



Bournebrook
Church of England Primary School

BOURNEBROOK CHURCH OF ENGLAND PRIMARY SCHOOL

Spirituality Policy

Reviewed Date: May 2025
Next review due date: September 2026

Introduction

Bournebrook Primary School is a voluntary controlled school with a Church of England foundation. Our Aims Statement identifies the importance we place on the Christian Foundation and ethos of our school.

‘Spiritual development is part of our whole development as human beings. It is a vital part of us becoming fully human. As such, it involves exercising and valuing all our capacities, body, mind and spirit’; our imaginations, our emotions, our moral and social sensitivities, our intellects.

Our vision ‘Let all that you do be done in love’ 1 Corinthians 16:14, allows all pupils to develop love within themselves, their school and the local community. The vision promotes high expectations for all.

The policy outlines the purpose, nature and management of spiritual development in our school, which places the child at the centre of all we do.

Rationale

This policy outlines how spirituality is developed across Bournebrook School. Our children engage in many planned and unplanned development opportunities throughout their time in school. The Church of England’s Vision for Education outlines a desire for life to be lived “in all its fullness” (John 10:10). It is also said that: “For a human being, especially a child or young person, to have full quality of life, spirituality in all its aspects must be nurtured and affirmed” (John Bradford)

The approach towards spiritual development at Bournebrook looks to educate the whole child in fullness across broad, rich curriculum opportunities. Spiritual development is not specific to one curriculum area or activity. In line with our school vision, we define spiritual development as:

- Show love of ourselves, love of the community and love of learning.
- Spirituality enables our children to be happy; flourish and succeed and live life in all its fullness.

The policy reflects the consensus of the whole teaching staff. It has been drawn up as a result of staff and governor discussion. Parents have the opportunity to contribute to the review and children have identified opportunities for prayer and reflection in school.

This policy should be viewed in conjunction with the policies on: Collective Worship, Religious Education, PSHE, Equality and Positive Behaviour and Personal Safety.

At Bournebrook Church of England Primary School the focus of Spiritual development throughout the curriculum includes:

- Beliefs the development of personal beliefs including religious beliefs, an appreciation that a person’s beliefs determine the way they live their lives.

- Sense of awe, wonder and mystery being inspired by the natural world of human achievement and the belief in a divine being.
- Search for meaning and purpose ... reflecting on the origins and purpose of life, responding to the challenges of life.
- Relationships ... valuing the worth of each individual, sense of community, relationship with others.
- Creativity ... expression of innermost thoughts and feelings through art, music, writing, literature and crafts.
- Feelings and emotions ... moved by beauty and kindness, hurt by injustice, need to control emotions and feelings and show them appropriately.

Worship areas are updated half termly to reflect spirituality.

Entitlement

All pupils are provided with knowledge and insight into values and religious beliefs and with opportunities to reflect on their experiences in order to develop self-knowledge and spiritual awareness.

At Bournebrook, children are offered the opportunities to:

- reflect on the importance of a system of personal belief
- recognize the place that a Christian, or other, faith has in the lives of people
- develop a sense of awe, curiosity and mystery
- develop their own personal Christian (or other) faith
- be creative, questioning and imaginative within a broad Christian framework which recognizes the importance of personal values and respect for the beliefs of others

Implementation

Spiritual Development may occur at any time of the day and at any place. All aspects of the curriculum allow the children to develop their spirituality to some degree. However, specific opportunities within the school day can be identified where spiritual development is the focus of the activity e.g. Collective Worship, RE lessons, aspect of Science, Music and Art and PSHE.

Teachers ensure that opportunities for spiritual development are planned for, but also recognize that frequently the deepest spiritual insight comes from spontaneous responses.

Teachers will aim to:

- provide opportunities for reflection, silence and quiet times
- encourage pupils to be creative and imaginative
- foster a sense of respect for self and others
- explore what commitment means

- create an atmosphere which enables pupils and staff to speak freely and reflect about beliefs
- explore symbolism and imagery
- create opportunities for exploring spirituality across all Faiths through visits and visitors.

