



Kirk Langley Church of England Primary School

Spirituality

SIAMS frameworks state that spirituality is an intrinsic part of school life, requiring schools to help pupils and staff flourish spiritually through the curriculum, collective worship, and daily life. This includes fostering a personal sense of awe and wonder, exploring big questions, and developing a deep awareness of one's relationship with themselves, others, and the world. The inspection evaluates how well the school enables all members of its community to flourish, regardless of their beliefs.

Key aspects of SIAMS on spirituality

- **Broad and personal:** Spirituality is seen as a personal, individual journey, not limited to one religion. It is an inner quality that can be developed through moments of awe, wonder, and reflection.
- **Holistic development:** SIAMS requires schools to integrate spirituality across all aspects of school life, including curriculum, religious education, collective worship, and daily interactions.
- **Spiritual flourishing:** The goal of a SIAMS inspection is to assess how effectively a school helps its community to "flourish spiritually". This involves recognizing each person's spiritual journey and providing opportunities for them to develop and grow.
- **Curriculum and worship:** Spirituality must be an intrinsic part of the curriculum and collective worship, which should enable spiritual flourishing and foster respect for all.
- **Reflection and big questions:** Schools are expected to provide opportunities for stillness, reflection, and prayer, and to help students engage with and respond to the big questions of life.
- **Interconnectedness:** A core part of spirituality is relational consciousness, which includes awareness of one's relationship with oneself, others, the natural world, and a sense of the transcendent or "beyond".
- **Creativity and meaning:** Spirituality is also linked to creativity, with a search for meaning and purpose in life, and being open to more.
- **Action and change:** SIAMS emphasises developing the ability to be an agent for change, challenging injustice, and acting with kindness and integrity.

School 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 school community.

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 (Think! Reflect! Act!)** of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows (Think! Reflect! Act!)** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **nows (Think ! Reflect! Act!)** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical every day.

We use the language of Think! Solve! Explain! And link these concepts to the ows, wows and nows.

When we 'Think' we might have an 'ow' feeling; or a 'wow' feeling or the feeling we need time to just be ourselves.

When we 'Reflect' we might reflect on an 'ow' feeling or a 'wow' feeling or reflecting on the 'meness' of me.

When we 'Act' we act on the 'ows, the 'wows' and the choices of how we can be.

These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God

Aims

School's Name: Kirk Langley Church of England

School's Christian Vision: A School Where Every Child Can Shine.

Daniel 12:3: 'Those who have insight will shine like the bright expanse of the heavens, and those who lead the many to righteousness, like the stars forever and ever.'

Our Christian vision is a driver for spirituality in that sometimes our light may feel dim but the nurturing support and intervention take our flame and reignite it. The more we learn to retrieve and recall information we are empowered and shine brightly. We recognize that in our relationships with each other and the wider community we are encouraged to use our light and be the best we can be. There will be times when those relationships feel 'ow'. There will be times when they feel 'wow' and there will be times when being alone creates both reflection, strength of feeling and a sense we need to act. That act may be an apology. That act may be to show gratitude and thanks. We are the light we aspire to be.

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.

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 school within daily life,

Spirituality in Collective Worship

Collective Worship is the beating heart of Kirk Langley Church of England Primary School. 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 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 time to be able to contemplate and develop spiritually. Collective Worship in our school is invitational, inspirational and inclusive.

Opportunities for spiritual reflection

- **Quiet and stillness:** Collective worship provides moments of stillness for quiet thought and reflection, allowing pupils to process their feelings and experiences.
- **Meaningful experiences:** By engaging with stories, songs, and art, pupils have the chance to reflect on what inspires awe, gratitude, and a sense of connection to something greater than themselves.
- **Exploring big questions:** Worship is a space to discuss and contemplate the big questions of life, faith, and values, which helps pupils develop their own beliefs and understanding.

Fostering community and respect

- **Shared values:** It provides a platform to share and reflect on common values, which can deepen a sense of community and belonging.
- **Respect for others:** By exploring different beliefs and traditions, pupils can develop a greater respect for those who are different from them, fostering a sense of spiritual awareness and understanding.
- **Emotional and social development:** Worship helps children develop self-awareness and the ability to control their emotions, and it provides a framework for responding to national and global events with compassion.

Personal growth and development

- **Encouraging hope and courage:** Collective worship can be a source of hope, helping pupils to deal with worry and encouraging them to be courageous in advocating for justice.
- **Celebrating human flourishing:** The concept of "flourishing" is a focus, encouraging pupils to work towards being the best version of themselves and to help others to thrive as well.
- **Linking faith to life:** It helps pupils see the connection between their faith, their values, and their actions, encouraging them to live out their beliefs in their daily lives.

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.

Spirituality within the Curriculum

Maths

Points to consider:

- 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.

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?

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 grammar.

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?

Music

Points to consider:

- What style of music 'invites you to explore the mystery that dances within your soul'
- What styles of music have the opposite effect?
- How does music encourage creativity, delight, and curiosity?

MFL

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 World that has been created and shaped. The impact on family living.
- 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?

History

Points to consider:

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

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.

Science

Points to consider:

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

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?

PSHE & RSE

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?

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?

Spirituality within the Ethos of the Daily Life of the School

In Kirk Langley Church of England Primary School, we view spiritual growth as becoming more and more aware of one's natural, innate spirituality (light) . 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 school community, are familiar with the school's shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the school, 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 Think! Reflect! Act! on these experiences and be comfortable about talking about the light **of spirituality**.

Monitoring:

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors. Link Governors monitor the ethos of the school alongside our external advisor. Curriculum Monitoring also supports this. Active relationships with the Diocese also supports monitoring and progress.

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.

The Headteacher 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,

- 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

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. We will review this policy annually

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...

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

What matters most to me is...

I am most thankful for...

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...

Learning from **now** Experiences

What I've learnt from 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...