



# Brabourne CEP School

## Spirituality Policy – May 2026

Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.

### **Policy Aim**

The aim of this policy is to outline how Brabourne CEP School provides opportunities for children to develop their spirituality. It is our role in school to inspire, create and recognise that spirituality exists in everyone. As Jesus said, "If you remain in me and I in you, you will bear much fruit" and we want to ensure we support our children to be happy and rounded in all respects, including spiritual development.

### **Our Approach**

At Brabourne CEP School we value the spiritual development of all members of our school community. We ensure opportunities are available for all to develop spiritually in our supportive and nurturing school, inspired by our vision and lived out through our Christian values. We aim to give time and space to appreciate, reflect and process spiritual moments, often using the 'Windows, Mirrors, Doors' approach. These 'ow' or 'wow' moments can take place at any point in our day, many are spontaneous and some are through carefully planned lessons, Collective Worship or other curriculum learning or activities. During these moments we encourage our school community to "Pause to Notice, Dare to Wonder, Choose to Step Out".

### **What is Spirituality?**

Spirituality is not possible to teach. It is like the wind - it makes a difference but is uncontrollable for each person. It might change someone's understanding and beliefs but ultimately is an innate sense of awe and wonder. It is about understanding that there is something more than just 'me'.

Promoting spirituality should not be confused with developing faith. Faith is a set of beliefs by which you live your life by and could be a response to a belief in God. Faith is something you choose whereas spirituality is an aspect of human development - it is not separate but integral to who we are and what makes us whole. Spirituality is for everybody regardless of faith.

We believe that spirituality should influence all areas of education and life, therefore, we aim that all areas of the curriculum contribute to pupils' spiritual development.

In order to help everyone understand exactly what we mean by spirituality, we have created the following definition:

*Spirituality is about fostering the flourishing of all. It calls us to understand ourselves deeply, connect meaningfully with others, and appreciate the beauty and wonder of the world around us. It invites reflection on life's deeper meaning and our place within something greater than ourselves. True spirituality also moves us to contribute actively to the well-being of others and the health of the world we share.*

**Self** – Spirituality involves **understanding ourselves** as unique individuals, what we are and what we want to become. It includes what we choose to believe and value.

**Others** – It also captures our **interactions with others**, how we choose to see them and relate to them, how we show humility and compassion and how we embrace equity. When we're spiritual, we're filled with optimism and creativity, and we collaborate creatively with others.

**World** – Spirituality also involves **appreciating the beauty in the world**, whether found in nature or in created things and how we contribute to making the world a better place.

**Meaning** – it also extends beyond our everyday experiences, helping us to **reflect on the deeper meaning of life** and the universe.

We recognise that spirituality and flourishing are important for adults as well as pupils and aim to provide opportunities for staff, governors and the wider community to reflect, grow and feel valued within the life of the school.

Spirituality also inspires courageous advocacy, encouraging pupils to recognise injustice, care for others and take meaningful action within their local, national and global communities.

### **How does Brabourne CEP School promote spirituality?**

Our school is committed to helping children make sense of themselves and the world around them. We encourage pupils to reflect on their responses to different experiences and to develop self-awareness and empathy. We believe that meaningful experiences—both within and beyond the classroom—are essential to every child's growth. Through carefully designed frameworks, we guide pupils in exploring complex and sometimes challenging concepts such as life, death, identity, conflict, and environmental issues. Rather than providing fixed answers, we create space for thoughtful questioning and open dialogue. These opportunities are woven throughout our curriculum, especially in our school values, Collective Worship, RE, PSHE/RSE, Science, Art, Music, and English. Children are given opportunities to encounter and engage with spiritual experiences and conversations, developing an understanding that spirituality is a shared human experience—for both children and adults alike.

We will promote SMSC as defined in the Ofsted School inspection handbook 2021 with the spiritual development of pupils shown by their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

### **Opportunities for spirituality development come when:**

- children are given space to stop, look, listen, think and reflect
- children feel safe to share opinions and think differently from others
- children are free to use their imagination
- children are given opportunities for moments of stillness, quiet reflection and/or prayer

### **Children need:**

- time to be listened to
- adults that are respectful
- space to explore, think and discuss
- opportunities that encourage wonder and surprise
- to know that there is not always a product or end result
- to know there can be other ways to look at things
- time to 'just be' and to experience peace and stillness

### **Collective Worship**

Collective worship is a legal requirement. All pupils must take part in a daily act of Collective Worship unless they have been explicitly withdrawn by their parents. According to the DfE: "Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes."

