



Spirituality Policy

With God's love, we grow and flourish together

Ratified:	May 2026
Next review due by:	

Executive Summary: Spirituality Policy

This policy outlines how spirituality is understood, developed and embedded across Coleshill Church of England Primary School, rooted in its Christian vision: *"With God's love, we grow and flourish together."*

Vision and Foundations

The Christian vision is central to the school's identity and is grounded in Christian theology, particularly the themes of love, creation and reconciliation. These principles shape relationships, promote inclusivity and ensure every individual feels valued, safe and able to flourish spiritually.

We promote core Christian values—including honesty, kindness, respect, perseverance, self-control and forgiveness—as the basis for behaviour and personal development.

Definition of Spirituality

Spirituality is defined as the ongoing development of a person's inner life, enabling individuals to reflect on their experiences and understand themselves, others, the world and, for many, God.

It is structured around four key dimensions:

- **Uniqueness** – valuing identity and individuality
- **Stillness** – reflection, prayer and awareness
- **Questioning** – engaging with life's big questions
- **Connection** – relationships with others, the world and God

Spirituality is inclusive and personal, and not limited to religious belief.

Aims

The school aims to develop pupils who are:

- Reflective, self-aware and confident in their identity
- Able to engage with deep questions about meaning and purpose
- Compassionate, respectful and able to build positive relationships
- Connected to the wider world and aware of their responsibilities
- Resilient, hopeful and able to learn from life's experiences

Implementation

Spiritual development is embedded across all aspects of school life, including:

- **Collective worship** (daily reflection and shared spiritual practice)
- **Curriculum and Religious Education** (exploration of belief and meaning)
- **School ethos and relationships** (lived values and modelling by staff)
- **Outdoor learning and Forest School** (awe, wonder and connection to nature)
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A shared framework of **"WOWs, OWs and NOWs"** helps pupils reflect on:

- Moments of awe and joy (WOWs)
- Challenges and difficulties (OWs)
- Stillness and reflection (NOWs)

Windows, mirrors and doors help pupils understand spirituality: *windows* encourage looking out in wonder, *mirrors* support reflection on self, and *doors* inspire positive action and making a difference.

Impact

As a result of this approach, pupils:

- Develop strong self-awareness and a sense of belonging
- Build respectful, empathetic relationships
- Reflect thoughtfully on experiences and express their ideas confidently
- Show resilience and understanding of personal growth
- Engage positively with the wider world and their responsibilities within it

Leadership and Monitoring

Spiritual development is a whole-school responsibility led by senior leaders, supported by staff and governors. It is continuously monitored through observation, pupil voice, curriculum review and professional development to ensure it remains effective and aligned with the school's vision.

Our Theologically Rooted Christian Vision

With God's love, we grow and flourish together

We are a vibrant, connected and inclusive school. Rooted in God's love, creativity and nature inspire learning. We nurture joy and perseverance so that everyone flourishes as unique individuals.

Love shapes the way we live and learn together. We know we are loved. We know we belong. With compassion, confidence and hope, we grow thoughtful, responsible citizens who are ready to make a difference in our world.

'Above all, clothe yourselves with love, which binds us all together in perfect harmony.'
Colossians 3:14

Our Core Christian Values



A selfless and unconditional commitment to action resulting in service and compassion towards others.



Confidence in the future informed by the power of love and the purposes of God, helping to build trust, community, safety, and connection.



BELONGING

A sense of being accepted, loved, and included by God and others; knowing you are part of God's family that cares for one another.

Our Behaviour Values

God's love is expressed through us and outworked through the following values which shape our behaviour choices and actions.

