

Live Life in All its Fullness, John 10:10



**Heartwood Church of England VC Primary and
Nursery School**

Spirituality Policy

Agreed by the Governing Board: July 2026

Review Date: July 2029

1. Our vision

As a Church of England school, Heartwood Church of England VC Primary and Nursery School recognises that spiritual development is central to the flourishing of every child and adult. Our Christian vision shapes the ethos, curriculum, relationships and daily life of our school.

Our vision is expressed through the HEARTWOOD acrostic:

Hearts and minds grow stronger as we learn every day.

Each one of us flourishes in our own unique way.

At Heartwood, Christian values guide us in all that we pursue.

Respect, responsibility and compassion shine in all we say and do.

Through courage and friendship, we serve and we care.

We love to learn, dream big and give our best everywhere.

Opportunities enable us to achieve and succeed.

Our confidence grows as we speak with purpose and lead.

Determined to make a difference, to live life in all its fullness.

Our biblical foundation is Jesus' promise of life in all its fullness (John 10:10). The parable of the Good Samaritan (Luke 10:25–37) helps us understand what it means to love God and one another through compassion, courage, friendship, respect, responsibility and service.

Spirituality is therefore not an additional activity at Heartwood. It is a core thread running through worship, RE, the wider curriculum, relationships, leadership and the everyday moments in which pupils and adults pause, wonder, question, reflect and respond.

2. Our simple understanding of spirituality

At Heartwood, we explain spirituality simply as:

Spirituality is noticing, wondering and responding to the things that matter most.

It is about becoming aware that there may be more to life than what can be seen or touched. It includes the way we understand ourselves, relate to others, appreciate beauty and wonder, and think about meaning, purpose, faith and God.

This understanding reflects Terence Copley's description of spirituality as an awareness that there is "something more to life than meets the eye... something to wonder at, something to respond to." It is inclusive of pupils and adults from Christian, other-faith and non-religious backgrounds. We do not seek to measure how spiritual a person is. Instead, we create opportunities for spiritual awareness to be noticed, explored and expressed.

The four areas of spiritual development

Area	At Heartwood this means
Self	Understanding ourselves: our feelings, beliefs, hopes, gifts, choices and sense of identity.
Others	Growing in empathy, compassion, forgiveness, friendship, service and responsibility towards other people.

Beauty	Responding to creativity, nature, music, art, learning and experiences of awe and wonder.
Beyond	Exploring meaning, mystery, faith, prayer, God, big questions and what may lie beyond the material world.

3. What we want for pupils and adults

We aim for children and adults to grow in their ability to:

- be guided by beliefs and values, while listening respectfully to the views of others;
- develop self-awareness and empathy for people within and beyond the school community;
- love and value themselves, recognise their potential and build resilience when facing challenge;
- exercise imagination and creativity and appreciate beauty, awe and wonder;
- be curious about mystery, meaning and the possibility of the transcendent;
- be comfortable with stillness and silence and open to reflection, meditation and prayer;
- say sorry, forgive themselves and forgive others;
- take thoughtful risks and learn from both success and failure;
- ask and explore life's big questions with curiosity and open-mindedness;
- notice what is good, show gratitude and act with generosity;
- speak with purpose, grow in confidence and contribute through leadership and service;
- recognise that their choices can make a positive difference in the world.

4. Legal and inspection context

Section 78 of the Education Act 2002 requires maintained schools to provide a balanced and broadly based curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life.

The Church of England Vision for Education places "life in all its fullness" at the heart of education and recognises the importance of educating the whole person.

The SIAMS Framework expects spiritual development to be intrinsic to the curriculum and asks how the school's theologically rooted Christian vision, collective worship and wider life enable pupils and adults to flourish spiritually.

Ofsted considers pupils' spiritual development through their ability to reflect on beliefs and experiences, respect different faiths and values, enjoy and be fascinated by learning, and use imagination and creativity.

5. How spiritual development is nurtured

Collective worship

Daily collective worship provides a regular rhythm of gathering, encounter, reflection and response. Through biblical teaching, prayer, music, silence, stories and pupil leadership,

worship enables pupils and adults to consider the school's Christian vision and values and to connect these with their own lives.

Religious Education and Worldviews

High-quality RE gives pupils opportunities to explore Christianity, other religions and non-religious worldviews. It supports thoughtful engagement with beliefs, lived experience, ethics, meaning and purpose, while allowing pupils to reflect on their own developing personal worldview.

The wider curriculum

Spiritual development is planned for across all subjects. Subject leaders and teachers identify natural opportunities for pupils to:

- ask significant questions and consider different viewpoints;
- experience wonder, beauty, creativity and fascination;
- reflect on human achievement, suffering, courage, justice and responsibility;
- make connections between learning, personal experience and the wider world;
- consider how knowledge and skills can be used to serve others and make a difference.

