



Christ Church Hanham CE Primary School

Nurture with love - **Grow** through knowledge and wisdom - **Flourish** in hope

Spirituality Policy 2026- 2028

Author/Person Responsible	Headteacher
Date of Ratification	11 th May 2026
Review Group	Ethos Committee
Ratification Group	FGB
Review Frequency	Every two years
Review Date	By 30 th April 2028
Previous Review Amendments/Notes	New policy
Related Policies	
Chair of Governor's Signature	O. Coltman

Equality Impact Assessment Groups that may be affected:
Any adverse impacts are explored in a Full Impact Assessment

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	None
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	None
Gender reassignment (transsexual)	None
Marriage and civil partnership	None
Pregnancy and maternity	None
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)	None
Religion or belief (practices of worship, religious or cultural observance, including non-belief)	X
Sex (male, female)	None
Sexual orientation (gay, lesbian, bisexual; actual or perceived)	None

Legal Framework: Links to Ofsted and SIAMS Expectations

The Ofsted School Inspection Toolkit, updated 5 November 2025, states:

Evaluation of personal development and wellbeing considers: pupils' spiritual, moral, social and cultural (SMSC) development, which can be seen across the school's activities.

In gathering evidence about the personal development programme, including pupils' SMSC development, inspectors consider the extent to which:

- pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, including developing their knowledge of, and respect for, different people's faiths, feelings and values
- pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, using imagination and creativity in their learning and being willing to reflect on their experiences
- pupils' talents and interests are nurtured, developed and extended through a range of opportunities
- pupils are willing to participate in – and respond to – artistic, musical, sporting and cultural opportunities
- pupils know how to discuss and debate issues and ideas in a considered way and how to engage with views, beliefs and opinions that differ from their own

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 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?

Definition and Vision for 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 school community, Christ Church Hanham CE VC Primary School has defined what spirituality means for our school community within the context of our designation as a Church of England school and in-line with our Christian vision.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God. Our school vision of Nurture with love- Grow through knowledge and wisdom- Flourish in hope is rooted in this understanding. Our purpose is to nurture every member of our community as a precious and unique gift and enable them to grow and flourish as humans. Spirituality and the concept of flourishing spiritually is therefore intrinsic to life at Christ Church Hanham CE VC Primary.

At CCH, we used this quotation to help us understand spirituality in our context:

Spirituality is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of 'beyond' and 'other', searching for meaning, discovering purpose, open to more. (Rebecca Nye)

From this, staff and governors have worked together to define spirituality at CCH.

CCH definition

At CCH, spirituality is understood to be an integral part of each individual's journey of self-discovery and exploration as we flourish fully as humans.

As such, spirituality is defined here as, ***“the act of being fully human, revealing our relationship with ourselves, others, with beauty and the beyond including the transcendental, and doing so through love, and with gratitude.”***

From our shared definition and understanding, we identified where spirituality sits within our school vision and theological root.

These strands are woven through our vision and biblical underpinning.

A vision for excellence at CCH

Nurture with love- Grow through knowledge and wisdom- Flourish in hope

At Christ Church Hanham, we nurture relationships rooted in love, respect and forgiveness, where every member of our community is enabled and empowered to be their unique self.

Through learning that is rich in knowledge, authentic and purposeful, together we will embark upon a journey of self-discovery and exploration, building on our individual talents and striving for excellence so that we can all flourish.

Through a deep understanding of our world and the stories of our communities, we will embrace challenge and demonstrate resilience. We will take inspiration from each other as we aspire to achieve our dreams and live out our values so that we can make a positive difference to society and contribute to a better world.

Our vision and mission is underpinned by Ephesians 3.14-21

For this reason I bow my knees before the Father, from whom every family in heaven and on earth takes its name. I pray that, according to the riches of his glory, he may grant that you may be strengthened in your inner being with power through his Spirit, and that Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Our school vision and theological underpinning is used as the root to set a vision for spiritual flourishing.

CCH Vision for Spiritual Flourishing

At our school, spirituality is nurtured from the innate sense of awe, wonder and delight in the world that each child brings to school. Spiritual growth is enabled through plentiful encounters and rich opportunities to be curious, to be challenged, and to be still.

Flourishing spiritually is evident when we feel safe to wonder, ask questions and search for meaning whilst being open to new possibilities. At CCH, spirituality is about being able to wrestle with life's big questions (Big 6):

- *Where did I come from?*
- *Who am I? Why am I here and how shall I be?*
- *How shall I live and learn with others?*
- *Where am I going and what can I contribute? What are my dreams?*
- *How do I manage in difficult times and from where do I draw my strength?*
- *What do I believe?*

Our spirituality big questions and concepts underpin the spiritual development of all members of our school.

