All Saints Church of England

Infant and Nursery School

Selston Church of England

Infant and Nursery School

Spirituality Policy

Opening hearts and minds through the grace and love of God

Created: September 2026
Next Review Date: September 2028

ALL SAINTS CHURCH OF ENGLAND INFANT AND NURSERY SCHOOL

SELSTON CHURCH OF ENGLAND INFANT AND NURSERY SCHOOL

VISION STATEMENT

Opening hearts and minds through the grace and love of God

At All Saints Church of England Infant and Nursery School and Selston Church of England Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Vision Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

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2026	07.09.26	JR	New policy

Spirituality Policy

Vision

At All Saints Church of England Infant and Nursery School and Selston Church of England Infant and Nursery School, our vision is *Opening hearts and minds through the grace and love of God.* We believe that spirituality lies at the heart of this vision. Spirituality is not an additional aspect of school life; it is woven through everything we do and is fundamental to our understanding of what it means to educate the whole child.

As Church of England schools, we seek to enable every member of our community to experience 'life in all its fullness' (John 10:10). We recognise that spiritual development is an essential element of human flourishing and that every child, regardless of faith background, possesses an innate spirituality that can be nurtured and developed. We therefore provide opportunities for all children to explore questions of meaning and purpose, develop a deeper understanding of themselves and others, encounter beauty and wonder, and reflect on their relationship with God and the wider world.

Our schools serve families from Christian traditions, other faith traditions and families with no faith affiliation. We therefore understand spirituality as a universal human experience whilst recognising that our approach is rooted in the Christian faith and the teachings of Jesus Christ. Through an invitational and inclusive approach, we encourage children to explore their own beliefs and values within a safe, nurturing and reflective environment.

Our Understanding of Spirituality

We understand spirituality as the ongoing journey of growing in awareness of ourselves, our relationships with others, our place within creation and our relationship with God. It is about becoming increasingly aware of the deeper dimensions of life and responding to experiences that move us, challenge us, inspire us or cause us to wonder.

Spirituality is often revealed in moments of awe and wonder, joy and celebration, stillness and reflection, questioning and discovery. It can emerge through experiences of beauty, creativity and nature. It can also be found in moments of challenge, disappointment, sadness and change. Such experiences invite us to reflect on who we are, what we value, how we relate to others and how we make sense of the world around us.

In our schools, spirituality is understood through the framework of *In, Out and Up*.

Looking In

Spirituality begins by looking inward.

Children are encouraged to develop an awareness of their own thoughts, feelings, beliefs and experiences. They are supported in recognising their uniqueness as individuals created and loved by God. Looking In involves developing self-awareness, resilience, reflection and emotional understanding. It enables children to consider questions about identity, belonging, purpose and personal growth.

Through opportunities for silence, reflection, imaginative thinking and meaningful conversation, children learn to understand themselves more deeply. They begin to recognise their strengths, acknowledge their challenges and develop the confidence to express their thoughts and feelings. Looking In helps children to discover who they are becoming and to appreciate their value and dignity as members of God's creation.

Looking Out

Spirituality grows through our relationships with others and with the world around us.

Children are encouraged to develop empathy, compassion, respect and understanding. Through their interactions with others, they learn about friendship, forgiveness, justice, responsibility and service. Looking Out involves recognising that we belong to communities and that our actions have an impact on the lives of others.

Children are supported in developing an appreciation of diversity and difference and are encouraged to understand and value the perspectives of others. They learn that every person is worthy of dignity and respect and that everyone has something valuable to contribute.

Looking Out also includes developing a relationship with the natural world. We encourage children to encounter creation with curiosity, gratitude and wonder. Through outdoor learning, environmental awareness and opportunities to care for the world around them, children develop a growing understanding of their responsibility as stewards of God's creation.

Looking Up

Spirituality invites us to look beyond ourselves.

As Church schools, we believe that spirituality includes opportunities to explore our relationship with God and to consider questions that reach beyond the material and

observable world. Looking Up encourages children to engage with life's deepest questions about meaning, purpose, faith, mystery and belief.

Children are provided with opportunities to encounter God through prayer, worship, biblical stories, stillness and reflection. They are encouraged to wonder, question and explore without fear of having all the answers. Looking Up recognises that some aspects of life remain mysterious and that experiences of transcendence, awe and wonder can open our hearts and minds to something beyond ourselves.
Children are invited to consider where they might see God at work in their own lives, in the lives of others and in the world around them. This invitation is always inclusive, respectful and appropriate to the child's own developing understanding.

Spiritual Pathways

We recognise that spirituality is experienced differently by different people. Just as children learn in different ways, they also connect with spirituality through different pathways. Our provision is therefore designed to be rich, varied and inclusive, enabling all children to engage with opportunities that resonate with them and challenge them to explore new ways of encountering God, themselves and the world.

