



Huby C of E Primary School

Spiritual Development Policy

Shining Together Through Courage, Connection and Curiosity.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

**Last reviewed on:
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by:**

Our Vision

At Huby Church of England (VC) Primary School, our vision is:

Shining Together Through Courage, Connection and Curiosity

'Let your light shine for all to see' Matthew 5:16

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

Our Christian vision is at the heart of everything we do. We believe that every child is uniquely created and valued by God and has their own light to share with the world. Spiritual development is therefore not something that happens separately from the life of our school; it is woven through our curriculum, collective worship, relationships, environment and everyday experiences.

We want every child to have the **courage** to be themselves, to ask difficult questions, to make choices and to face challenges; the **connection** to understand themselves, care for others and recognise their place within the wider world; and the **curiosity** to wonder, question, explore and search for meaning.

Through spiritual development, we encourage children to recognise their own worth and the worth of others, to appreciate the beauty and wonder of creation, to reflect on life's big questions and to explore their understanding of God and the world beyond themselves.

Our aim is for children to flourish as individuals and as members of a loving, compassionate and responsible community.

What Do We Mean by Spirituality?

Spirituality can be understood in many different ways and is personal to each individual.

At Huby, we understand spirituality as developing an awareness of and relationship with:

- **ourselves**
- **others**
- **the world and its beauty**
- **God, faith, mystery and what lies beyond the everyday**

Spirituality is about making connections, asking questions, experiencing awe and wonder, reflecting on who we are and considering what gives our lives meaning and purpose.

For some members of our community, spirituality is closely connected to Christian faith and a relationship with God. For others, spirituality may be expressed through relationships, nature, creativity, experiences of awe and wonder, personal reflection or questions about meaning and purpose.

We provide an environment in which children are encouraged to explore these dimensions respectfully and thoughtfully.

Spiritual development is therefore **not about telling children what they must think or believe**. It is about giving them rich experiences and opportunities to reflect, question, respond and grow.

Mirrors, Doors, Windows and Candles

At Huby, we use four simple images to help children and adults understand and talk about spiritual development.

Mirrors – Looking In

Mirrors help us to think about ourselves.

We encourage children to reflect on:

- Who am I?
- What makes me unique?
- What are my strengths and talents?
- How am I feeling?
- What matters to me?
- What are my hopes and dreams?
- How have I changed and grown?
- What can I learn from challenges and mistakes?
- What do I believe and why?
- How can I find courage when things are difficult?

Mirrors help children to develop self-awareness, confidence, resilience and an understanding that they are valued and have something important to contribute.

This connects strongly with our value of **Courage**: having the confidence to be ourselves, to try, to reflect and to grow.

Doors – Looking Out Towards Others

Doors help us to think about our relationships with other people and our responsibilities towards them.

We encourage children to consider:

- How do my actions affect other people?
- How can I show kindness and compassion?
- How can I understand someone else's perspective?
- What does it mean to forgive?
- How can I stand up for what is right?
- How can I contribute to my community?
- What does justice mean?

- What responsibilities do I have towards others?
- How can we work together to make a difference?

Through our relationships with one another, children learn that they are part of something bigger than themselves.

This connects strongly with our value of **Connection**: recognising that we belong to communities and that our choices, actions and relationships can make a difference.

Windows – Looking Out at the World and Its Beauty

Windows help us to look beyond ourselves and appreciate the world around us.

We encourage children to experience and reflect upon:

- the beauty and wonder of nature
- the changing seasons
- art, music, literature and creativity
- different cultures and traditions
- human achievements
- scientific discovery
- the diversity of our world
- moments of awe and wonder
- questions about our responsibility for creation

Our rural setting provides many opportunities to notice, appreciate and care for the natural world. Children are encouraged to pause, observe and wonder at the world around them.

Windows provide opportunities for children to experience the joy of discovery and to develop a sense of awe, wonder and gratitude.

This connects strongly with our value of **Curiosity**: being interested in the world, asking questions and wanting to understand more.

Candles – Looking Beyond

Candles help us to explore what lies beyond what we can see and know.