Spirituality is about curiosity, awe and wonder, responding to, and reflecting upon the experiences, encounters and opportunities that life brings; as such, spirituality cannot always be planned for. However, we continually review areas of school life and curriculum where we can plan encounters and opportunities for spiritual growth.

Approach to Spirituality

Spirituality within the Ethos of the Daily Life of the School

At Christ Church Hanham CE VC Primary School, we understand spirituality *to be an integral part of each individual's journey of self-discovery and exploration as we flourish fully as humans.*

In line with our school definition of spirituality, and to enable our vision, we use the following **framework to root our understanding of spirituality and enable pupils and staff to explore their relationships self, others, beauty and beyond, including the transcendental:**

- Establishing a sense of self by exploring relationships with ourselves (*I am unique and proud of my identity*)
- Building belonging and connection by exploring relationships with others (*I can build good relationships with others*)
- Fostering fascination and curiosity by exploring relationships with the beauty of the world and beyond (*I can see beauty in the world around me*)
- Asking questions and taking time to reflect on meaning and purpose by exploring relationships with beliefs, faith and the transcendental including the invitation to relate to God (*I can think about the meaning of life beyond that which I can see and touch*)

These four relationships are connected through the value of love and the feeling of gratitude. To be fully human and to be 'filled with the fullness of God's love', we must learn to love ourselves and one another as well as being able to appreciate, and be grateful for, the world we live in. Taking time to stop, notice and marvel at the wonders of God's creation runs through our approach to spirituality.

In order to support every member of our school community to flourish spiritually, we use the **concepts of window, mirrors and doors** to identify spiritual opportunities throughout each and every day.

Windows (learning about life): This is where we encounter new things, are presented with rich experiences, hear stories and learn about our world- the good and the challenging.

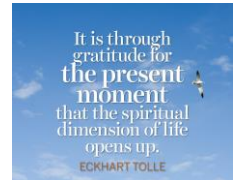
Mirrors (learning from life): This is where we seize opportunities to reflect, individually and together, to ask big questions and search for meaning from life. We also stop regularly- being present and still in the moment- to notice the glimmers of life.

Doors (learning to live life): This is where we respond to the encounters and opportunities. Our windows and mirrors help us to think anew and challenge ourselves and each other. We think about how we can act or express our human response including how we can advocate for, and play our part in, social action.

Spiritual 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 is familiar with the school's shared language of spirituality and will respond to pupils appropriately.

Glimmers

At CCH, we use glimmers as part of our approach to spirituality. Glimmers are the small moments in our days where we feel joy, happiness, peace or gratitude. We support all members of our school to take time to stop and notice glimmers. Glimmers are an invitation to the present moment, inviting us to be more aware of ourselves, the connections we share with those around us, our environment and prompting us to consider questions of meaning and purpose. Taking time to notice the glimmers in our lives also supports our nurturing of wellbeing and mental health.



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 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 physical environment enables opportunities for nurturing spiritual growth and reflection. For example:

- Class Reflection Areas offer us opportunities to reflect on our vision, values and motto as we consider who we are and how we respond
- Book displays offer us opportunities to think about others and the world
- Playground and outside space offer us opportunities to notice the beauty of our world
- Forest School offer us opportunities to experience new things and work with nature

We understand that the opportunity for spiritual growth and moments of spirituality can happen at any time and cannot always be planned for. Sometimes it is just about being present in the moment. However, we have identified specific areas of school life which can actively contribute to the spiritual flourishing of pupils: Collective Worship, RE and the whole curriculum.

Spiritual Flourishing in Collective Worship

Collective worship is central to the life of Christ Church Hanham CE VC 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 pupils to become aware of the importance of reflection (**mirrors**) and how our positive and negative experiences can be formative. It also provides a real sense of being present 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 (**windows**).

Opportunities to reflect (**mirrors**) on the glimmers of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the difficult moments such as disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service through a planned worship programme linked to our six core Christian values. 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 time to be able to contemplate and flourish spiritually.

Every act of worship ends with an invitation to respond to what we have heard and seen, both as individual and as a community. We are given the opportunity to respond to what we have encountered through an invitation to worship God through prayer and song (**doors**).

Collective Worship at Christ Church Hanham CE VC Primary School is invitational, inspirational and inclusive.

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 and to provide a space for pupils to encounter, reflect and respond as individuals.

Opportunities for spiritual growth are woven throughout RE. As pupils encounter Christianity and other faiths and diverse worldviews, they are offered the opportunity to reflect on their relationship with themselves, others, the world and beyond, including their relationship with God.

In particular, RE enables pupils to develop spiritually, drawing upon our concepts of windows, mirrors and doors, by:

- encountering Christianity as a diverse faith through texts, traditions and experiences
- encountering a range of other faiths and worldviews
- engaging with challenging questions of meaning and purpose raised by human existence and experience.
- exploring their own religious, spiritual and philosophical ways of living, believing and thinking.

