



# Madresfield C.E. Primary School

## Spirituality Policy

Headteacher approval: October 2025  
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Policy Owner: Headteacher

# Our Vision

## Ignite Illuminate Inspire

At Madresfield we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential. Inspired by *Psalm 119:105 "God's word is a lamp to guide our feet and a light for our path"*.

As a school we aim to:

**Ignite:** to cultivate a love for learning and awe and respect for God's world.

**Illuminate:** to trust in God to guide us and develop our wisdom and compassion as we journey through school.

**Inspire:** to help our children to shine as we celebrate their successes and help them to develop into beacons of hope for others within our school and wider communities.

In order for children to achieve their potential we have in place and follow the following school rules:

**Be kind-** being kind to others.

**Be ready-** being ready to learn.

**Be respectful-** being respectful to all.

**Be safe-** being safe around school.

### Equality and Diversity Statement

At Madresfield CE Primary School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

*This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.*

At Madresfield C.E. Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:

- Develop their own values and beliefs.
- Develop a spiritual awareness.
- Develop and maintain high standards of personal behaviour.
- Develop a positive, caring attitude towards other people.
- Foster an understanding of Christian and other social and cultural traditions.
- An appreciation of the diversity and richness of different cultures from around the World.

Spirituality is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of Madresfield C.E. Primary School. It is an essential ingredient of our school's success.

*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*

*Ofsted Inspection Handbook, June 2021*

## Definition of Spirituality:

**Spirituality allows us to become aware of God, one another, the world around us and ourselves. It is the nurturing of the inner life of the soul of a child, enabling and embracing their questions, doubts and wonder of existence.**

The 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 every day – the ows of life. Cracks can also happen in the stillness and ordinariness of every day – the nows of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical day.

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 awe and wonder of spirituality.

These are used to explore relationships with: - ourselves - others - the wider natural world and beyond - and offer the invitation to relate to God.

## Rationale

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.

Spirituality is a powerful force that determines what we are, who we are, what we want to be and our overall self-awareness. It forms the basis for successful relationships and connections with not only ourselves, but also creating meaningful relationships with others too. Additionally, there is evidence that suggests that spirituality can shape our behaviour and outlook on life, and can allow people to make better, well-informed choices.

At Madresfield C.E. Primary School, spirituality connects with the values of the school. It promotes children to deepen relationships with other celebrating the **Love** we have for one another; to have **Courage** to persevere; have **Hope** and understanding for the world; learning the strength and compassion shown in finding **Forgiveness**. Furthermore, having this knowledge and wisdom will also enable children to be happy and **Joyful** and allow them to live flourishing lives.

Our ethos and our vision are the backbone of the school and underpin everything we do. It promotes the idea that all children can grow and flourish spiritually as well as academically. It is our aim that the children's individual spiritual development is fostered as an integral element of the curriculum and is woven into everything that they do. This includes academic success, personal development, and cross-curricular experiences. This drives our 'Eleven before Eleven' experiences such as visiting a beach and walking the Malvern Hills.

## **Aims**

The aims for spirituality at Madresfield C.E. Primary School are:

- To provide a context of faith, security and loving relationships to support each child's spiritual search.
- To foster the spiritual development of each child, regardless of age, sex, ability or cultural background.
- To foster self-awareness and promote a feeling of self-worth.
- To develop a set of values, principles and beliefs that children can carry forward into their everyday lives.
- To develop positive human qualities and connections.
- To develop respect and tolerance for different cultures, beliefs and religions.
- To foster a deep respect for, both, their own feelings and for others in the community.
- To enable the children to attribute meaning to experiences.
- To foster reflection and stillness, and change behaviour based on these experiences
- To foster a sense of meaning, purpose and direction in life.
- To share religious stories and festivals, rituals and symbols, particularly those from the Christian faith.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

Our Christian Vision is the driver for our curriculum design. We have explored our vision in detail through the aims of our school.

