



**Quinton**  
Church Primary School

# Spirituality Policy

Date	July 2025
Date for review	July 2028

## Our Christian Vision at Quinton Church Primary School

This policy is embedded in our school's vision that in an inclusive community of love, we are working to ensure that we are all **flourishing together**.

At Quinton, we believe that to **Flourish** is to become the best version of ourselves in body, mind and spirit. It means being loved and recognised for who we are, uniquely made in the image of God.

John 10:10: I came so they can have real and eternal life, more and better life than they ever dreamed of.

Psalms 139:13-14: You created the deepest parts of my being. You put me together inside my mother's body. How you made me is amazing and wonderful. I praise you for that. What you have done is wonderful.

**Together** emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family. It highlights how everyone has a part to play and brings value and worth to our collective endeavours. Togetherness shines a light on our desire to be a community that is inclusive of everyone, whatever the challenges, so that all can flourish.

Psalms 133:1: How good and pleasant it is when God's people live together in peace!

1 John 4:19: We love because he first loved us.

Micah 6:8: The Lord has shown you what is good. He has told you what he requires of you. You must act with justice. You must love to show mercy. And you must be humble as you live in the sight of your God.

Our vision is linked to two important theological concepts from the Bible: **Creation** and **Love**.

The Bible teaches us that out of love, God's plan was for all creation to flourish, including human beings. Therefore, our school vision is for everyone to be loved, valued, celebrated, and represented. At Quinton, we are ambitious for everyone; no exceptions!

1 John 4: 8 says 'God is love'. In our school we want to share this love together.

We all aim to show love by being kind and compassionate, even when we disagree with one another.

Love will flow through our school as we strengthen a sense of togetherness that does not keep records of past hurts but grows through things that connect us.

We hope that members of our school learn to love in generous ways, that leaves no one out. Our community will speak up for and reach out to those who don't have what they need.

In our inclusive community, we are working to ensure that we are all:

***'Flourishing together'***

*Flourishing together*

At Quinton Church Primary School, we recognise that taking our pupils on a spiritual journey is central in **flourishing together**. Provision for developing spirituality is well planned and of high quality so that the whole community is engaged on a journey of discovery.

Spiritual development differs from person to person and is a very personal experience. For this reason, it is difficult to put into words. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith. For Christians in church, spirituality is about developing a deeper understanding of and connection with God. Through this we 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, but it is a collection of people who come from a variety of backgrounds for the purpose of education. Family backgrounds may be very different and spiritual development must take account of the varied circumstances of staff and pupils.

Therefore, in light of this and in light of our school's distinctively Christian vision, at Quinton Church Primary School we define spirituality as: **our relationship with ourselves, others, the world and beyond, through unpicking the OWS, WOWs and NOWs of life.**

Pupils will have opportunities to develop spiritually through daily acts of collective worship and our curriculum, alongside our church community, by marking festivals and celebrations, participating in extra-curricular events and exploring big questions.

### **Our language of Spirituality**

Our language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8).

Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this an opportunity to relate to the Divine Creator God.

- Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life.
- Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **wows** of life.
- Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

In these special moments there is a spiritual opportunity. Kintsugi, the Japanese arts of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the **ows, wows** and **nows** of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.



Quinton Church Primary School uses this language and the concepts of **ows, wows** and **nows**.

These are used to explore relationships with:

- Ourselves
- Others
- The wider natural world
- Beyond - offering the invitation to relate to God

*Flourishing together*

## Spirituality throughout the curriculum

Opportunities for enhancing the spiritual well-being of learners and adults are developed in every aspect of our school life, whether it be through collective worship, the whole curriculum (including RE) and the general culture of the school within daily life. Drawing on the language of **ows**, **wows** and **nows**, conversations around spirituality will be included in classroom teaching from EYFS to Year 6.

Outlined below are some ways in which spiritual development is nurtured and promoted in curriculum areas beyond Religious Education. Further details of this can be found on our [school website](#).