 Honesty <i>"Speaking the truth in love"</i> (Ephesians 4: 15)	 Kindness <i>Clothe yourselves with kindness, humility, gentleness and patience</i> (Colossians 3: 12)	 Respect <i>In humility, value others above yourselves</i> (Philippians 2: 3)
With God's love, we are truthful so we can be trusted and grow in wisdom.	With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.	With God's love, we care for others, ourselves and our school, so we listen and use good manners.
Bible Story: Zacchaeus (Luke 19: 1-10) Zacchaeus was a man who had stolen from his community for his whole life; but then he met Jesus. It was a turning point for him to think about how he lived. He found out it was never too late to change and once he knew he was forgiven he became an honest and generous man.	Bible Story: The Good Samaritan (Luke 10: 25-37) The Good Samaritan looked after a man who most would have expected him to ignore. He did the unexpected and showed kindness to someone who people considered an enemy.	Bible Story: King David (1 Samuel 24:1-22) King David as a young man had a chance to steal the throne and those around him encouraged to do so. However, because he respected his King, David refused to harm King Saul. He left him safe to sleep, cutting a piece off his robe to prove he could have killed him but showed respect instead.
 Perseverance <i>"Perseverance (produces) character and character, hope"</i> (Romans 5: 4)	 Self-Control <i>"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control"</i> (Galatians 5: 22)	 Forgiveness <i>"Forgive us our sins as we forgive those who sin against us"</i> (Luke 11:4)
With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.	With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.	With God's love, we choose to forgive and let things go, accepting when someone is sorry, so we can build bridges and form trusting relationships.
Bible Story: Noah's Ark (Genesis 6-9) Noah spent many, many years building the ark out in a desert land where no-one had ever seen a flood. Noah was surrounded by people encouraging him to give up and stop – but he didn't – he carried on and completed the task that God had set for him.	Bible Story: Jesus tempted in the desert (Matthew 4: 1-11) Having not eaten for 40 days and 40 nights, feeling weak, tired and alone, Jesus still resisted the temptations set before him to be selfish and foolish. He knew he could do the things he was being tempted to do but decided on a better way.	Bible Story: Salvation (John 19: 16-37) Love and forgiveness are central to Jesus' life and teachings. His surrender shows God's grace, calling believers to forgive as they've been forgiven. Forgiveness breaks resentment, heals, and fosters reconciliation, essential for peace and healthy relationships. Ultimately, it embodies the Christian message, revealing love's transformative power and the hope of new beginnings.

Spirituality and our Christian Vision

At Coleshill Church of England Primary School, spiritual development is central to our identity and purpose. It is rooted in our Christian vision:

With God's love, we grow and flourish together

This vision is underpinned by the connected theological themes of love, creation and reconciliation, which shape how we live, learn and grow as a community.

- Love is the foundation of all relationships. Grounded in biblical teaching, including Colossians 3:14, we are called to live out love through compassion, service and courageous action, ensuring that every individual feels known, valued and safe.
- Creation reflects our belief that every person is uniquely made in the image of God, with inherent dignity and worth. This shapes our inclusive culture, where individuality is celebrated, diversity is valued and all are supported to flourish.
- Reconciliation is at the heart of our approach to relationships. Inspired by the life and teachings of Jesus, we foster a culture of forgiveness, restoration and growth, where mistakes are seen as opportunities for learning and relationships are strengthened through understanding and compassion.

Through this theological foundation:



- relationships are characterised by respect, empathy and forgiveness
- individuals are supported to grow in confidence, hope and purpose
- pupils develop a strong sense of identity and belonging

Spirituality is not an isolated aspect of school life, but an integral part of how we live and learn together. It enables every member of our community to flourish as a unique individual, equipped to contribute positively to the world around them.

What is Spirituality?

At Coleshill Church of England Primary School, spirituality is the ongoing growth of each individual's inner life, enabling them to flourish and live life in all its fullness (John 10:10). It is how we make sense of our experiences and deepen understanding of ourselves, others, the world and, for many, God through faith and worship.

We understand spirituality through four interconnected dimensions:

- **Uniqueness:** recognising and valuing our own identity and the uniqueness of others. This develops self-awareness, confidence, a sense of worth, and an appreciation and respect for difference.
- **Stillness:** creating moments of stillness for reflection, prayer and being present, enabling individuals to experience awe and wonder, particularly in the natural world, think deeply and respond thoughtfully.
- **Questioning:** engaging with life's 'big questions' about meaning, purpose, belief and truth, and developing the confidence to explore and express ideas.
- **Connection:** building relationships with others, appreciating the natural world and, for some, developing a relationship with God.

Spirituality is personal and inclusive. We understand that spirituality is not the same as having a religion or faith; a person may be spiritual with or without religious belief. As a Church of England school, we recognise that for many, spirituality is rooted in faith and a relationship with God.

In our school, we refer to spirituality as

'The way wows, ows and nows shape me into the person that I am and will become'.

