



**Elvington Church of England
Primary School**



Spirituality Policy

The Governing Body of Elvington CE Primary School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents / carers / Governors and members of the wider community.

Policy approved by Governors:	May 2026
Signature of Chair of Governors:	
Date for renewal:	May 2027

We are a welcoming, caring and stimulating school.
We inspire a love of learning by nurturing potential, fun and happiness.

We celebrate our success as we achieve high standards in all aspects of life; allowing children to grow spiritually, morally and socially within a strong Christian ethos.

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"I have come in order that you may have life - life in all its fullness"
John 10:10



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Christian Distinctiveness at Elvington

The underpinning principle of this Spirituality policy is that the provision of education within our school meets the needs of all children within our school community – all are unique and special, made in God's image, with everyone welcomed and included.

Introduction

At Elvington, we recognise that developing the spirituality of both pupils and adults is a fundamental aspect of enabling everyone to flourish. Spiritual development is of high importance to us, ensuring that our whole community is engaged in a shared journey of discovery, characterised by awe and wonder.

- Spiritual development is deeply personal and can differ greatly from one individual to another. For this reason, it can be difficult to define. It is important to note that spirituality is not the same as having a religion or faith; a person can be spiritual without subscribing to a particular belief system. For Christians, spirituality involves developing a deeper understanding of, and connection with, God. Through this, individuals are able to respond to the loving nature of God as revealed through the Trinity: Father, Son and Holy Spirit.
- A school is not a church; rather, it is a community made up of individuals from a wide range of backgrounds, united by the purpose of education. Family experiences and beliefs may differ significantly, and spiritual development must therefore be inclusive and reflective of the varied circumstances of both staff and pupils.
- Therefore, in light of this, and in accordance with our school's distinctively Christian vision, at Elvington we define spirituality as:
- 'Spirituality is not something we can see; it is something we feel within ourselves. It is about awe and wonder, asking questions, finding inspiration, and being aware of something greater than ourselves.'

Aims

Rooted in our vision "*that all may have life in all its fullness*" (John 10:10), we aim to create a learning environment in which spiritual development enables both pupils and adults to flourish.

Through this, we support pupils and adults to:

- develop an appreciation of their own uniqueness and inherent value as individuals created to flourish
- develop an understanding of Elvington's distinctive Christian ethos, including the context, language and symbolism of faith
- develop knowledge and understanding of the school's core Christian values—Respect, Friendship, Perseverance, Hope, Trust and Thankfulness—and the Biblical teaching that underpins them
- develop an awareness of, and respect for, the beliefs and faiths of others, reflecting our commitment to inclusion and community
- understand what it means to live well together as part of a nurturing, caring community, using their gifts in the service of others



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- develop strategies that support positive mental health and wellbeing, enabling them to live happy and fulfilled lives
- foster self-awareness and the ability to make thoughtful, informed decisions
- develop the language and confidence to explore life's big questions about meaning, purpose and identity
- begin to understand and reflect on their own feelings and experiences as part of their personal growth
- recognise that challenge, disappointment and failure can be opportunities for resilience, perseverance and spiritual growth
- value difference and diversity as part of living well in a shared community
- develop curiosity, creativity and imagination as part of a love of learning
- reflect on experiences of awe, wonder, compassion and beauty as part of understanding life in all its richness
- develop a deep respect for the natural world and a commitment to care for creation

These aims enable pupils and adults to flourish spiritually, morally and socially, living out a life characterised by respect, compassion, curiosity and strong relationships—reflecting our vision of enabling all to achieve their full potential within a caring Christian community.

Organisation

At Elvington, spiritual development is central to enabling every member of our community to flourish and achieve their full potential.

It is not confined to Religious Education but is embedded across all aspects of school life. We actively cultivate a shared language of spirituality, supporting pupils and adults to explore and reflect on their experiences of life in all its fullness.

Our whole school community shares responsibility for nurturing spirituality within a supportive, inclusive and stimulating environment, rooted in our Christian vision and values.

Each classroom includes a Reflection Area to encourage stillness, reflection and thoughtful engagement. Additional reflection spaces, both indoors and outdoors, provide further opportunities for pupils to pause, reflect and connect more deeply with themselves, others and the world around them.

Spiritual development is fostered through three key areas: collective worship, the wider curriculum (including RE), and the lived ethos of daily school life.