We encourage children to explore:

- questions about God
- prayer and worship
- faith and belief
- mystery

- meaning and purpose
- questions for which there may not be simple answers
- the Christian understanding of God's love
- different religious and non-religious perspectives
- experiences that make us wonder about something greater than ourselves

The candle reminds us that even a small light can make a difference in the darkness.

Through our Christian vision, we encourage children to consider how their own light can shine and how they can help others to shine too.

Spiritual Development and Our Core Values

Spiritual development is closely woven into our three core values.

Courage

We develop courage when we:

- have the confidence to be ourselves;
- take appropriate risks and try something new;
- persevere when things are difficult;
- acknowledge mistakes and learn from them;
- stand up for what we believe is right;
- ask challenging questions;
- reflect honestly on ourselves;
- show resilience and hope.

Connection

We develop connection when we:

- build positive relationships;
- listen to and respect others;
- show empathy and compassion;
- recognise the needs of others;
- understand our responsibilities;
- work together;
- contribute to our school and wider community;
- explore justice, fairness and collective responsibility;

- recognise that we are part of God's creation.

Curiosity

We develop curiosity when we:

- ask thoughtful questions;
- wonder about the world;
- explore life's big questions;
- appreciate beauty and creativity;
- investigate different beliefs and perspectives;
- remain open-minded;
- seek meaning and understanding;
- respond with awe and wonder;
- recognise that there are things we do not yet know.

In this way, our values are not simply words displayed around school. They become characteristics that help children to understand themselves, their relationships and their place in the world.

Spiritual Development Across the Life of the School

Spiritual development is a **golden thread** running through the life of Huby Church of England Primary School.

It is developed through:

Collective Worship

Collective worship provides regular opportunities for stillness, reflection, prayer, singing, storytelling, discussion and exploration of Christian values.

Our worship is **inclusive, invitational and inspiring**. Children are encouraged to participate, reflect and respond in ways that are meaningful to them.

Children have opportunities to contribute to and lead worship, helping them to develop spiritual leadership and ownership of the worshipping life of our school.

Religious Education

RE gives children opportunities to explore Christianity and other faiths and worldviews, ask important questions and consider different answers to questions of meaning, belief and purpose.

Children are encouraged to reflect on their own ideas while developing respect and understanding for the beliefs and perspectives of others.

The Wider Curriculum

Every subject can provide opportunities for spiritual development.

Teachers identify moments where children can:

- experience awe and wonder;
- ask deeper questions;
- make meaningful connections;
- explore human experience;
- appreciate beauty and creativity;
- consider ethical questions;
- reflect on their learning;
- understand their place in the world.

Subject leaders are encouraged to identify and share opportunities for spiritual development within their curriculum areas.

Our School Environment

Our environment provides opportunities for children to pause, reflect and notice.

We make use of:

- reflection areas;
- prayer spaces;
- displays;
- our grounds and natural environment;
- opportunities for stillness and quiet;
- creative work;
- symbols and visual reminders;
- our links with local churches.

We recognise that spiritual moments cannot always be planned. A child's sense of awe, wonder, connection or reflection may arise unexpectedly, and adults should be alert to these opportunities.

Spiritual Development and Collective Worship

Collective worship is an important part of our spiritual life.

Our worship seeks to:

- provide opportunities to encounter and reflect upon the Christian faith;

- explore Christian values and how they might influence our lives;
- create opportunities for stillness, reflection and prayer;
- encourage children to ask questions;
- develop a sense of community and belonging;
- celebrate and appreciate one another;
- provide opportunities for awe and wonder;
- encourage children to consider how they can let their light shine;
- develop children's understanding of justice, responsibility, compassion and service.

Children are encouraged to participate actively in the planning and delivery of worship where appropriate.

Our **Values Champions** have opportunities to model our Christian values, contribute to worship and help their peers reflect on how our values can be lived out in everyday life.

Spiritual Development and the Natural World

Our setting provides valuable opportunities for children to connect with nature and creation.

We encourage children to notice the changing seasons, care for our environment, appreciate wildlife and reflect on the beauty and complexity of the natural world.