Our Aim

At Coleshill Church of England Primary School, our aim is to develop spiritually aware, reflective and compassionate individuals who are able to flourish within and beyond our school community. Spirituality is a deeply personal experience and will be expressed differently by each individual, staff and students alike.

Rooted in our Christian vision, we aim for all members of the community to:

- **Develop a strong sense of identity and self-worth**, recognising their own uniqueness and valuing the dignity and difference of others

- **Grow in reflection and self-awareness**, with the ability to think deeply about their experiences and understand how these shape who they are becoming
- **Engage confidently with life's 'big questions'**, exploring ideas about meaning, purpose, belief and truth with curiosity and openness
- **Build meaningful relationships**, demonstrating empathy, respect and the ability to live well with others
- **Develop a sense of connection** to something bigger than us, whether this is through a faith or non-faith perspective, to the wider world, including an appreciation of nature and a growing understanding of their place within it
- **Experience stillness and reflection**, enabling them to pause, consider and respond thoughtfully in both positive and challenging moments
- **Develop hope, resilience and a sense of purpose**, understanding that experiences—both positive and difficult—contribute to growth and flourishing

As a school community, we are committed to an inclusive, rooted and connected approach to spiritual development. By taking time to be still, to wonder, to question, and to connect, we support every child and adult in exploring and expressing their spirituality in ways that are meaningful to them. Through this, pupils and adults like are equipped with the language, confidence and insight to articulate their spiritual development and to make a positive difference in the world around them.

Implementation

At Coleshill Church of England Primary School, spiritual development is intentionally planned for and lived out through all aspects of school life. It is embedded across collective worship, the curriculum and the daily experiences of everyone. Staff model spirituality through their language, relationships and responses, making the intangible visible in everyday interactions.

Our approach is shaped by four interconnected dimensions: **Uniqueness, Connection, Questioning and Stillness**. These guide how spirituality is developed in practice.

Uniqueness

We provide opportunities for everyone to:

- Develop self-awareness, reflecting on their thoughts, feelings and experiences
- Recognise their own value and the uniqueness of others, rooted in the belief that all are made in the image of God

- Build confidence, resilience and a strong sense of belonging, developing inner peace and self-worth
- Understand and respect difference, diversity and inclusion
- Explore personal faith and identity, including a growing understanding of their place in the world
- Develop imagination and creativity, expressing their individuality
- Reflect on and make sense of their emotions and experiences, including responding to different situations and challenges
- Develop gratitude, recognising and appreciating themselves, others and the world around them

Connection (Others and the World)

We support pupils to:

- Build positive, respectful relationships, rooted in Christian values and the principle of loving one another
- Develop empathy, compassion and understanding, demonstrating kindness, forgiveness, honesty, self-control and perseverance
- Understand what it means to live well together in community, recognising the importance of belonging and mutual respect
- Value difference and diversity, showing respect for others through meaningful interaction and shared experiences
- Recognise their responsibility to others and the wider world, including a commitment to justice, service and care for creation
- Make a positive difference, understanding their role in contributing to a fair and caring society
- Develop a relationship with God, including opportunities to connect through prayer
- Understand that experiences of difficulty, disappointment and conflict can lead to growth, reconciliation and strengthened relationships

Questioning (Transcendence and Meaning)

We create opportunities for pupils to:

- Engage with life's 'big questions' about meaning, purpose, belief and truth (e.g. life, death, suffering and the nature of God)
- Explore and reflect on faith, including opportunities to encounter and respond to God, and to consider what lies beyond the material world
- Express and discuss their own ideas, beliefs and perspectives, developing respect for the views of others
- Make sense of the world through reflection and dialogue, developing the confidence to think deeply and form reasoned responses
- Develop curiosity, creativity and imagination, fostering a love of thinking and exploring ideas
- Build the skills and language to reflect and articulate their thinking, supporting informed choices and personal understanding

Stillness (Reflection and Awe)

We offer:

- Regular opportunities for stillness, reflection and prayer, enabling them to pause and consider what matters
- Moments of awe and wonder, particularly through engagement with the natural world, as well as through art, music, sport and everyday experiences
- Time to think deeply and respond to their experiences, developing the ability to reflect on moments of beauty, compassion and meaning
- An appreciation of the world around them, recognising and valuing both the extraordinary and the everyday
- A growing commitment to care for creation, understanding their responsibility to protect and respect God's world

