Blue Coat C.E. (Aided) Junior School



Spirituality Policy

Adopted: September 2025

To Review: September 2027

'With God all things are possible' **- Matthew 19:26**

We envision a community where hearts are transformed, dreams are revived, and impossible becomes reality through unwavering trust in God allowing all children to achieve their full potential.

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

1. **Spiritual Development at Blue Coat**



All areas of the curriculum contribute to pupils' spiritual development. Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone, and is not dependent on a religious affiliation.

At Blue Coat Church of England Junior School, we describe spirituality in the following ways. Spirituality is an appreciation and cherishing of what is good, joyful, truthful and beautiful, and, in relationship with others, of what is generous, creative and loving. The spirit of a person is seen in acts of courage and perseverance, in dealing with both setbacks and praise, in endeavor and enquiry. Spiritual learners become increasingly aware of the concept of beyond – a growing relationship with the transcendental and the ability to explore experience beyond the everyday.

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)

2. **Aims**

In order to foster spiritual development, the school aims to provide children with opportunities to:

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- Experience feelings of wonder;
- Develop an awareness of and respect for other peoples' beliefs and faiths and the ability to

articulate their own

- Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- Develop strategies to build good mental health;
- Foster self-awareness and encourage pupils to make informed decisions;
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Begin to understand and make sense of their own feelings and emotions to certain encounters and events that occur in their life.
- Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- Understand the value of difference and diversity through involvement with others;
- Encourage curiosity, creativity and imagination;
- Develop the ability to reflect upon experiences of awe, compassion, beauty etc;
- Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

These aims will enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity.

3. Teaching and Learning

Through teaching and learning, the school pursues these aims by ensuring:

- The curriculum and all areas of our community life will be driven by the school's Christian Vision Statement and associated values;
- Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life;
- Unplanned and spontaneous spiritual experiences are recognised, acknowledged and/or celebrated by staff and children;
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;
- The school building and outdoor environment provides appropriate spaces for silence, stillness and prayer, we have an outside reflection area;
- The school, church and other sacred places are used across the curriculum, giving children the opportunity to explore their own spirituality;
- That children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits;
- Opportunities to look attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Support for learning to live with success and failure for themselves and with others;
- That moral development is linked to spiritual development through strategies such

as connecting with themselves, others, the world and beyond;

- That the excellent RE curriculum delivers knowledge and understanding of spiritually from a number of world faith and world view perspectives;
- That children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;
- Promotion of strategies for positive mental health;
- Spirituality is embedded in the new Curriculum Mapping for each year group as part of SMSC teaching and learning;
- Each curriculum subject has an overview document that links to the schools Vision. Subject leaders are encouraged to consider aspects of Spiritual growth as the children progress through the school.

4. Approaches

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning by:

- Seeking to foster spiritual capacities, e.g. imagination, insight and empathy;
- Allowing children, the security and opportunity to explore and express feelings and emotions and to celebrate diversity;
- Providing opportunities for prayer including silence and stillness;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop relationships based on the school's Christian vision and associated values;
- Enabling children to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today;
- Providing an environment that promotes space to reflect, think and wonder.

At Blue Coat, we seek to find ways in which all areas of the curriculum can contribute to pupil's spiritual development and to highlight opportunities for these in our planning, collective worship, the learning environment and any other opportunities that we can celebrate spirituality.

5. Monitoring and Evaluation

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways:

- Observing and listening to children;
- Regular discussion at staff and governor meetings alongside the school's Christian vision and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school and providing induction and development training;
- Evidence from pupils' work, e.g., reflective diary, RE books, SMSC work; creative writing; Regular inclusion in the SEF;
- CPD opportunities.