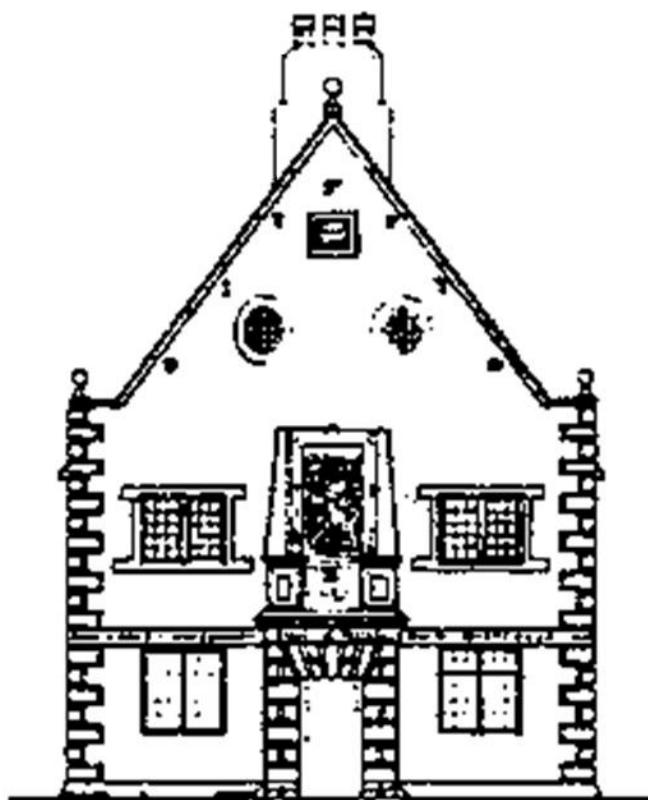


# Bunny C of E Primary School



## Spirituality Policy

Updated: June 2026

Adopted by Governors: June 2026

Next Review: June 2028

## **Whole School Vision**

*In our school we believe every person is unique and valuable, created by God to flourish and thrive in community. We seek to provide the best education for all, enabling everyone to reach their potential. We aim to model a world which is peaceful, just and loving through our relationships with God and with other people.*

Our key values of love, honesty, peace, aspiration, courage and respect are woven into and throughout our hidden curriculum and are recognised as identifiable attributes in our pupils' individual characters (hidden treasures).

This policy reflects the Church of England Vision for Education and aligns with the SIAMS framework, recognising spirituality as central to enabling all pupils and adults to flourish.

As a Church of England school, our spirituality is expressed through the whole life of the school. As such, there are statements which are shared between the spirituality policy and other documents such as vision, aims, ethos and curriculum intent. This policy should be read alongside our vision, ethos, curriculum intent and collective worship policy as part of a coherent and lived expression of our Christian foundation.

We fully respect that our pupils come from Christian families, from families of other faiths and from families of no faith, and that pupils will hold beliefs and values of their own.

Spiritual development relates to the growth of a person's inner life. It includes the ability to reflect on meaning and purpose, to experience awe and wonder, to explore beliefs, and to develop a sense of identity, belonging and connection with others, the world and, for many, with God. Spirituality is not limited to religious practice. It is concerned with how individuals encounter life's 'big questions' and develop their understanding of themselves, others and the world around them.

Through our spirituality policy, our aim is to enable all our pupils to reflect deeply on what it means to be human and to ascribe meaning and value to human existence. There is a requirement for every school to provide pupils with opportunities to develop their own spirituality. 'Spiritual' is not synonymous with 'religious'; all areas of the curriculum may contribute to pupils' spiritual development".

## **Our understanding of spirituality**

As teaching and non-teaching staff, we seek to draw out opportunities for spiritual development through both explicit teaching and the everyday experiences which prompt reflection and discussion.

At Bunny C of E Primary School, we use a shared understanding of spirituality which enables pupils and adults to reflect on experiences in four dimensions:

- **Inside** – awareness of their own thoughts, feelings and identity
- **Outside** – relationships with others and the wider community
- **Above** – awareness of God or something beyond ourselves
- **Below** – connection with the natural world and environment

This framework supports pupils in developing a shared language for spirituality and enables them to articulate their reflections with increasing confidence and depth.

We also recognise that spiritual development does not stop at the end of childhood and we seek to provide opportunities for staff reflection too. Christian spirituality is understood as being attentive to God's presence in all aspects of life. It nurtures reflection, enabling individuals to grow in awareness of God, themselves, others and the world.

We recognise spirituality as fundamental to the human condition, enabling individuals to respond to life with curiosity, resilience, hope and compassion.

At Bunny CE Primary School, our curriculum is delivered through a 'What If ...' Approach to learning: a "distinctively Christian" approach that is based on the premise that a Christian understanding of life makes a difference to what happens in classrooms. Our curriculum is intentionally designed to promote spiritual development and enable all to flourish.

