



Deanery C.E. Primary School
Academy Status

Spirituality Policy

September 2026

The Deanery School Christian Ethos

Our School Motto – ‘Ad Majorem Dei Gloriam’

Translated this simply means ‘To the Greater Glory of God’.

Vision

At the Deanery, our vision is rooted in the words of Luke 10:27 — to love God with all our heart, soul, strength and mind, and to love our neighbour as ourselves.

This shapes everything we do. We seek to respond faithfully to God’s love by nurturing a community where each person is valued, supported and encouraged to flourish. In every aspect of school life—both the everyday moments and the significant milestones—we aim to reflect God’s love through our actions, relationships and decisions.

Beliefs and Values

We believe that every child is precious to God and created to thrive. As a Christian school, we aim to model the love, compassion, respect and kindness taught by Jesus. Inspired by the call to “love your neighbour,” we seek to build a community marked by peace, hope, joy, grace and mutual care.

We believe that education, strengthened by faith and lived values, enables children to grow in confidence, character and understanding, fulfilling their God-given potential.

School Culture

At the Deanery, we strive to create a learning environment where all members of our community are supported to develop socially, spiritually, creatively and academically. Guided by Luke 10:27, we aim to show love for God and one another in the way we learn, work and live together.

We aim to:

- Foster a school community enriched spiritually, morally, ethically and socially through the Christian faith.
- Value every child as uniquely created and loved by God, regardless of faith, ability, gender or ethnicity.
- Nurture children to show respect, kindness and consideration—loving their neighbour as themselves.
- Provide experiences that develop confidence, resilience, independence and self-esteem.
- Support each child to fulfil their potential across the whole curriculum.
- Promote curiosity, knowledge and understanding in a secure, stimulating and enriched environment.
- Build strong partnerships with staff, governors, parents, the local community, parish churches and the Birmingham Diocese.
- Encourage each child to develop aspirations for their future and recognise their place in God’s world.
- Enable all members of our community to understand their responsibility and value within the wider community.

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1. Introduction

As a church school we believe that every person, every child and every adult is unique and special with God given gifts and talents which is our job to nurture and cherish.

2. Vision

At the Deanery school, our vision is rooted in the words of Luke 10:27 from the Bible to love God with all our heart, soul, strength and mind, and to love our neighbour as ourselves.

“Love God. Love your neighbour. Love yourself.” (Luke 10:27)

This shapes everything we do. We seek to respond faithfully to God’s love by nurturing a community where each person is valued, supported and encouraged to flourish. In every aspect of school life—both the everyday moments and the significant milestones—we aim to reflect God’s love through our actions, relationships and decisions.

We are committed to nurturing the spiritual development of every child and adult so that all may flourish and live life in its fullness (John 10:10).

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school’s core values of love, grace, hope, peace, joy and faith sit at the heart of our school community and underpin every aspect of school life.

Through the school’s Christian ethos, children are provided with lots of opportunities to acknowledge and enhance their spirituality. There are also lots of opportunities for prayer, reflection, and silence during times of worship and throughout the school day. Children are invited to use the reflective areas in each classroom to appreciate God’s beautiful world, write prayers or have time for silence and or reflection. Children are then encouraged to take the lead on taking action to make changes on issues that they have explored.

3. Spirituality

It is difficult to put into words what ‘spirituality’ is because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Spirituality is different from having a religion or faith; a person can be spiritual without having a particular faith.

Spirituality is not something we can see; but we know that it is there because sometimes we can feel it inside ourselves or indeed in someone else. Our spiritual being includes those awe and wonder moments, the asking of big questions, inspiration and being aware of something ‘bigger’ outside of ourselves.

At our school, spirituality is understood as:

“The ongoing development of a sense of identity, meaning, purpose and belonging. It involves reflection on our inner life and our relationships with ourselves, others, the world and those things that are transcendental.”

Spirituality is personal and inclusive. We provide opportunities for all pupils and adults, regardless of faith or background, to explore and reflect in ways that are meaningful to them.

We adopt the recognised framework of “**windows, mirrors and doors**” to ensure that children experience a rich and balanced approach to spirituality that is both *deeply Christian* and *inclusive of all*.

Windows – encounters with the wider world

Windows allow pupils to observe and engage with the world beyond themselves. Through collective worship, outdoor learning, through the diversity of our school community and throughout the wider school curriculum pupils gain insight into different perspectives, cultures and faiths. This fosters empathy, respect and an appreciation of the richness of God’s world. We also use the language of ‘wows’ and ‘ows’ to help children to differentiate between moments that are ‘awe full’ and ‘awful’.

Mirrors – opportunities for self-reflection

Mirrors provide structured moments for pupils to reflect on their own beliefs, values, feelings and experiences.

Through quiet reflection, prayer and discussion, pupils are encouraged to explore their identity and recognise their intrinsic worth. Some subjects and times allow for this specifically, such as PSHE, religious education and collective worship but in all subjects, there will be opportunities, unexpected or planned, when things just ‘crop up’. Handled sensitively, it is possible to make the most of all these times.

This supports the Church of England’s vision that each person is made in the image of God and is of infinite value.

Doors – responses and actions

Doors provide opportunities for pupils to respond to what they have encountered or reflected upon. This can simply be done through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.

Examples include participation in worship, leadership roles or ethical decision-making. At the Deanery school specific examples of this are the support of three charities each term chosen by the house captains as well as the work of elected members of school council, eco council and the spiritual ambassadors.

Through such actions, pupils are supported to live out Christian values such as compassion, responsibility and hope.