Our grounds, wildlife areas, outdoor learning and wider environment provide opportunities for:

Windows – appreciating beauty, nature and creation;

Mirrors – reflecting on our feelings and responses;

Doors – considering our responsibility to others and to our shared world;

Candles – wondering about creation, God and questions beyond what we can see.

We seek to develop a sense of gratitude and responsibility rather than simply appreciation.

Spiritual Development, Justice and Responsibility

Spiritual development is also concerned with how we respond to the needs of others.

Children are encouraged to consider:

- What is fair?
- What is right?
- What responsibilities do we have?
- How can we make a difference?
- How should we respond when others experience injustice?

- How can we use our gifts to help others?

Through charitable giving, community involvement, pupil leadership and opportunities to serve others, children are encouraged to understand that their actions can have an impact beyond themselves.

We want children to recognise that **letting their light shine is not simply about personal success; it is also about using their light to make a positive difference to others.**

Developing Spirituality Through Big Questions

We recognise the importance of giving children time and space to explore questions for which there may be no single answer.

Examples might include:

- What makes someone a good person?
- Why do people suffer?
- What does it mean to be truly happy?
- Why do people believe in God?
- Can we be sure about what we believe?
- What makes something beautiful?
- What does it mean to forgive?
- Does everyone have a purpose?
- What happens when we die?
- What does justice mean?
- How should we care for the world?
- Can something be both true and mysterious?

Children are encouraged to listen respectfully, offer their own ideas, consider alternative perspectives and recognise that thoughtful disagreement can be valuable.

Our value of **Curiosity** encourages children not simply to seek quick answers, but to enjoy the process of wondering, questioning and exploring.

Prayer and Reflection

Prayer and reflection are important aspects of the Christian life of our school.

Children are given opportunities to experience:

- silence and stillness;
- personal reflection;

- prayer;
- guided meditation;
- music and worship;
- gratitude;
- confession and forgiveness;
- celebration;
- contemplation.

Prayer is approached in an **inclusive and invitational** way. Children are given appropriate opportunities to pray or reflect according to their own beliefs and circumstances.

We encourage children to understand that prayer can involve speaking, listening, being still, giving thanks, asking for help or simply being aware of God's presence.

The Role of Adults

All adults within our school community have an important role in supporting children's spiritual development.

Staff are expected to:

- model our Christian vision and values;
- demonstrate respect, compassion and empathy;
- provide opportunities for children to reflect and wonder;
- encourage thoughtful questions;
- recognise and respond sensitively to children's spiritual experiences;
- create an environment in which children feel safe to express their thoughts and beliefs;
- model curiosity and openness;
- recognise moments of awe and wonder;
- help children make connections between their learning, their lives and the wider world.

Adults should not impose personal beliefs upon children but should facilitate respectful exploration and reflection.

We recognise that adults within our community are also on their own spiritual journeys and that spiritual development is relevant to the wellbeing and flourishing of the whole school community.

Inclusion and Respect

Spiritual development is for every member of our school community.

We recognise and respect that children and families may hold different religious beliefs, worldviews or no religious belief.

As a Church of England school, our Christian vision provides the theological foundation for our school life. At the same time, we provide opportunities for children to encounter and respectfully explore other faiths and worldviews.

We seek to ensure that every child:

- feels valued;
- feels safe to express their thoughts;
- has opportunities to reflect;
- can ask questions without fear of being judged;
- learns to respect different perspectives;
- understands that difference can enrich our community.

Pupil Voice and Spiritual Leadership

Children are active participants in the spiritual life of Huby.

We provide opportunities for pupils to:

- help shape collective worship;
- lead aspects of worship;
- contribute prayers and reflections;
- suggest themes and questions;
- act as Values Champions;
- contribute to charity and community action;
- discuss what helps them to feel connected and valued;
- reflect on how our Christian vision is lived out in school.

Pupil voice is an important way of understanding whether spiritual development is genuinely experienced by children rather than simply described in school documentation.

Supporting Spiritual Development Through the Four Dimensions

Teachers are encouraged to consider opportunities across all four dimensions when planning learning and wider experiences.