The 'What if Learning' approach uses three brief phrases or steps (Seeing Anew, Choosing Engagement and Reshaping Practice) as a broad framework. Seeing anew refers to allowing Christian ways of seeing the world to inform what we do. Choosing engagement is about the ways we interact with one another, with the things we are teaching and learning about, and with the world outside our classrooms. Reshaping Practice refers to changing the habits and practice of teaching to work with a new perspective.

Our 'What If' curriculum is designed to expose the children to the wider world: it is personalised, reflecting the background and experience of our pupils; it is outward facing, setting learning in global contexts wherever possible; it celebrates diversity to emphasise unity; it is rooted in authenticity and context so that learning is relevant. We recognise that parents are Primary Educators and we work closely with our extended community to foster an ethos of awe and wonder within our curriculum approach. Our over-arching curriculum and enrichment weeks provide valuable opportunities to discover, explore and create, underpinned by the need to develop character and personal well-being in every child.

Through this approach, pupils are supported to grow spiritually as individuals and as members of a community, preparing them to contribute to a just and compassionate society.

At Bunny CE Primary School, children are given the opportunity to explore and encounter Christian spirituality. They are encouraged to begin to explore and articulate their own developing spiritual awareness, as defined earlier in this

document. Christian spirituality could be defined as finding God in all things, enabling reflection to become aware of God, one another, the world around us and ourselves.

Spirituality is the nurturing of the inner life of the soul of a child, enabling and embracing their questions, doubts and the wonder of existence. We seek to enable spiritual development such that children reflect on their capacity for: - being in a relationship with God and God with us, - nurturing our awareness of God being with us, - being attentive to God being with us. Christian spirituality is to point towards a life nurtured on the example of Jesus Christ and his care for others; we aim to develop within children a growing sense of empathy, concern and compassion and an ability to reflect on how our school values affect our relationships with others: "Imagining the journey in another's footsteps," and, "Everyone treasured and loved as a unique child of God."

Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone. Whilst these questions are not dependent on religious affiliation or on the prerogative of religions, as a church school we set this development within a Christian framework, encouraging all to, "Embrace the future with hope and confidence." 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 endeavour and enquiry. Spirituality is something fundamental in the human condition which is not necessarily experienced through the physical senses and /or expressed through everyday language. It has to do with the universal search for individual identity – with our responses to challenging experiences, such as death or suffering. It is a way of coping with challenges and recognising success and happiness, enabling a child to flourish.

## **Aims**

We aim to establish a learning environment which enables the spiritual flourishing of all pupils by:

- Developing an appreciation of their uniqueness as individuals and value as a child created in the image of God;
- Developing an understanding of the distinctive ethos of Bunny C of E Primary School as well as the context, language and symbolism of the Christian faith;
- Developing knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- Encouraging respect for diversity and other people's beliefs and faiths and the ability to articulate their own;
- Supporting pupils to reflect on meaning, purpose and identity

- Developing 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);
- Developing strategies to build good mental health and emotional well-being;
- Fostering self-awareness and encourage pupils to make informed decisions;
- Developing the skills and language required to enable children to reflect upon the big questions, ~~and~~ mysteries of life and spiritual thinking;
- Beginning to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;
- Developing an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- Understanding the value of difference and diversity through involvement with others;
- Encouraging curiosity, creativity and imagination;
- Developing the ability to reflect upon experiences of awe, compassion, beauty etc
- Developing a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

### **How Spiritual Development is Promoted through our curriculum**

Through using the “What If…” approach to teaching and learning, the school pursues the aims and objectives by ensuring:

- The curriculum rooted in our Christian vision, 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 opportunities for spiritual development 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;
- An 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;
- That children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies including making use of the outdoor environment and relevant educational visits;

- The provision of opportunities to listen 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 the RE curriculum delivers knowledge and understanding of spirituality 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. 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.

## **Staff Development**

We recognise that spirituality is integral to the wellbeing and professional development of staff.

We support this through:

- Professional development and shared understanding of spirituality
- Opportunities for staff reflection and discussion
- Modelling reflective practice within teaching and leadership
- Ensuring spirituality is embedded within whole-school development

## **Monitoring and evaluation**

Spiritual development cannot be measured quantitatively, but its impact can be discerned through:

- Observing children;
- Pupil voice and the ability to articulate spiritual thinking
- Evidence of reflection, empathy and personal growth
- Observation of behaviour, relationships and attitudes
- 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 by providing them with induction and development training;
- Evidence from pupils' work, e.g. assembly feedback, RE books, SMSC work, creative writing, art;
- Regular inclusion in the school's evaluation;
- CPD opportunities and sharing examples of good practice with other schools.

Monitoring focuses on how effectively spirituality enables pupils and adults to flourish and live out the school's Christian vision.

## **Review**

This policy was reviewed in **Summer 2026**

It will be reviewed every two years, with the next review due in **Summer 2028**