, pupils and staff. The Headteacher's recommendations are reported to the Local Academy Committee for approval and action as appropriate. As with all policy reviews, we ensure alignment with current statutory requirements, with other relevant policies, and with the schools' Christian vision.

9.4 Monitoring of Implementation and Impact

The Local Academy Committee monitors the implementation and impact of this policy in line with the committee's monitoring schedule and the school's monitoring arrangements (e.g. headteacher report, monitoring visits).

This policy is available on the school's websites:

www.aylburtoncofe.co.uk/policies

[Policies | English Bicknor C of E Primary School](#)

Paper copies are available on request from the School Office, appendices overleaf

Appendix 1: Additional Support Material

Useful questions for the schools to consider:

- How does the schools' Christian vision provide opportunities to meet the spiritual needs of learners?
- How does an awareness of spirituality permeate schools' life?
- What is the impact of this for the learner (and staff and the wider community)?
- How are staff inducted and supported so that they have a shared understanding of spirituality and spiritual development?

Prayers Used by the schools:

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...

The person who I think is really good is...

What matters most to me is...

I am most thankful for...

Learning from **now** experiences

What I've learnt about 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.....

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.....