Spirituality in Collective Worship

Collective Worship lies at the heart of Elvington, reflecting our vision of enabling all to experience life in its fullness. It provides a shared space for reflection, connection and spiritual growth within our school community.

Through Collective Worship, pupils are invited to explore the Christian story and engage with spiritual practices such as prayer, reflection, liturgy and music. These experiences help pupils



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to develop an understanding of faith while also respecting the diverse beliefs within our community.

Worship creates regular opportunities for stillness and reflection, enabling pupils to consider both the joys and challenges of life. They are encouraged to reflect on experiences of awe and wonder, as well as moments of difficulty, recognising how these contribute to personal growth and understanding.

Using approaches such as “Windows, Mirrors, Doors and Candles,” pupils are supported to:

- explore the world and encounter new ideas (Windows)
- reflect on their own thoughts and experiences (Mirrors)
- respond through action and living out values (Doors)
- engage in stillness, prayer and deeper reflection (Candles)

Collective Worship also provides time to celebrate achievements, mark significant Christian festivals and recognise key events in the lives of other faith communities. In doing so, it nurtures a sense of belonging, respect and shared purpose.

At Elvington, Collective Worship is invitational, inspirational and inclusive, enabling all to participate in ways that are meaningful to them.

Spirituality in Religious Education

Religious Education at Elvington supports pupils in exploring the beliefs, practices and spiritual experiences of others, helping them to make sense of the world and their place within it.

Guided by the Church of England’s Statement of Entitlement, RE provides a safe and respectful space for pupils to engage with different worldviews, ask questions and reflect on their own developing beliefs and values.

Through RE, pupils are encouraged to engage in meaningful dialogue, think deeply about life’s big questions and develop an understanding of spirituality that contributes to their ability to flourish as individuals within a diverse community.

Spirituality within the Curriculum

The wider curriculum also provides rich opportunities for spiritual development. All members of staff highlight where learning experiences allow for spiritual reflection:

- Physical Education: teamwork, pushing personal limits, skill and endurance, sportsmanship, emotional responses to success and accepting defeat, appreciation of perfection
- Design and Technology: discovering how things work, ingenuity, beauty in design, perseverance, learning from others, personal achievement
- Literacy: empathy with authors and characters, beauty of language, emotions in writing and speech, heroes and heroines, poetry, imagination, wonder, pleasure in creative process
- Numeracy: concepts of infinity and zero, pattern and order, universality of mathematics, truth, certainty, and the wonder of numbers and formulas



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- Science: wonder and curiosity, questions of creation, experimentation limits, life and death, the universe, regularity and order, scientific beliefs and achievements
- ICT: wonder of global communication, rapid growth of knowledge, accessibility of information and worldwide collaboration
- Creative Arts (Art, Music, Drama & Dance): creativity, beauty, truth, expression of deep feelings and beliefs, skill development, emotional engagement, personal reflection, fulfilment, and transcendence
- Geography: wonder at environmental diversity, care for the planet, understanding beliefs behind causes, world development, empathy with global communities
- History: connection with past people, events, and ideas, handling artefacts, understanding significant historical figures, interpretation, empathy with people from other times, understanding invention and exploration.

When planning for spiritual development, we focus on four key areas: Windows, Mirrors, Doors and Candles.

Windows: This element provides children with opportunities to explore new perspectives and possibilities. Through the use of drama, visual imagery, poetry, video clips and stories from the Bible or other texts, children are encouraged to engage with ideas and experiences beyond their immediate context. In doing so, they are developing an understanding of life in all its richness and complexity. We give children opportunities to experience the world in new ways—to wonder at life's 'Wows' (moments that amaze us and evoke awe) and 'Ows' (moments that could upset us and challenge our understanding). Through this, our children are learning about life in all its fullness.

Mirrors: This aspect encourages reflection. Children are invited to consider how a Bible story or other stimulus resonates with or challenges them personally. Guided meditations or thought-provoking questions enable children to examine their own insights and perspectives, as well as those of others. This promotes learning from life through introspection and dialogue.

Doors: This component focuses on response and action. Children are given opportunities to express and apply their developing thoughts and beliefs creatively. By engaging in meaningful activities, they learn to live out the values and convictions they are developing; translating reflection into purposeful action.

Candles: This element provides time for contemplation and spiritual connection. Children are encouraged to connect with God, reflect on their experiences, or explore and make sense of the world through discussion and shared reflection. This fosters a sense of calm, spiritual awareness and thoughtful engagement with themselves and others.