

# High Wycombe Church of England School



**POLICY:**

**SPIRITUALITY POLICY**

**COMMITTEE:**

**CURRICULUM**

**MEMBER OF STAFF RESPONSIBLE:**

**CELINE HAWKINS**

**GOVERNOR RESPONSIBLE:**

**ANT DIXON**

**WRITTEN BY AND DATE:**

**KATIE WELLS SEPTEMBER 2025**

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# High Wycombe Church of England School

## Spirituality Policy

### *'Be Strong and Courageous'*

#### **Introduction**

At High Wycombe C of E Primary School, all aspects of school life reflect our Christian vision, and this policy is grounded in that foundation. We aim for all children to flourish and to live life in all its fullness. This includes their spiritual development.

#### **Our shared understanding of Spirituality**

As a church school, we believe it is essential to provide all children with a wide range of opportunities to support their spiritual development.

We aim to encourage children to explore their inner being, recognising that spirituality is personal and unique to each individual. Through our enriched curriculum and Christian vision, we support children in developing a sense of awe and wonder about the world around them—in all its intricacies, both seen and unseen.

#### **How We Explore Spirituality**

At High Wycombe C of E Primary School, we use the language of **looking in**, **looking out**, and **looking up** to help children understand and reflect on their spiritual development.



**Looking In**



**Looking Out**



**Looking Up**

#### **Looking In**

This involves self-reflection and developing an awareness of one's own thoughts, emotions, values, and sense of identity. We encourage children to consider questions such as Who am I? What do I believe? What is important to me? Opportunities to look inward are provided through stillness, silence, journaling, storytelling, prayer, and creative expression.

#### **Looking Out**

This focuses on the children's relationships with others and the world around them. It includes a sense of wonder, care, and responsibility for the natural world, as well as empathy, kindness, and respect for others. We nurture this through courageous advocacy, forest school and lessons that promote social justice and global citizenship.

## Looking Up

This invites children to explore big questions about life, purpose, and meaning, as well as their relationship with God. In the context of our Christian vision—“Be strong and courageous. Do not be afraid or discouraged, for the Lord your God is with you wherever you go.” (Joshua 1:9)—we help children develop a sense of faith, hope, and connection to something greater than themselves. This is fostered through worship, Biblical exploration, and quiet reflection.

## Is spirituality different in a church school?

Spirituality relates to fundamental questions about the meaning and purpose of life which affects everyone, and is not dependent on any religious affiliation. The ways in which we develop the three aspects of each pupil’s spirituality are authentically appropriate for all pupils.

Collective worship provides a specific and meaningful opportunity for spiritual development each day. Whilst our collective worship is distinctively Christian, it is always invitational and inclusive in nature. It offers opportunities to all, whether following a specific faith or worldview, to develop their spirituality through learning, reflection and prayer.

## How we nurture our pupils’ spiritual development

<b>Our Christian Values for Living</b>	<p>Our Christian vision to be "strong and courageous" (Joshua 1:9) is expressed through our deeply embedded Christian values:</p> <ul style="list-style-type: none"><li>• Compassion – showing kindness and care to others, following the example of Jesus</li><li>• Forgiveness – learning to let go of resentment and seek reconciliation</li><li>• Respect – valuing each person as unique and made in the image of God</li><li>• Thankfulness – recognising and appreciating the gifts in our lives and the world around us</li><li>• Hope – believing in a positive future, even in the face of difficulty</li><li>• Peace – working towards harmony within ourselves, in our relationships, and in our world</li></ul> <p>These values are actively lived out and modelled by staff and pupils each day. They are embedded in our worship, our curriculum, our behaviour expectations, and the way we relate to one another as a community. Together, they provide the foundation for our approach to spiritual development, giving pupils a Christian lens through which to reflect, grow, and make sense of the world.</p>
<b>Our Behaviours for Learning</b>	<p>Our six learning behaviours support children in developing the inner qualities and skills that are essential to spiritual growth. These behaviours help pupils to reflect, persevere, and connect more deeply with themselves, others, the world around them, and God.</p> <ul style="list-style-type: none"><li>• Independent – Encourages pupils to take responsibility for their own learning and actions, fostering self-awareness and a strong sense of identity.</li><li>• Curious – Nurtures awe and wonder, helping children ask big questions and explore meaning, purpose, and the world beyond the visible.</li><li>• Bounce Back – Builds resilience and perseverance, helping pupils to find strength and courage during challenges, echoing our vision to “be strong and courageous.”</li><li>• Teamwork – Develops empathy, kindness, and cooperation, enabling pupils to build meaningful relationships and contribute positively to community life.</li><li>• Reflective – Provides opportunities for stillness, thought, and spiritual growth as pupils consider their experiences, choices, and beliefs.</li></ul>