Spirituality Through the Curriculum

Our curriculum is rooted in our Christian vision. 'Grow through knowledge and wisdom' identifies the importance of wisdom, knowledge and skills. To grow as full humans, a knowledge-based curriculum was constructed in order to ensure every child has access to a rich and diverse learning experience- one which equips them to understand the world and make sense of their place within it. Drawing upon the school's vision, authentic and purposeful knowledge has been carefully selected to build an exciting and ambitious learning journey for all pupils. Through this, the school's wider unseen curriculum weaves together opportunities for children to live well together and understand their relationship to one another, the world and beyond.

Underpinning and enriching the curriculum are the school's drivers of spirituality, community, arts and culture, and Oracy. The school's vision is about providing all pupils with a 'full' curriculum- one which is rooted in love for all and 'where every member of our community is enabled and empowered to be their unique self.' The school's drivers ensures continued focus on providing a range of wider opportunities which complement, extend and deepen every child's learning experience- inside and outside of the classroom.

Drawing on our shared definition, framework and the concepts of windows, mirrors and doors, conversations around spirituality will be included in classroom teaching across the school. We recognise that spirituality builds upon our innate fascination and wonder of the world. Whilst we seek to nurture and grow all members of our school in order for everyone to flourish, we understand that spiritual growth is not linear and is more about opportunity (windows) than outcome. As a result, we continually map out possible opportunities for spirituality throughout our curriculum which support our children and adults to explore their relationships self, others, beauty and beyond, including the transcendental so that they can flourish fully as humans.

The table below sets out opportunities to use our spirituality framework and concepts within different areas of the curriculum:

Reading	Book Talk- what inspired you in this text? How did a character cope with a challenge in life? How did the text make you feel? Which words/phrases or part of the text resonated with you?
Writing	When sharing writing, how did this make you feel? How did you convey a characters' feeling or the atmosphere?
Maths	Explore the mystery of patterns in numbers and shapes. Where is maths found naturally in our environment/ world? Are there things in life that cannot be measured or counted?
Curriculum- Understanding our world	How can learning different languages support us to connect to one another? What does it feel like to someone whose first language is not English when we communicate in their language? Can you find a location on Google Earth? What fascinates you about this place? How do you respond to learning about places where geography poses a threat to humanity? How can we play our part in taking responsibility for our world? Which historical stories inspire/ move you? What lessons can we learn from mistakes/ events in our history? How does it feel to discover how things work? What fascinates you about our world? How does it feel when science disrupts the way we thought something works? Does science have all the answers?
Curriculum- Expressive art and design	What motivates designers and their decisions? How do we overcome problems with creative thinking? Is an invention useful if it doesn't improve our relationship with nature? What style of music speaks to you? How does music change your mood? Looking into this art work, where are you taken? How does the art invite you to explore your feelings/ responses? How can you express yourself through art? How can we use the natural environment to create art?
Curriculum- Health and wellbeing	How is your body feeling at this moment? How can we connect better to ourselves or nature to help us to feel calm? What does it feel like to be completely focused on a challenge? How does it feel when you dance, connect, move in PE? How can we recognise/ celebrate success/ growth? How do we make others feel in sport?
Across the school day	• Taking time to stop and notice glimmers- how present have you been today? How does it feel to just stop? What moment gave you joy/peace/ gratitude today? • Social times- how does it feel to be with my friends? How does it feel to belong? • Being outside in nature- what do I notice around me? How do the seasons change our school setting? Does your mind/ body respond differently when you are outside? • Champions/ Learning Champions/ Values Champion assemblies- how does it feel to celebrate someone? What are you grateful for? • Whole school events and celebrations- how does it feel to be part of this community? What have you added to this community? Have you felt inspired to be or do something as a result of celebrating together?

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 flourishing wherever appropriate.

The Headteacher is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual flourishing in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life.

The Ethos Committee is responsible for monitoring the implementation and impact of this policy.

The Full Governing Body is responsible for ensuring that spiritual growth and spirituality is a fundamental aspect of the school's distinctively Christian character.

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 Christ Church Hanham CE VC Primary will receive training and support from the staff member identified as leading on spirituality.

Development, Sharing, Review and Monitoring of this Policy

Development

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

- Collective Worship Policy
- SEND Policy
- RE Statement of Entitlement

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 CPD and staff briefings. Where appropriate, pupils are made aware of key elements of this policy in an accessible, age-appropriate way.

Review and Approval

This policy is reviewed every two years by the Ethos Committee, which considers any views expressed by parents, pupils and staff. The committee's recommendations are reported to the full governing body 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 school's Christian vision.

Monitoring of Implementation and Impact

Governors monitor the implementation and impact of this policy in line with the board's monitoring schedule and the school's monitoring arrangements (e.g. headteacher reports, link governor visits, committee scrutiny, and relevant data).