We also use the model of a ring doughnut to support understanding:

- The dough represents the **outer life** (what others see: actions and behaviours)
- The hole represents the **inner life (spirit)** (thoughts, beliefs, questions and feelings)

A person is only whole with an outer and inner life. We teach that when we care for our inner life, it shapes how we live out love for God, our neighbour and ourselves.

4. Aims

The aims for spirituality at the Deanery Church of England Primary School for each individual within our school community are:

- To provide a context of faith, security and loving relationships to support each child's spiritual search.
- To foster the spiritual development of each child, regardless of age, sex, ability, religion or cultural background.
- To foster self-awareness and promote a feeling of self-worth.
- To develop a set of values, principles and beliefs.
- To develop positive human qualities.
- To develop respect and empathy for other people and their beliefs.
- To foster a respect for different people's feelings and values.
- To develop the children's enthusiasm to explore and learn through enquiry and first-hand experiences.
- To enable the children to attribute meaning to experiences.
- To enable the children to value the non-material dimension of life.
- To foster reflection and stillness.
- To foster a sense of meaning, purpose and direction in life.
- To encourage imagination and creativity.
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world.
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.
- To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.

5. Organisation and Implementation

Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this teaching styles are adopted which:

- Value the children's questions and give them space and time to reflect on their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'

Spirituality is not taught, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

The following opportunities will be made available, as an integral part of the school's practice, in order to facilitate the development of spirituality:

- To explore the ideologies of the doughnuts, the sense of awe and wonder, care of nature and living things and love.
- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.

- Where children already have religious beliefs, to support and develop these beliefs in ways, which are personal and relevant to them as an integral part of the school's practice.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen with discernment.
- To reflect and respond to issues in moments of quiet are inspired through music, art, text, film, environment or artefacts.
- To explore and develop what animates themselves and others.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry-based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

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

In Physical Education:

- Being a team member / player
- Preserving to achieve
- Extremes of skill, endurance and achievement
- Emotion in sport
- Personal goals
- Appreciation of individual and team achievement
- Sportsmanship

In Design and Technology:

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

In English:

- Empathy with authors and the characters in stories and plays
- The appreciation of beauty in language
- Emotions and sentiments in writing and speech
- The values of great works
- Heroes and heroines in literature
- Imagining oneself as someone else
- Escaping into other worlds through literature
- The element of wonder in literature
- The value of creating for others pleasure and enjoyment
- Identifying with characters in a wide range of texts

In Maths:

- 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:

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

In Computing:

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

In the Creative Arts (Art, Music, Drama and Dance):

- 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
- The arts as means of expressing mood
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms
- Effects on the emotions and senses

- Personal response and preference
- Mood
- Skill
- Pattern
- Formulae

In Geography:

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

In History:

- Being in touch with past people, things and ideas
- Being part of history
- Handling artefacts
- Influential events and people
- The commitment of significant people in history
- War and peace
- Interpretation in history
- The nature and importance of invention and exploration
- Empathy with people from other times in history

In Religious Education:

- People, places, things, books, actions and ideas held by religious believers to be holy
- Ultimate questions of meaning and purpose
- Ideas of the divine/questions of God
- Use of music, art and drama to express beliefs
- Varieties of beliefs, celebrations and rituals
- Ideas of commitment and belonging to groups and institutions
- The idea of mystery and questions with no clear answers
- Time to reflect and ask big questions that have no right answer

In Collective Worship:

- Opportunities for reflection and response are planned into worship.
- Stillness
- Personal and collective beliefs are respected
- Sharing and celebrating common beliefs
- Celebrating success
- Celebrating our Christian values being lived out.
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Common activities such as singing, listening, laughing, praying, reflecting on a theme
- Remembering and celebrating the lives of people of spiritual significance

- Emphasising common purpose and values
- Experiencing emotions

In addition, as part of the curriculum, the children have opportunities:

- To visit places of beauty, interest and challenge
- To admire and wonder at the natural environment and human creative efforts
- To work out personal relationships in unusual and challenging situations
- To experience community cohesion links at a local, national and global level
- To engage in charity-based activities
- To participate in taking a stance to nurture our world.

In order to facilitate spiritual development, the organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is valued and seen to be valued
- Policies ensure practices are clearly seen to reflect the worth of individuals
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly
- All adults recognise the need to set good examples of mutual respect and considerate behaviour
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff
- Aesthetic awareness is encouraged
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong
- The achievements, successes and efforts of everyone are recognised and celebrated

6. Assessment

Spirituality will be assessed as an integral part of curriculum practice and the children's involvement in the life of the school community.

These are areas in which children are expected to grow as part of their spiritual development:

- Reflect on their experiences with increasing sensitivity
- Question and explore the meaning of experience
- Understand and evaluate a range of possible reasons and interpretations
- Develop personal views and insights
- Apply insights gained with increasing degrees of perception to their own lives in line with the school's Christian status and history
- Know that belief is valuable and that the Christian belief is endorsed by the whole school community

7. Monitoring and Review

Provision for spiritual development is monitored and reviewed by:

- Monitoring of teaching and learning and work scrutiny by subject Leaders, Head Teacher and school governors
- Pupil Voice
- Discussions at staff and Governing Board meetings
- Link Governor reports
- Audits of policies and schemes of work

Conclusion

Guided by our vision—“**Love God. Love your neighbour. Love yourself.**”—we seek to ensure that spirituality is lived out daily. Through intentional opportunities for reflection and growth, we enable all members of our community to flourish spiritually, developing both their inner life and outward expression of love.

Policy reviewed and amended by Jennifer Richardson September 2026



Approved by Lisa McIntosh, Head Teacher

Presented to the Governing Body on 16/9/26