### Educating for wisdom, knowledge and skills

- To equip the children with the skills to learn academically, vocationally, socially and spiritually and to take responsibility for their learning and actions

What you will see: Children problem solving, being inquisitive, curious and hard working with the ability to keep trying when things get difficult.

- To provide a stimulating, high quality curriculum which is fully inclusive and enables achievement and enjoyment for all

What you will see: Children actively engaged, questioning, building friendships with a 'can do' attitude. Children making the most of a wealth of opportunities. Children are prepared to take on challenges and learn from them, increasing their abilities and achievements.

### Educating for hope and aspiration

- To provide a safe, happy and healthy environment in which children are encouraged to adopt a healthy lifestyle with aspirations for their future

What you will see: Cheerful children able to make decisions that positively affect their lives. Children who can explain their choices and the positive impact these choices will make.

### Educating for community and living well together

- To create a welcoming school community, in which all families are encouraged to play an active role in their child's education

What you will see: A school community that has respectful, welcoming relationships between pupils, their families and staff. Where the views of parents are sought, feedback is valued, and all decisions have children at the heart.

- To encourage all pupils to make a valuable contribution to the school, local and wider communities

What you will see: Children who are enthusiastic, committed to supporting one another in a variety of ways. Children who actively participate in community events. Children who are full of ideas about how they can contribute to both the school and the wider community with the confidence to act.

### Educating for dignity and respect

- To develop respect and consideration for the beliefs, differences and ways of life of everyone involved in the school

What you will see: Children who have respectful positive relationships with one another. Who treat each other fairly, with compassion and understanding and enjoy one another's company.

- To enable children to explore and discuss faith and worship, working from a Christian foundation, in the context of a multi-faith society

What you will see: Children who enjoy finding out about the similarities and differences between their faith and the faiths of their friends and who use their strong Christian foundation to decide how to behave.

Drawing on the language of wows, ows and nows, conversations around spirituality will be included in classroom teaching.

### **Points to consider:**

#### *Maths*

Points to consider:

- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes.

How far do our children:

- Help children wonder at the infinity of numbers, pattern, order, time, symmetry, shape.
- Promote children's self-esteem
- Recognise their achievements; happiness; joy.
- Share ideas and respect those of others; value others' opinions; allow understanding to be shared through discussion
- Reflect through different stages of maths, progression.
- Give open-ended tasks which can produce a variety of responses and work on real problems that can encourage a consideration of moral aspects of our society e.g.
- how much waste paper does our school generate?
- Discuss how maths helps us to understand the world around us.

#### *Oracy*

How far do our children:

- Have the opportunity to engage in different types of talk, to different audiences and for different purposes so that the classroom is modelled as a microcosm of society?
- Experience exposure to the ideas of other people so that each child develops a sense of self?
- Experience a democratic classroom where the opinions and values of children are given equal importance alongside that of the teacher and where rules for the classroom are negotiated?
- Engage in 'circle type' activities?
- Have exposure to cultural diversity – valuing accents, dialects etc.?

#### *Reading*

Points to consider:

- How do you frame questions around a text? For example, 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?

How far do our children:

- Have the opportunity to experience bias and prejudice in the written word?
- Share beliefs and ideas about a text in discussion?
- Read books that explore relationships and identify purpose in life?
- Read books that pose moral dilemmas?
- Use books as a stimulus for discussing how and where they might become fuller members of society?
- Explore through literature a range of possible cultural and social models of possible lifestyles and family structures?

### *Writing*

Points to consider:

- 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 SPAG?

How far do children:

- Have the opportunity to develop a range of social competence through writing and explore skills in choosing words so that the opinions of the reader can be shaped?
- Study a writer's words of choice (lexical) in shaping opinion of readers through newspapers; articles etc. compare different presentations of facts and description of individuals?
- Have the chance to engage in collaborative writing to bring greater awareness of their own and others' skills?

### *DT*

Points to consider:

- 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?