<p style="text-align: center;"><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Empathy with authors and the characters in stories and plays</li> <li>• The appreciation of the beauty in language</li> <li>• Emotions and sentiments in writing and speech</li> <li>• Heroes and heroines in literature</li> <li>• Imagining oneself as someone else</li> <li>• Escaping into other worlds through literature</li> <li>• The element of wonder in literature</li> <li>• The values of great works</li> </ul>	<p style="text-align: center;"><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Infinity and nothing</li> <li>• Pattern and order</li> <li>• Shape and regularity</li> <li>• Truth, certainty and likelihood</li> <li>• The universality of mathematics over time and space</li> <li>• The wonder of numbers, formulae and equations</li> </ul>
<p style="text-align: center;"><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Wonder as the basis of science</li> <li>• Questions of beginning, creation and evolution</li> <li>• Birth, life, death and renewal</li> <li>• The universe and beyond</li> <li>• Discovering the limits of experimentation</li> <li>• Regularity and order in science</li> <li>• Beliefs in science and the faith of scientists</li> <li>• The impact of scientific achievements</li> </ul>	<p style="text-align: center;"><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Wonder at the diversity of environments and people</li> <li>• Land formation</li> <li>• Questions about the care of the environment</li> <li>• World (economic) development</li> <li>• Empathy with people from other parts of the world</li> <li>• The beliefs behind particular causes and campaigns</li> </ul>
<p style="text-align: center;"><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Being part of history</li> <li>• Handling artefacts</li> <li>• Influential events and people</li> <li>• The commitment of significant people in history</li> <li>• The nature and importance of invention and exploration</li> <li>• Empathy with people from other times in history</li> </ul>	<p style="text-align: center;"><b><u>Creative Arts (Art and Design &amp; Music)</u></b></p> <ul style="list-style-type: none"> <li>• The work of creative artists from a variety of times and places</li> <li>• Beauty, truth and goodness</li> <li>• Expressing, interpreting and exploring deep feelings and profound beliefs</li> <li>• Artistic creativity</li> <li>• The effects of the arts on emotions and senses</li> <li>• Skill in creation and performance</li> <li>• Personal response and preference</li> </ul>
<p style="text-align: center;"><b><u>Design and Technology</u></b></p> <ul style="list-style-type: none"> <li>• Discovering how something works</li> <li>• Appreciating genius</li> <li>• Beauty in design</li> <li>• Perseverance to solve problems</li> <li>• Personal achievement</li> <li>• Learning from others and nature</li> </ul>	<p style="text-align: center;"><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• The wonder of worldwide instant communication</li> <li>• The speed of the growth of knowledge</li> <li>• The accessibility of knowledge and contact with other people worldwide</li> </ul>
<p style="text-align: center;"><b><u>Physical Education</u></b></p> <ul style="list-style-type: none"> <li>• Being a team member</li> <li>• Pushing yourself to the limit</li> <li>• Extremes of skill, endurance and achievements</li> <li>• Emotion in sport</li> <li>• Personal limitation and failure</li> <li>• Appreciation of perfection</li> <li>• Sportsmanship</li> </ul>	<p style="text-align: center;"><b><u>PSHE &amp; RSE</u></b></p> <ul style="list-style-type: none"> <li>• Relationships with others, feelings and attitudes, keeping safe</li> <li>• Ideas of honesty and sensitivity needed for gentle reflection</li> </ul>

## **Spirituality within the daily life of Quinton Church Primary School**

At Quinton, we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. For this reason, every member of the school community is familiar with the school's shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to **ows**, **wows** and **nows** will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the golden glue of spirituality.

### **Roles and Responsibilities**

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support the spiritual growth wherever appropriate.

In addition to this, the RE and Collective Worship Lead is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general culture of the school within daily life.

This role also includes:

- Ensuring personal knowledge and expertise are kept up to date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process particularly around Strand 2