How this is enacted across the school

Spiritual development is embedded through:

- **Collective Worship** – daily opportunities for reflection, prayer and shared spiritual language
- **Religious Education** – structured exploration of belief, meaning and worldview
- **The wider curriculum** – planned opportunities for reflection, creativity, discussion and awe
- **Ethos and daily life** – relationships, routines and spontaneous moments of reflection
- **Outdoor learning and Forest School** – enabling pupils to experience awe, wonder and connection with nature

The WOWS, OWS and NOWS of Life

To support our community in understanding and articulating their spiritual development, we use the shared language of **WOWs, OWS and NOWs**, developed by the Education Department at the Diocese of Gloucester.



WOWs

moments of awe, joy
and wonder that inspire
and uplift



OWs

moments of difficulty or
disappointment that
challenge and shape us



NOWs

moments of stillness,
reflection and awareness
that allow us to reflect
and respond.

These moments offer opportunities for spiritual growth. The shared language helps us to reflect on the ups and downs of life, develop emotional awareness and understand how experiences shape who they are becoming. It enables them to explore relationships with themselves, others, the natural world and, for many, God.

Rooted in a Christian understanding of creation, we believe that every person is uniquely made and valued by God (Isaiah 64:8). Life experiences (both positive and challenging) can create moments of reflection that open up deeper thinking about meaning, purpose and belief.

This 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 as an opportunity to relate to the Divine Creator God.



Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks; the wows of life.



Cracks may happen when something challenging happens and threatens the comfort of everyday; the ows of life.



Cracks may 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 art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the wows, ows 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.



Spirituality in Collective Worship

Collective Worship is the beating heart of Coleshill C of E Primary; we begin each day together with a shared moment of stillness, promoting calm, reflection, and a strong sense of community. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

Collective Worship provides the opportunity for everyone to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (NOW moments) which are often linked to invitations to pray.

Through daily Collective Worship, everyone is offered a space and a place for hearing the Christian belief. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy, and are introduced to different musical traditions. We invite our parents into worship to aid a strong sense of love and community.

Collective worship involves opportunities to reflect on the wows of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the ow moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of pupils and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils and staff are offered time to be able to contemplate and develop spiritually. Collective Worship at Coleshill Primary is invitational, inspirational and inclusive.

Commented [JM1]: everyone

In collective worship we use the image of windows, mirrors and doors to help children explore spirituality.



Windows:

- Appreciating the wonders of the world – its wows
- Acknowledging pain and suffering in the world – its ows
- Wondering – wow!
- Wondering – why?



Mirrors:

- Knowing myself
- Reflecting alone and together

- Noticing and appreciating similarity and difference
- Growing through our interactions, relationships, questions, and experiences
- Flourishing as my unique self/becoming the person God made me to be



Doors:

- Stepping through open doors to make the world a better place
- Looking ahead into the world of others and opening doors for them

For further information, please refer to our collective worship policy.

Spirituality in Religious Education

The Church of England's [Statement of Entitlement](#) outlines the aims and expectations for Religious Education in Church of England Schools and guides our school approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of wows, ows and nows where appropriate.

For further details, please refer to our school Religious Education Policy and The Church of England's [Statement of Entitlement](#).

Through establishing the right learning environment in which spiritual development can be fostered, we aim to support pupils and adults to:

- Develop an understanding of the distinctive ethos of this Church school, as well as the context, language and symbolism of the Christian faith.
- Develop knowledge and understanding of the school's core Christian values and the Biblical teachings that underpins them.
- Develop an awareness of, and respect for, other people's beliefs and faiths, and the ability to articulate their own.

Spirituality Within the Curriculum

At Coleshill Primary School, our Christian vision plays a pivotal role in shaping the curriculum design and influencing the spiritual growth of pupils. This theological foundation guides the development of a curriculum that not only focuses on academic learning but also nurtures the spiritual development of pupils.

We seek to find ways in which all areas of the curriculum can contribute to pupils' spiritual development. We highlight opportunities for these by outlining opportunities for spirituality in each subject area, including question prompts for teachers.