How far do our children:

- Explore the decisions that influence what we design?
- Make products to solve problems expressing creativity, inventiveness and imagination?
- Weigh one value judgement against another in making a decision?
- Evaluate their ideas against criteria of their own and their class?
- Recognise the different needs of a variety of users?
- Express their own identities in the things that they make?
- Consider moral problems in technological development – e.g. use of re-cycled or raw materials?
- Explore what influences people to buy certain products?

## *Music*

Points to consider:

- 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?

How far do our children:

- Have the opportunity to develop concentration, perseverance and co-operation discipline, commitment and reliability in performance?
- Develop self-esteem and self-worth through personal expression and involvement in social activities?
- Experience music directly, practically and creatively through listening, performing and composing?
- Develop a sense of purpose by performing with a group and a sense of responsibility towards fellow performers?
- Explore how music can be used to manipulate the emotions e.g. in the advertising of certain products?
- Have an insight into how pupils think, feel and express themselves?
- Explore how the common elements of music can be found in the music from all cultures?

## *Primary Foreign Languages*

Points to consider:

- 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?

## *Geography*

Points to consider:

- 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?

How far do children:

Explore the natural world to consider how people live and how these interact with each other, using the process of inquiry by posing relevant questions about what places are like, why they are like that, how might they change and the possible consequences for the people who live there e.g. knocking down two houses in Deep Street – what will happen to the families?

- Work together, interacting with others to study places, societies and cultures, developing empathy and positive attitudes and values towards other people?
- Have a sense of wonder and mystery about the world; looking at physical processes shaping the earth, particularly those on a large scale such as volcanoes and earthquakes?

- Have the chance to develop a sense of place and an understanding of what makes this place unique in their lives?
- Experience and value the environment - local scale studies, physical and human aspects, fieldwork; investigations into the effect humans are having on the environment and the remedies for this; comparisons of environment and diversity of life?
- Learn about values by which we live through studies of different places and associated life styles and comparisons with own?
- Establishing relationships through fieldwork opportunities - change in situation, opportunities to get to know each other in a different context?
- Have the opportunity to challenge stereotypes and promote an understanding that peoples all over the world have common needs and have to meet similar challenges?

## *History*

Points to consider:

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

How far do children:

- Learn about historical figures whom we can admire because of their impact on society / life e.g. Christopher Columbus and Walter Tull etc.?
- Have the opportunity to think about their own development from babyhood until present stage; immediate family history?
- Work on causation - why people act / acted as they did and what motivated them?
- Build up positive relationships through educational visits and discussions?
- Discuss moral dilemmas?
- Have the opportunity to explore how the concept of citizenship has changed over time e.g. what did it mean to be a citizen in Medieval / Victorian Britain?
- Learn about the development of systems of government?
- Discuss about the effect of building on places of historic interest and how you judge issues of valuing the heritage of the past when placed against the perceived need of the present. Also the effect of workplace, industry on the nature of communities, the building of new roads etc.?

## *PE*

Points to consider:

- 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.

How far are our children:

- Given a sense of personal achievement and a chance to share in the success of others?
- Given the chance to participate in games that give opportunities to develop equality, freedom and respect through rules and fair play?
- Given the opportunity to discuss issues of sporting morality?
- Given the opportunity to learn about the importance of reliability by participating in team games?
- Given the chance to think about a spectators' code of behaviour?
- Given the chance to engage in collaborative activities e.g. parachute
- Engage in outdoor and adventurous activities?
- Build trust in staff, peers and adult helpers through visits off site?

## Science

Points to consider:

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

How far does our science:

- Place our children's understanding of the application of science in a social, cultural and ethical context?
- Raise issues about environmental problems
- Give our children an understanding of scientific methods e.g. in order to investigate fairly, commitment and honest observation are needed
- Allow children to work together in investigations?
- Promote a sense of wonder, curiosity and an inclination to question?
- Promote the care of living things and the environment?
- Promote an understanding of the value of life, addressing questions of personal meaning and moral questions e.g. care of animals, health and safety, pollution, vanishing resources?
- Allow children to express creativity and imagination?
- Address cultural issues e.g. destruction of the rainforest?
- Promote awareness of harmful substances and their consequences for individuals and society?
- Promote awareness of the economic and social aspects of scientific discovery?