Our church schools follow the C of E guidance found here:

<https://www.churchofengland.org/sites/default/files/2021-05/collective-worshipguidance-18052021.pdf>

We see Collective Worship as the opportunity for all pupils to explore spirituality through the areas of self, others, the world and deeper meaning.

Collective Worship is a creative, reflective and spiritual experience. It offers openings for spiritual development for both children and adults alike, through the Windows, Mirrors and Doors approach.

**WINDOWS:** giving children opportunities to become aware of the world in new ways; to wonder about life's 'WOWs' (things that are amazing) and 'OWs' (things that bring us up short). In this children are learning about fulfilling their potential.

**MIRRORS:** giving children opportunities to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.

**DOORS:** giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

See Collective Worship policy for further information.

### **Curriculum opportunities**

Our curriculum is designed to provide opportunities for reflection and spiritual development.

### **Spirituality in RE**

Religious Education is a key vehicle for exploring spirituality and enabling pupils to explore the different world faiths. At Brabourne we follow an agreed syllabus and have a significant emphasis on the Christian faith. Our strong RE teaching allows pupils' spiritual development:

- By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. By asking and responding to questions of meaning and purpose.
- By considering questions about God and evaluating truth claims.
- By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers as well as any relevance to their own life.

See RE policy for further information.

### **Spirituality across the Curriculum**

Examples of developing spirituality within subjects:

**PE**

By delighting in movement, particularly when pupils are able to show spontaneity.  
By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative .  
By being aware of one's own strengths and limitations.

### **Computing**

By wondering at the power of the digital age e.g. use of the internet and social media.  
By understanding the advantages and limitations of ICT.  
By using the internet as a gateway to big life issues.

### **Drama**

By allowing for insight, self-expression and the chance to walk in someone else's shoes

### **Design and Technology**

By enjoying and celebrating personal creativity.  
By reviewing and evaluating created things.

### **Music**

By allowing pupils to show their delight and curiosity in creating their own sounds.  
By making links between their learning in literacy (or other curriculum area) with music being played as background.  
By considering how music makes one feel and can 'move us' deeply.

### **Art and Design**

By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. Northern Lights.  
By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.  
By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality; ethical issues.  
By promoting the process of 'reviewing and evaluating' .

### **PSHE/RSHE**

By developing awareness of and responding to others' needs and wants.  
By exploring meaning and purpose for individuals and society.  
By developing resilience and inner strength. By valuing self as unique in the image of God.  
By cherishing relationships.

## **Geography**

By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.

By making links with history when exploring the environment and speculating on why the landscape is as it is.

By comparing their lives with pupils living in other countries or other parts of the UK, possibly through a schools linking programme.

## **History**

By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066?

By looking at local history and investigating the reasons why there is a landmark, building or museum.

By speculating about how we mark important events from history and the people who shaped them.

## **MFL**

By exploring the beauty of languages from around the world.

By exploring the way language is constructed.

## **Science**

By demonstrating openness to the fact that some answers cannot be provided by Science.

By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.

## **Literacy**

In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?'

'Where have you met these ideas before?'

By appreciating the beauty of language.

## **Maths**

By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends their day with how children in the UK spend their time.

By considering pattern, order, symmetry and scale both man made and in the natural world.

By appreciating the beauty of shape and space.

## **Forest School and Adventurous Outdoor Learning**

By exploring and appreciating the beauty of the natural world

By considering the creation of all living things

## **Collective Worship**

By providing opportunities to personal and spiritual reflection

### **Spirituality in Extra Curricular Activities**

Alongside the taught curriculum, there are numerous extra-curricular opportunities for pupils in our schools to explore spirituality. These will include:

- Trips
- Visits
- Clubs
- Enrichment Days

### **Monitoring and Evaluation**

The development of spirituality across the school is monitored through:

- pupil voice and reflection opportunities
- monitoring of Collective Worship and curriculum provision
- learning walks and curriculum discussions
- governor monitoring visits
- staff reflection and professional dialogue
- evidence in curriculum planning and class environments

Leaders regularly review how effectively spirituality is embedded across school life and how it supports the flourishing of pupils and adults.