# Grange C of E School

*'Let us consider how we may encourage one another to love and to do good deeds.' Hebrews 10:24*

# Spirituality Policy

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| **Date adopted:** | 9th September 2026 |
| **Policy owner:** | Headteacer/Collective Worship & Spirituality Lead/RE Lead |
| **Signature of Chair of Governors:** | |
| **Review date:** | **September 2026** |
| **Next Review date:** | **September 2028** |
| **Linked Policies:** | Collective Worship Policy, RE Policy, SMSC Policy, PSHE Policy, Safeguarding & Child Protection Policy, Behaviour Policy, SEND Policy, Equalities Policy, SIAMS action plan, Outdoor Learning / OPAL strategy, Early Years Foundation Stage (EYFS) policy |

## Vision

At Grange Church of England Primary School, spirituality is at the heart of our vision to **Achieve, Believe, Care**. Rooted in our Christian values of **Love, Hope and Trust**, we seek to enable every child and adult to flourish academically, personally and spiritually. We recognise that spirituality is a universal human capacity. It is not limited to religious belief and is relevant to people of all faiths and none. As a Church of England school, we explore spirituality through our Christian vision whilst valuing and respecting the diverse beliefs, experiences and worldviews within our community.

Our aim is to nurture children who are curious, reflective, compassionate and able to make a positive contribution to the world around them.

## 1. What Do We Mean by Spirituality?

At Grange, spirituality is about:

- Wondering and asking questions about life and the world.
- Reflecting on thoughts, feelings, beliefs and experiences.
- Developing a sense of identity, purpose and belonging.
- Appreciating beauty, creativity and the natural world.
- Building meaningful relationships.
- Responding with compassion, courage and care.

Spirituality helps us explore what it means to be human. For some, this includes a relationship with God. For others, it may be experienced through nature, creativity, relationships, service or reflection.

## 2. Our Spirituality Framework: Windows, Mirrors and Doors

We use the simple model of **Windows, Mirrors and Doors** to help develop spirituality across school life.

### Windows

**Looking Out**
Children are given opportunities to encounter awe, wonder and new perspectives. This may happen through:

- Exploring nature and the local environment.
- Outdoor learning and OPAL play.
- Visits and visitors.
- Stories, music, art and literature.
- Learning about different faiths and worldviews.
- Experiencing moments of beauty and inspiration.

**Questions we encourage:**

- What do I notice?
- What amazes me?
- What questions do I have?

**Mirrors**

**Looking In**
Children are encouraged to reflect on their own experiences, beliefs, feelings and values.

This may happen through:
- Personal reflection.
- Discussion and dialogue.
- Prayer and quiet reflection.
- Pupil voice activities.
- Journalling and creative responses.
- Restorative conversations.

**Questions we encourage:**
- How does this make me feel?
- What do I believe?
- What kind of person do I want to be?

**Doors**

**Stepping Forward**
Children are encouraged to respond to what they have learned and experienced by taking action.

This may happen through:
- Acts of kindness.
- Caring for others.
- Charitable giving and service.
- Environmental stewardship.
- Courageous advocacy.
- Positive behaviour and relationships.

**Questions we encourage:**
- How can I make a difference?
- How should I respond?
- What action can I take?

**3. How Spirituality is Nurtured at Grange**

Spiritual development is woven through the whole life of the school.

**Collective Worship**
Collective Worship makes an important contribution to spiritual development within our Church school.

Worship provides opportunities for:
- Reflection and stillness.

- Prayer and contemplation.
- Exploring Christian teachings and values.
- Pupil leadership and participation.
- Responding to important themes and issues.

Worship is invitational and inclusive, welcoming pupils of all faiths and none.

**Religious Education**
Religious Education enables pupils to explore:

- Christianity and other faiths.
- Diverse worldviews.
- Big questions about meaning and purpose.
- Beliefs, values and identity.

RE provides rich opportunities for reflection, discussion and understanding.

**The Wider Curriculum**
Spiritual development is intentionally planned across all subjects.

Examples include:

**English**
Stories that develop empathy, imagination and understanding.

**Science**
Exploring wonder, curiosity and the natural world.

**Art and Music**
Responding creatively to beauty, emotion and experience.

**PSHE**
Reflecting on identity, relationships and wellbeing.

**History and Geography**
Exploring human experiences, cultures and communities.

**Physical Education**
Building resilience, determination and teamwork.

**Outdoor Learning and OPAL**
Our unique location overlooking Morecambe Bay provides rich opportunities for spiritual growth.
Children are encouraged to:

- Experience awe and wonder in nature.
- Develop a sense of belonging.
- Appreciate creation.
- Care for the environment.
- Reflect on their place within the wider world.

### Relationships and Everyday School Life

Many spiritual moments occur spontaneously through daily interactions.
Staff encourage pupils to:

- Listen respectfully.
- Value diversity.
- Show empathy.
- Resolve conflicts positively.
- Celebrate achievement.
- Support one another through challenges.

Spiritual development is often found in ordinary moments as well as planned activities.

## 4. Inclusion

Spirituality is for everybody.
At Grange we:

- Welcome pupils of all faiths and none.
- Respect different beliefs and worldviews.
- Ensure opportunities are inclusive and accessible.
- Make appropriate adaptations for pupils with SEND.
- Encourage questioning, discussion and respectful disagreement.

No child is expected to hold a particular belief. All children are encouraged to develop their own understanding of themselves and the world around them.

## 5. Roles and Responsibilities

### Governors

Governors:

- Ensure spirituality remains central to the school's vision.
- Monitor provision and impact.
- Support ongoing development.

### Headteacher and Senior Leaders

Leaders:

- Promote a culture where spirituality can flourish.
- Provide training and resources.
- Monitor implementation.

### Spirituality Lead

The Spirituality Lead:

- Coordinates whole-school provision.
- Supports staff development.
- Monitors impact and pupil voice.
- Works with church and community partners.

### All Staff

All staff:

- Model curiosity, reflection and compassion.

- Create opportunities for spiritual development.
- Nurture respectful relationships.
- Promote the school's vision and values.

**Pupils**
Pupils are encouraged to:
- Engage thoughtfully in opportunities provided.
- Reflect on their experiences.
- Show care and compassion for others.
- Contribute positively to the school community.

## 6. Monitoring and Evaluation

Spiritual development cannot be measured by tests or levels.

Instead, we evaluate its impact through:
- Pupil voice.
- Learning walks.
- Examples of children's reflections.
- Staff discussions.
- Worship monitoring.
- Curriculum reviews.
- Governor visits.
- Parent feedback.

Evidence may include:
- Increased confidence and self-awareness.
- Thoughtful questioning.
- Compassionate behaviour.
- Respectful relationships.
- Engagement with reflection and worship.
- Participation in service and community activities.

## 7. Review

This policy will be reviewed every two years by the Headteacher, Spirituality Lead and Governing Body, or sooner if required by changes in legislation, Church of England guidance, school priorities or SIAMS recommendations.