## Art

Points to consider:

- 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?

How far do our children:

- Have the opportunity to use works of art to explore issues of right and wrong e.g. war and peace?
- Make posters / banners to raise awareness .....?

- Explore change through their own work or that of other artists?
- Meet the work of artists from different cultural backgrounds?
- Represent the world and record their place in it?
- Develop an awareness of how art is used to sell commodities or to persuade?

### *PSHE & RHSE*

Points to consider:

- 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 school?

This area is concerned with the personal and social development of our children. Their understanding of themselves, of others and of the group within which they live (home family or school family). It aims to equip them to make healthy life choices and to be effective citizens of tomorrow.

Opportunities for spiritual development in PSHE include providing times when our pupils are able to:

- Develop a sense of self-awareness, knowledge and esteem
- Recognise the worth of every individual, develop a sense of community and build relationships
- Exercise intellectual curiosity and gain insight
- Explore the beliefs and values of others
- Express their own values and examine them with others
- Identify the way beliefs and values can affect lifestyle
- Express the sense of being moved and inspired particularly by other people
- Explore issues, dilemmas and confusions
- Raise and respond to questions about the challenging aspects of life
- Identify their feelings, emotions and innermost thoughts and know when and how to appropriately express them
- Reflect on experiences
- Have fun together.

### *All Subjects*

Points to consider:

- 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?

In Collective Worship we hope to provide the following:

- Opportunities for reflection and response are planned into worship
- Stillness
- Personal and collective beliefs are respected
- Sharing and celebrating common beliefs
- Celebrating success
- Remembering and celebrating the lives of people of spiritual significance
- Reflecting of Christian stories
- Making connections between the school's values and vision and their everyday life
- Opportunities to understand 'wider/national days' to promote a sense of tolerance
- To experience community cohesion links at a local level
- Welcome words and closing prayer to encourage all children to think

***As a school we aim to provide learning opportunities that will enable pupils to develop their social development:***

- To be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- To use their imagination and creativity in their learning
- To be willing to reflect on their experiences
- To develop into self-assured, confident, happy, positive young people
- To sustain their self-esteem throughout their learning experience
- To develop their capacity for critical and independent thought
- To foster their emotional life and express their feelings
- To experience moments of stillness and reflection
- To discuss their beliefs, feelings, values and responses to personal experiences
- To form and maintain worthwhile and satisfying relationships
- To reflect on, consider and celebrate the wonders and mysteries of life

### **Active Peace Education**

Through our workshops and lessons with the Charity 'Active Peace Education', children are empowered to become beacons of peace. Peace Education activities promote knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education.

### **Archbishops' Young Leaders Award**

The Archbishops' Young Leaders Award exists to see a generation of young people empowered to transform society. Through working in partnership with schools, churches and communities, we develop opportunities for young people to grow in leadership, faith and character. We believe every young person is unique, of

great worth, and has the potential to change our communities for the better. We exist to empower young people to serve their generation, putting the needs of others before themselves.

### **Lifepath**

Every year in June we attend Lifepath at Great Malvern Priory. Lifepath is when once a year Malvern Priory goes back in time... to 1085, when a monk called Aldwyn founded the Priory on the slopes of the Malvern Hills. Children get the opportunity to discover more about the history of the Priory and the life of the monks who worshipped and lived there.

From cooking, to brass rubbing, mediaeval medicine, to bell-ringing, spinning, the prayer journey and much more, a range of activities brings history to life. Then everyone joins together for the Lifepath songs. This is a memorable spiritual experience that children enjoy and reflect on back in school.

### **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 growth wherever appropriate.

Mrs Rebecca Hibell is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school 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 Strand 2

### **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.