Some children experience spirituality most strongly through nature and creation. They encounter God and develop a sense of wonder through outdoor exploration, observing seasonal change and caring for the environment. Others connect through sensory experiences such as music, art, storytelling, colour, texture and movement. Some value routine, symbolism and ritual and find meaning through familiar worship practices and traditions. Others are drawn to silence, stillness and opportunities for contemplation.

Many children express their spirituality through action. They are motivated by fairness, justice and opportunities to make a positive difference in the lives of others. Some demonstrate spirituality through caring relationships and acts of service. Others encounter spirituality through celebration, music, joy and enthusiastic participation.
There are also children who engage deeply through questioning, enquiry and exploring life's big questions, while others prefer reflective and contemplative experiences that allow them to connect quietly with God and their own thoughts.

By planning for a wide range of spiritual pathways, we seek to ensure that every child can find meaningful opportunities to develop spiritually while also experiencing pathways that may be less familiar to them. In this way, spirituality becomes inclusive, invitational and transformative for all members of our school community.

Spirituality in Collective Worship

Collective Worship is the beating heart of our schools. It provides the opportunity for our school communities to share experiences, ideas and understanding. It is the context in which the language of spirituality is regularly and explicitly shared. Collective Worship provides the opportunity for children 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 which is often linked to invitations to pray. Through daily Collective Worship, children 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 beauty and joy of the world are given, as well as time to reflect and empathise with moments of disappointment or pain. Children 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 children are offered time to be able to contemplate and develop spiritually. Collective Worship in our schools is invitational, inspirational and inclusive.

Spiritual Development in School Life

Spiritual development is not confined to a single lesson, subject or activity. It permeates every aspect of school life and is intentionally nurtured through collective worship, religious education, curriculum experiences, outdoor learning, creative opportunities, relationships and daily interactions.

Children are encouraged to notice moments that help them to look *In, Out and Up.* Staff support children in recognising these moments, reflecting upon them and articulating their thoughts using a shared language of spirituality. In doing so, we aim to create a school culture where wonder is celebrated, questions are welcomed, relationships flourish and every child is supported in their journey of spiritual growth. This approach enables our children to develop a deeper understanding of themselves, a greater appreciation of others and a growing awareness of God's presence in the world, helping them to flourish as unique individuals created and loved by God.

The Role of Staff in Nurturing Spiritual Development

At All Saints and Selston, we recognise that spiritual development is not taught solely through lessons, collective worship or planned activities. It is also nurtured through relationships, shared experiences and the example set by the adults within our school community.

Children learn about spirituality not only through what adults say but also through what they see, hear and experience every day. For this reason, all staff are committed to modelling a spirituality that reflects our Christian vision and values and demonstrates what it means to live well in relationship with ourselves, others, creation and God.

Staff model spirituality through the language and attitudes they use, the way they build relationships with children and one another, and the manner in which they respond to both the joys and challenges of school life. Through their daily interactions, adults demonstrate respect, compassion, forgiveness, patience, thankfulness, hope and curiosity. They model what it means to be reflective, to ask questions, to wonder and to recognise that life does not always provide simple answers.

Using our framework of *In, Out and Up*, staff seek to model spiritual growth in the following ways:

Looking In

Staff model self-awareness and reflection by considering their own thoughts, actions and values. They demonstrate resilience during difficult situations and openly acknowledge that mistakes provide opportunities for learning and growth. Children are encouraged to see that adults continue to learn about themselves throughout life and that developing wisdom and understanding is an ongoing journey.

Adults create opportunities for children to express their thoughts and feelings and show that every voice is valued. They listen attentively and respond with sensitivity, helping children to develop confidence in exploring their own identity and beliefs.

Looking Out

Staff intentionally model positive relationships based upon dignity, kindness, respect and service. They demonstrate empathy and compassion towards others, celebrate diversity and encourage children to consider different perspectives.

Adults show children how to resolve disagreements peacefully, how to forgive, how to seek forgiveness and how to support others within a community. Through their interactions, staff model the understanding that every individual is created in the image of God and therefore worthy of love, care and respect.

Staff also model stewardship by demonstrating care for the environment and encouraging children to recognise their responsibility towards God's creation.

Looking Up

Staff model openness to awe, wonder, mystery and faith. They encourage children to ask big questions and demonstrate that uncertainty and curiosity are valuable aspects of spiritual growth.

Adults participate respectfully in collective worship, prayer and reflection, creating an atmosphere where stillness, contemplation and spiritual exploration are valued. They help children recognise moments of beauty, wonder and transcendence in everyday life and encourage them to consider how these experiences might deepen their understanding of themselves, others, the world and God.