Mirrors

Who am I?

Doors

Who are others?

Mirrors

What matters to me?

How do I feel?

What are my strengths?

What can I learn from challenges? How can I contribute?

What do I believe?

Doors

How do I treat others?

How can I show compassion?

What are my responsibilities?

What is justice?

Windows

What do I notice?

What is beautiful?

What makes me wonder?

What can nature teach us?

How should we care for creation? What questions remain unanswered?

What inspires awe?

Candles

What might lie beyond what we know?

What do I believe about God?

What gives life meaning?

Why do people have faith?

How might prayer help us?

These questions are not intended to become a checklist. They are prompts to help adults recognise and nurture opportunities for deeper reflection and spiritual growth.

Monitoring and Evaluation

Spiritual development is monitored as part of the wider life and work of the school.

Leaders, governors and pupils contribute to evaluating the impact of our approach through:

- pupil voice;
- learning walks;
- collective worship observations;
- curriculum monitoring;
- book scrutiny where appropriate;
- discussions with staff;
- reflection on pupil participation and leadership;
- monitoring of opportunities across the curriculum;
- governor monitoring;
- engagement with our church partners and diocesan support.

We seek evidence that spiritual development is **experienced by children**, rather than simply visible in documentation.

We ask:

- Do children understand our vision and values?
- Can children explain how they let their light shine?
- Do children feel valued and known?
- Do children demonstrate courage, connection and curiosity?
- Can children reflect thoughtfully?
- Do children ask and explore meaningful questions?
- Do children recognise beauty and experience awe and wonder?
- Do children demonstrate empathy, compassion and responsibility?
- Do children understand that their actions can make a difference?
- Do children have opportunities to shape the spiritual life of our school?

The impact of our approach should be seen in children's attitudes, relationships, choices, confidence, curiosity and sense of belonging.

Working with Parents, Governors and the Wider Community

Spiritual development is strengthened through partnership.

We work with:

- parents and carers;
- governors;
- our local churches;
- the Diocese;
- our wider community;
- charitable organisations and community partners.

Our links with **All Hallows Church in Sutton-on-the-Forest** and the **Methodist Church in Huby** provide opportunities for children to experience Christian worship, prayer, service and community beyond the school setting.

We seek to communicate our work in spiritual development through our website, newsletters, displays, collective worship and conversations with families.

Legal and Inspection Context

As a maintained Church of England school, Huby has a responsibility to promote the spiritual, moral, social and cultural development of pupils and to provide a broad and balanced education.

Our approach to spiritual development also reflects the expectations of the Church of England and the SIAMS framework, particularly in relation to:

- theologically rooted Christian vision;
- spiritual development as an intrinsic part of the curriculum;
- collective worship and spiritual flourishing;
- understanding spirituality within a Church school;
- inclusive, invitational and inspirational worship;
- partnerships with the local church and Diocese.

Our approach supports the wider development of the whole child and contributes to pupils' personal development, wellbeing, character and flourishing.

Conclusion

At Huby Church of England (VC) Primary School, we believe that every child has a light to share.

Spiritual development helps children to understand **who they are, how they relate to others, the wonder of the world around them and the questions that take them beyond themselves.**

Through **Mirrors, Doors, Windows and Candles**, children are given a language and a framework through which they can explore these dimensions of life.

Through **Courage, Connection and Curiosity**, we encourage them to live those experiences out.

Our ultimate aim is that every child will grow in confidence, compassion, curiosity and faith; recognise their own worth and the worth of others; develop a sense of awe and wonder; and understand that they have the power and responsibility to make a positive difference.

Shining Together Through Courage, Connection and Curiosity.

Let your light shine for all to see.

Matthew 5:16

Related Policies and Documents

- Collective Worship Policy
- Religious Education Policy
- Relationships and Behaviour Policy
- Personal, Social, Health and Economic Education (PSHE) Policy

- Curriculum Intent and Implementation
- Equality Information and Objectives
- Special Educational Needs and Disability (SEND) Policy
- Child Protection and Safeguarding Policy