Opportunities for Spiritual Development

All children will be given opportunities to express themselves through discussion, drama and variety of written forms, art and music.

Young children are naturally curious and in awe of the world around them. Personal and social development focuses on the increasing responsibility for self awareness of others and developing social relationships. Opportunities for Spiritual Development frequently arise out of the children's own experience as well as planned opportunities across the curriculum.

Spiritual development occurs in many ways, both planned and unplanned. However, at Bournebrook, we aim to ensure that children:

- Have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in worship, engaging in reflection activities.
- Will be provided with many opportunities for creativity and imagination.
- Will be provided with purposeful and regular opportunities for prayer. This can take many forms but should include being thankful and allow the children an opportunity to open themselves up to God.
- Will have regular opportunities to explore, express and share feelings.
- Will see positive relationships role modelled around school. The importance of relationships will be reaffirmed to them. This will include clear exploration of how we talk to and relate to each other.
- Have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connections and unity in the world.
- Will be encouraged to reflect on mistakes and say sorry, where appropriate.
- Will be encouraged to show perseverance, respect and trust and express these in practical ways.
- Have opportunities to explore 'Big Questions', particularly through RE learning
- Engaging with the Bournebrook way.

Four elements of spiritual development

Spiritual development can be encouraged through a range of activities. These will include both planned and unplanned learning opportunities. Children are encouraged to ask questions and explore topics, discussing and responding to issues around them.

Whilst spiritual moments can just happen, at Bournebrook, we plan to provide high quality, thought-provoking and purposeful opportunities for spiritual development. The four elements of spiritual development form the basis of our work with children in developing a strong sense of spirituality. We also believe that it is vital that all of the adults in school also see the need to develop their own spirituality

for their own wellbeing and so that they can effectively support and help our children help each other.

The four elements of spiritual development:

Element	What does this involve?
Self	<ul style="list-style-type: none"> • Awareness of feelings; ability to reflect and express • Awareness of our uniqueness; happiness with who we are • Gratitude for the things we have and the person we are • Exploration of personal faith • Development of imagination and creativity
Others	<ul style="list-style-type: none"> • Empathy and understanding; respect, tolerance • To love and be loved (loving your neighbour) • Making a difference; duty
World	<ul style="list-style-type: none"> • Developing a sense of awe and wonder • Enjoying the miracles of everyday life • Taking time for what really matters • Appreciating beauty in art, music, nature
Beyond (Transcendence)	<ul style="list-style-type: none"> • Encountering/experiencing God (having a sense of what lies beyond the material/ physical) • Ability to formulate and discuss the 'Big Questions' (e.g. about life, death, suffering, nature of God) • Opportunities for prayer, connecting with God • Making sense of the world

Equal Opportunities

The nature of Spiritual Development means that all children can develop spiritually regardless of faith, gender, ethnic or cultural origins or differing needs

All children will be given the same opportunities to develop their own spirituality and will respond in many ways that are appropriate for them.

Resources

Resources in all curriculum areas may provide the starting point for opportunities for Spiritual Development. Ideally children should experience a range including music, art by known and unknown artists, sculpture, poetry, drama etc.

A range of books supporting collective worship and spiritual development are available for staff, pupils and the wider community in a 'developing spirituality box' located in the reception area.

Our churches are also an important resource for spiritual development.

Parents

Parents/Carers have an important role to play in the spiritual development of their children both at home and in the support they give to the school. They are welcomed at our weekly Celebration Assembly and there are opportunities throughout the year for parents, pupils and staff to worship together at Corley and Fillongley Churches.

Monitoring of the policy

The impact of this policy will be monitored by the Headteacher and Governors. Discussions with all stakeholders will seek to identify how spiritual opportunities are being established and how these are impacting upon children's understanding and development.