For more information see our [Spirituality Across the Curriculum](#) document

Spirituality Within the Ethos and Daily Life of the School

Spiritual development is embedded throughout the daily life of Coleshill Church of England Primary School. All members of the school community share responsibility for nurturing spirituality and using the shared language of WOWs, OWs and NOWs to help pupils reflect on experiences of joy, challenge and stillness.

These opportunities arise naturally throughout the school day, in lessons, worship, playtimes and relationships, as pupils experience joy, disappointment, reflection and growth. Staff recognise and respond to these moments sensitively, encouraging pupils to reflect and make meaning from their experiences.

This is further supported through our daily 'Pack, Pray, Positive' routine, where pupils are invited to pause, reflect, pray and end the day by sharing a positive moment. This creates regular opportunities for stillness, gratitude and spiritual reflection. Pupils have access to an outdoor prayer space and classroom reflection areas, enabling opportunities for prayer, reflection and quiet contemplation throughout the day.

Spirituality Within Outdoor Learning and Forest School

Outdoor learning and Forest School are integral to spiritual development at Coleshill Church of England Primary School, providing opportunities for pupils to experience awe, wonder, reflection and connection with the natural world. Rooted in the theological theme of Creation, we believe the world is God's gift to be enjoyed, cherished and protected. Through engagement with nature, pupils reflect on their place within creation and develop responsibility for caring for the world around them.

Forest School's child-centred, experiential approach enables pupils to explore, discover and reflect within natural environments. Through observing seasonal change, building shelters, caring for wildlife and engaging in supported risk-taking, pupils develop confidence, resilience, creativity and independence, alongside a growing sense of belonging and stewardship.

Time outdoors encourages pupils to slow down, observe closely and respond thoughtfully to the beauty, complexity and stillness of the natural world. These experiences nurture curiosity, gratitude and deeper reflection, helping pupils to ask questions and make meaning from what they encounter. These moments can be understood as encounters with God's creation. Psalm 19:1 reminds us that "*The heavens declare the glory of God; the skies proclaim the work of his hands,*" while Romans 1:20 teaches that God's nature can be understood through creation itself.

Forest School also provides meaningful opportunities for pupils to experience:

- **WOWs** through moments of awe, beauty and discovery
- **OWs** through challenge, perseverance and supported risk-taking
- **NOWs** through stillness, reflection and being present in the moment

These experiences support emotional wellbeing, spiritual reflection and self-awareness, while encouraging empathy, resilience and care for creation.

Inspired by our Christian vision and identity as *The GREEN School*, outdoor learning and Forest School are an important part of enabling pupils to flourish. By creating opportunities for stillness, reflection and connection with nature, we nurture children who are thoughtful, resilient and increasingly aware of their responsibility to care for God's world and one another.

Lived Spirituality at Coleshill C of E Primary School

At Coleshill C of E Primary School, collective worship nurtures lived spirituality in ways that reflect our Christian vision and values. Through gathering, reflection and response, we enable children and adults to grow spiritually as they explore meaning, connection and purpose.

Rooted in Love and Belonging

In line with our vision of a community where all are valued and flourish, we nurture:

- respect and reverence for others
- empathy, compassion and concern
- humility and hospitality
- love, forgiveness and restoration of relationships
- seeing people as unique and valued individuals

This reflects our commitment to being a place where children *"feel safe and secure... and experience a community living out Christian values"*.

Growing and Being Changed

Collective worship provides opportunities for personal reflection and transformation, enabling pupils to:

- be challenged and inspired in their thinking
- grow in hope, resilience and self-control
- develop courage to stand up for what is right
- take responsibility for their actions and choices
- respond thoughtfully to life's experiences

This aligns with your aim to *"encourage a reflective approach to life"* and develop *"courageous advocacy"*.

Experiencing Awe, Wonder and Curiosity

We create space for children to encounter awe and wonder through:

- delighting in and honouring the beauty of the world
- curiosity about life's big questions and meaning
- appreciation and gratitude
- stillness, reflection and focused attentiveness
- engagement with mystery, beauty and truth

This directly reflects your aim to *"foster a sense of wonder and awe at the beauty, diversity... of God's creation"*.