	<ul style="list-style-type: none"> <li>• Motivated – Inspires a positive attitude to learning and life, encouraging children to pursue their potential with hope and purpose.</li> </ul> <p>Together, these behaviours are woven through our curriculum and daily routines, providing a practical and accessible framework through which pupils can deepen their spiritual understanding by looking in, looking out, and looking up.</p>
<b>Distinctively Christian school life</b>	<ul style="list-style-type: none"> <li>• Daily <b>collective worship</b> provides an opportunity for all to ponder big questions, to reflect and pray</li> <li>• Pupils learn to be comfortable with <b>stillness and silence</b> and to be open to engaging in <b>reflection and prayer</b></li> <li>• Pupils are offered opportunities to develop their own <b>spiritual leadership</b>, through contributing to school and class collective worship</li> <li>• <b>Prayers</b> at lunchtime and at the end of the school day enable pupils to develop their relationship with God</li> <li>• <b>‘Spacemaker’</b> activities which enable children to be still and reflect.</li> </ul>
<b>Religious education</b>	<ul style="list-style-type: none"> <li>• Learning <i>about</i> and often <i>from</i> the beliefs and practices of many religions and worldviews</li> <li>• Begin to develop their <b>own system of beliefs and worldviews</b> which may or may not include religious beliefs.</li> <li>• <b>Express personal beliefs</b> and compare views with others, sharing feelings and opinions through discussions in a variety of subjects and lessons</li> <li>• We teach in a style which promotes <b>thinking and questioning</b></li> </ul>
<b>Our Curriculum and wider opportunities</b>	<ul style="list-style-type: none"> <li>• <b>PSHE</b> lessons provide safe spaces for discussion about personal and social development issues</li> <li>• Our partnership with the <b>Bucks Mental Health Team</b> provides vital support for pupils experiencing difficulties with relationships, self-esteem, or mental health challenges, helping to nurture their spiritual well-being by promoting healing, resilience, and a positive sense of self-worth.</li> <li>• <b>Peer mentors</b> support others by offering a listening ear, encouraging respectful dialogue, and modelling our Christian values in action, creating space for spiritual growth through empathy, reflection, and connection.</li> <li>• Pupils have a wide range of opportunities to <b>sing</b> together and foster a sense of community and joy.</li> <li>• Moments of <b>awe and wonder</b> in different curriculum subjects, including during school visits</li> <li>• <b>Experience and respond creatively</b> to a range of stories, music, art, drama and dance</li> <li>• <b>Pupils reflect</b> on their day, their ideas, their achievements and their behaviour</li> <li>• <b>Forest school</b> provides joyful opportunities for pupils to explore and create in nature, by themselves and in partnership with others.</li> <li>• <b>Butterfly curriculum</b> gives opportunities for children to look out and appreciate the wonder of creation and take an active role in nurturing the world around us.</li> <li>• <b>Godly Play</b> gives children the opportunity to explore and reflect upon Bible stories in an immersive and spiritual experience.</li> <li>• See Appendix A for opportunities within the wider curriculum for spirituality.</li> </ul>

### **Staff Development and Training**

All staff, including those new to the team and Early Career Teachers, receive training to develop a shared understanding of spirituality using our school's 'looking in, looking out, and looking up' approach. This ensures that every adult can confidently support pupils' spiritual development through reflective practice, meaningful relationships, and connection with our Christian vision.

### **Assessment of Spirituality**

At our school, we recognise that spirituality is deeply personal and cannot be measured in the traditional sense. However, we are committed to nurturing and noticing the spiritual development of our pupils. We reflect on how children grow in self-awareness and personal reflection (Looking In), how they show compassion and engage with others and the world around them (Looking Out), and how they experience a sense of awe, wonder, and connection with God (Looking Up). We assess spirituality through pupil voice, creative expression, worship reflections, and by observing moments of stillness, kindness, deep questioning, and awe. Teachers support children in capturing these insights informally—through journals, conversations, and everyday classroom life—recognising that spirituality is as much about being and becoming as it is about doing.

## Appendix A

Outlined below are some ways in which spiritual development is nurtured and promoted as part of the curriculum:

In English, points to consider:

- Class texts offer children either a mirror for them to see themselves reflected within a story or a window into a new world for them to experience.
- Empathy with authors and the characters in stories and plays
- The appreciation of the beauty in language
- Emotions and sentiments in writing and speech
- Heroes and heroines in literature
- Imagining oneself as someone else
- Escaping into other worlds through literature
- The element of wonder in literature
- The values of great works

In Maths, points to consider:

- Infinity and nothing
- Pattern and order
- Shape and regularity
- Truth, certainty and likelihood
- The universality of mathematics over time and space
- The wonder of numbers, formulae and equations

In Science, points to consider:

- Wonder as the basis of science
- Questions of beginning, creation and evolution
- Birth, life, death and renewal
- The universe and beyond
- Discovering the limits of experimentation
- Regularity and order in science
- Beliefs in science and the faith of scientists
- The impact of scientific achievements

In Geography, points to consider:

- Wonder at the diversity of environments and people
- Land formation
- Questions about the care of the environment
- World (economic) development
- Empathy with people from other parts of the world
- The beliefs behind particular causes and campaigns

In History, points to consider:

- Being part of history
- Handling artefacts
- Influential events and people

- The commitment of significant people in history
- The nature and importance of invention and exploration
- Empathy with people from other times in history

In the Creative Arts (Art and Design, Music, Drama and Dance), points to consider:

- The work of creative artists from a variety of times and places
- Beauty, truth and goodness
- Expressing, interpreting and exploring deep feelings and profound beliefs
- Artistic creativity
- The effects of the arts on emotions and senses
- Skill in creation and performance
- Personal response and preference

In Design and Technology, points to consider:

- Discovering how something works
- Appreciating genius
- Beauty in design
- Perseverance to solve problems
- Personal achievement
- Learning from others and nature

In Computing, points to consider:

- The wonder of worldwide instant communication
- The speed of the growth of knowledge
- The accessibility of knowledge and contact with other people worldwide

In Physical Education, points to consider:

- Being a team member
- Pushing yourself to the limit
- Extremes of skill, endurance and achievements
- Emotion in sport
- Personal limitation and failure
- Appreciation of perfection
- Sportsmanship

In PSHE and RSE, points to consider:

- Relationships with others, feelings and attitudes, keeping safe
- Ideas of honesty and sensitivity needed for gentle reflection

In addition, Pupils have opportunities to:

- Visit places of beauty, interest and challenge
- Admire and wonder at the natural environment and human creative efforts
- Work out personal relationships in unusual and challenging situations
- Experience community cohesion links at a local, national and global level
- Engage in activities that promote courageous advocacy
- Participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.