Staff do not seek to provide all the answers. Instead, they act as companions alongside children, helping them to explore questions of meaning and purpose in a safe, supportive and invitational environment

Creating a Spiritually Flourishing Culture

All staff are encouraged to be alert to spontaneous moments of spirituality throughout the school day. These moments may occur in the classroom, during playtimes, on educational visits, through conversations, during unexpected acts of kindness, in moments of challenge or through encounters with beauty and wonder.

By noticing, valuing and responding to these moments, adults help children to develop a language for spirituality and to recognise that spiritual growth is woven through everyday life. In this way, staff contribute to the creation of a school culture where spirituality is lived, experienced and shared, enabling every member of the community to flourish and experience life in all its fullness.

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 our schools' approach to RE and spirituality. Learning activities in RE provide for the needs of all children, 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 children's ideas of spirituality and the language of *In, Out and Up* where appropriate.

Spirituality within the Curriculum

Our Christian vision is a driver for the curriculum design in our schools in the following ways:

1. We design thematic units that explore spiritual themes such as love, kindness, forgiveness, and community.

2. We plan opportunities for spiritual development in different subjects. For instance, in art, children can create pieces that express their understanding of God's creation, while in science, discussions can include the wonder of nature and the universe.
3. We allocate curriculum time for pupils to reflect on their experiences and feelings. This could be through journaling, prayer, or quiet contemplation.
4. We implement Godly Play sessions where children engage with biblical stories in a way that invites them to explore their own spiritual questions and understandings.
5. We create an environment where children feel safe to ask big questions about faith, existence, and morality. We facilitate discussions that allow them to explore their beliefs and those of others.
6. We introduce age-appropriate philosophical questions related to spirituality and ethics, encouraging children to think critically and reflect on their beliefs.
7. We engage children in community service projects that embody Christian values, such as charity work or environmental stewardship. This helps them understand their role in the wider community and the importance of caring for others.
8. We recognise and celebrate the diverse beliefs and backgrounds of all children, through workshops or discussions about different faiths, promoting respect and understanding.

Drawing on the language of *In, Out and Up*, conversations around spirituality will be included in classroom teaching when appropriate from Nursery to Year 2.

Spiritual Development and SEND

At All Saints and Selston, we believe that spirituality is a fundamental aspect of being human and that every child has the capacity to experience spiritual growth and flourish. Spirituality is therefore an entitlement for all children, including those with Special Educational Needs and Disabilities (SEND).

We recognise that children experience, express and communicate spirituality in different ways. Some children may articulate their spiritual thoughts through language, while others may express them through play, creativity, movement, sensory experiences, behaviour, relationships or moments of quiet reflection. We understand that spiritual development does not depend upon a child's level of attainment, communication skills or academic ability and that every child can encounter awe, wonder, meaning, belonging, joy, compassion and transcendence.

Our approach to spirituality is therefore inclusive, accessible and responsive to individual needs. Through our framework of *In, Out and Up*, we ensure that all children are supported to engage with spirituality in ways that are meaningful to them.

Looking In

Children with SEND are supported to develop self-awareness, confidence, emotional understanding and a sense of personal identity. We provide opportunities for children to explore and communicate their feelings, preferences, strengths and experiences using approaches appropriate to their individual needs.

Through nurturing relationships, visual supports, sensory resources, reflective spaces and personalised provision, children are helped to recognise their own value and dignity as unique individuals created and loved by God.

Looking Out

Children with SEND are supported to build meaningful relationships and develop a sense of belonging within the school community. Opportunities are provided to develop empathy, kindness, friendship and cooperation through shared experiences and carefully supported social interaction.

We recognise that some children may require additional support to understand emotions, relationships and social situations. Through modelling, coaching and positive relationships, we help children to develop an awareness of others and their place within the wider community.

Looking Up

Children with SEND are encouraged to engage with prayer, worship, wonder and reflection in ways that are meaningful and accessible. We recognise that spiritual encounters may occur through sensory experiences, music, nature, stories, art, movement, stillness or personal reflection.

Some children may experience spirituality most powerfully through sensory engagement with the world around them. Others may respond to routine, symbol, ritual, music, visual imagery or opportunities for quiet contemplation. We therefore provide a rich range of experiences that allow all children to encounter moments of awe, wonder and connection with something beyond themselves.

Monitoring and Evaluation

Spiritual development cannot be measured and continues to grow throughout our lives. However, we will monitor and evaluate the quality of our provision for spiritual development in the following ways;

- observing and listening to children;
- discussions at staff and governors' meetings;
- sharing of classroom work and practice;

- ensuring that staff have a clear understanding of what spirituality means in our schools through induction and CPD;
- reviewing children's work, e.g. Collective Worship feedback, RE portfolios, PSHE, creative writing, art and music;
- reviewing planning;
- inclusion in the school's self-evaluation process.

Governors ensure that this policy is fully implemented, reviewed regularly and that practice is consistent with the school's Christian vision.