Belonging, Community and Justice

Through worship, children develop a sense of shared responsibility and community by:

- valuing diversity and difference
- understanding interdependence and belonging
- seeking the good of others through service
- recognising injustice and the need for change
- building strong, respectful relationships

This supports your aim to *"encourage a sense of belonging within a caring community"* and *"foster concern for the needs of others"*.

Whole School Entitlement

Through teaching and learning, the school pursues our vision and intent by ensuring:

- The curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values.
- Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life.
- Unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and pupils.
- Collective Worship celebrates the love of God for every individual and provides opportunities for pupils to respond and reflect on this.
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed.
- The school building and outdoor environment provides appropriate spaces for silence, stillness and prayer.
- That pupils' spiritual capacities, such as imagination, empathy and insight, are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits.
- Opportunities are provided for pupils to listen attentively and observe carefully, to listen with discernment, to value what is good and worthwhile and to make judgements through discussion and exchange of views and ideas.
- Support is provided for learning to live with success and failure for themselves and with others.

- The RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives.
- Pupils are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.
- Strategies for positive mental health are promoted.

Impact

The impact of our approach to spiritual development is seen in the way pupils understand themselves, relate to others and engage with the world around them.

Pupils at Coleshill Church of England Primary School demonstrate:

- A strong sense of identity and self-worth, recognising their own uniqueness and valuing the dignity and difference of others
- The ability to reflect deeply on their experiences, using shared language such as WOWs, OWs and NOWs to articulate how these shape who they are becoming
- Confidence in engaging with life's 'big questions', expressing their ideas thoughtfully and respectfully while considering the views of others
- Positive, respectful relationships, showing empathy, compassion and an understanding of how to live well together
- A sense of connection to the wider world, including a developing appreciation of nature and their responsibility to care for it
- An ability to engage in stillness and reflection, responding thoughtfully to both moments of joy and challenge
- Growing resilience and hope, recognising that difficulties and mistakes are part of learning, growth and reconciliation
- An understanding of spirituality as personal and meaningful, with the confidence and language to express this in ways appropriate to their age and stage

As a result, pupils are increasingly able to make sense of their experiences, develop their own beliefs and values, and contribute positively to their community and the wider world.

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to pupils for spiritual development will be monitored and evaluated in the following ways:

- Observing lessons.
- Discussions with pupils.
- Via vision and value days with staff and governors.
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with appropriate training and opportunities for professional development through CPD.
- Evaluating evidence from pupils' work.

- Feedback from the school's Christian Distinctiveness Advisor.
- Feedback from BDMAT

Leaders will know that spiritual development is effective because:

- Pupils are increasingly able to articulate their thinking clearly
- Spiritual language is used consistently across the school
- Pupils demonstrate empathy, reflection and respect in their behaviour and interactions
- Learning environments and curriculum opportunities promote reflection, curiosity and awe
- Pupils speak confidently about how experiences in Forest School and outdoor learning help them to feel calm, reflective and connected to the natural world.

Monitoring, Evaluation and Leadership

Spiritual development at Coleshill Church of England Primary School is strategically led, regularly monitored and continuously developed to ensure it remains central to enabling all to flourish.

Leaders at all levels are responsible for ensuring that spirituality is clearly understood, consistently implemented and impactful across the school.

- Senior leaders ensure that spiritual development is rooted in the school's Christian vision and embedded across all areas of school life
- The Collective Worship and RE leaders play a key role in developing practice, supporting staff and ensuring consistency in the use of spiritual language and opportunities
- All staff are responsible for recognising, facilitating and responding to spiritual moments, both planned and spontaneous
- Governors, through the Ethos Committee, provide support and challenge, ensuring that the school's vision is lived out and that spiritual development remains a priority

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- Evaluating evidence from pupils' work.
- Feedback from the school's Christian Distinctiveness Advisor.
- Feedback from the BDMAT Central Team.

Ongoing Development

Spiritual development is continually strengthened through:

- regular professional development for staff
- reflection on practice and emerging needs
- engagement with diocesan guidance and best practice
- ongoing review of provision to ensure it remains inclusive, relevant and impactful

Policy Review

This policy is reviewed every 3 years, or more frequently, as required. Senior leaders will consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the Local Academy Board and are then actioned as appropriate. Governors ensure that this policy is fully implemented, and that practice is consistent with the school's Christian vision.