Everyday school life

Some of the most significant spiritual moments are spontaneous. Staff are alert to moments of wonder, sadness, achievement, compassion, conflict, forgiveness and discovery, and give pupils time and language to reflect on them.

Spiritual spaces and practices

We aim to provide opportunities for quiet, reflection and prayer through reflection areas, the school grounds, local church links. Pupils may engage in these opportunities in ways that are appropriate to their own beliefs and cultural context.

Pupil leadership

Pupils are given opportunities to plan and lead aspects of collective worship, prayer and reflection, contribute to the spiritual life of the school, speak with purpose and serve others. This supports the Heartwood vision of growing confidence, leadership and determination to make a difference.

6. The role of staff

All staff contribute to the spiritual life of Heartwood. Staff are expected to:

- model the school's Christian vision and values through their relationships and conduct;
- create safe, respectful spaces in which pupils can ask questions and express views without pressure;
- use the shared language of Self, Others, Beauty and Beyond where helpful;
- plan meaningful opportunities for spiritual reflection across the curriculum;
- recognise that pupils may respond spiritually in different ways, including through words, art, music, movement, silence, questioning or action;
- avoid making assumptions about a pupil's faith, beliefs or family background;
- notice and value spontaneous spiritual moments;
- support pupils to move from reflection towards compassionate and responsible action.

7. Supporting staff spiritual flourishing

Heartwood recognises that adults also need opportunities to flourish. The school seeks to nurture staff well-being and spiritual development through a culture of care, trust, reflection, prayer where appropriate, professional support and shared commitment to the school's vision. Participation in explicitly Christian prayer is invitational and respectful of individual belief.

Spirituality is revisited through induction, staff meetings, professional development and shared reflection so that staff understanding remains confident, consistent and open to growth.

8. Inclusion

Spiritual development is for everyone. Opportunities are planned so that they are accessible to pupils with SEND, pupils from different cultural and religious backgrounds, and those with non-religious worldviews.

We recognise that spirituality may be expressed differently by different people. No pupil or adult is required to articulate a particular belief or participate in prayer. We value thoughtful engagement, honest questioning, silence, creativity and action as valid forms of response.

9. Partnership with families, church and community

We work with families, our local church, the Diocese of Norwich and community partners to strengthen the spiritual life of the school. We share aspects of our work through newsletters, displays, social media, the school website, worship and community events.

Visitors and partners are expected to support the school's inclusive Christian ethos and to engage with pupils respectfully. Opportunities are provided for pupils to encounter a range of people, beliefs and lived experiences.

10. Leadership, monitoring and evaluation

The headteacher and governing body are responsible for ensuring that spiritual development is integral to the school's vision, curriculum and wider life. The Collective Worship and RE Leader supports staff, develops provision and helps maintain a shared language and understanding.

Governors monitor spiritual development through the Ethos Committee and may use:

- learning walks and visits to collective worship;
- discussion with pupils and staff;
- review of curriculum planning, displays and pupil work;
- consideration of inclusion, participation and pupil leadership;
- evaluation of how well the Christian vision is understood and lived;
- reflection on the impact of provision on pupils' and adults' flourishing.

Spiritual development is not graded or reduced to a numerical measure. Evaluation focuses on the quality, breadth and inclusivity of opportunities provided, the language pupils and adults use to reflect, and the ways the school's vision influences attitudes, relationships and actions.

11. Shared reflective language

To keep our approach simple and consistent, staff may use the following prompts:

Notice	Wonder	Respond
What do you notice? How does this make you feel?	What does this make you wonder? What questions does it raise?	How might this change your thinking, choices or actions?

These prompts may be linked to Self, Others, Beauty and Beyond, but staff should use them naturally rather than turning every spiritual opportunity into a formal written task.

12. Policy links

- Collective Worship Policy
- Religious Education and Worldviews Policy

13. Review

This policy will be reviewed every three years, or sooner if national, diocesan or school guidance changes. The review will involve staff and governors and, where appropriate, pupil and family voice.

Referenced reading

- Church of England Education Office, Spiritual Development: Interpretations of Spiritual Development in the Classroom (2019).
- Church of England Vision for Education: Deeply Christian, Serving the Common Good.
- Diocese of Norwich, Spirituality in School – Model Policy.
- David Smith, work on Spiritual Capacities.
- Andrew Rickett and Rebecca Nye, work on Self, Others, Beauty and Beyond.
- Terence Copley, writing on spiritual development.