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Spirituality



***Holy Trinity CE Primary School***

*‘Love your neighbour as yourself.’*

*Matthew 22:36-40 “Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself.”*

We support our Holy Trinity family to flourish by nurturing their spiritual journey through:

**Looking in** with self-reflection,to love and value themselves as a unique child of God with self-respect and honesty.

**Looking out** with compassion and service to seek justice, peace, and care for all people and the planet we share.

**Looking up** with wonder and gratitude. We consider being a part of something greater than ourselves by taking time to pray, reflect, and be still.

**Spirituality: Our Understanding**

**Spirituality is about our relationship with ourselves, others, the world and with God.** We use the shared language of ‘looking in’, ‘looking up’ and ‘looking out’ to describe our understanding of spirituality - the journey from experience through reflection to growth, understanding and transformation.

Spirituality is the way in which we combine our thoughts and emotions to reflect, respond to, and seek to give meaning and purpose to the experiences that we encounter in life.

The ‘looking in’, ‘looking up’ and ‘looking out’ analogy clarifies this meaning. We look out onto the world, responding with our emotions and trying to make sense of what we see. We look in to reflect on our thoughts and feelings, and we look up with awe and wonder pointing towards God, faith, or the transcendent**.** For some, this *spiritual experience* leads to a sense of transcendence: in other words a feeling or belief that something exists beyond what can be directly seen. Christians would describe this state as God.

Pupils’ spiritual development is shown through their:

* Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values
* Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
* Use of imagination and creativity in their learning
* Willingness to reflect on their experiences

There are many aspects to spiritual development, such as:

**Beliefs** – The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity

**A sense of Awe and Wonder** – being inspired by the natural world, mystery, or human achievement

**Experiencing feelings of transcendence** – Feelings which may give rise to belief in the existence of a divine being, or the belief that one’s inner resources provide the ability to rise above everyday experience

**Search for Meaning and Purpose** – Asking ‘why me?’ at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.

**Self-Knowledge –** An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.

**Relationships** – Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

**Creativity** – Expressing innermost thoughts and feelings; exercising the imagination, inspiration, intuition and insight.

**Feelings and Emotions** – The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use feelings as a source of growth.

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|  | Opportunities for children to reflect, to look inwards exploring their own thoughts and the insights of others when considering answers to important questions.  *What is my view on this? How do I feel about it? How does my worldview affect my opinions about this? What can I learn from others about this?* |
|  | Opportunities to look out and wonder about the world around us. The ‘Wow’ and the ‘Ow’ moments: the things we find amazing and bring us up short  *What are the important facts? What is challenging to me about this? What is inspiring to me about this?* |
|  | Opportunities for children to respond, ‘to step out’ to action or express their thoughts, beliefs and values.  *What can I learn and take away with me today? How can I respond to this matter? Where can I find more information? How can I ‘go and do likewise’ this week?* |

We believe that the exploration of spirituality is essential for the holistic development of our children and to support them to flourish both now and in the future. An individual’s spirituality cannot be measured or graded, however it is essential that planned opportunities are interwoven within the life of the school to enable and facilitate each child’s individual spiritual development.

**Steps to Spiritual Development**

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| Applying the insights gained with increasing degrees of perception to own life | | | | | |
|  | Developing personal views and insights | | | | |
|  | | Understanding and evaluating a range of possible responses and interpretations | | | |
|  | | | Questioning and exploring the meaning of experience | | |
|  | | | | Becoming aware of and reflecting on experience | |
|  | | | | | Recognising the existence of others as independent from self |

Effective learning in itself is a *spiritual* experience. This is because learning involves engagement with and exploration of a new concept [windows], thinking deeply about it, trying to connect it to what we already know [mirrors]. If we can successfully fit this new concept to our pre-existing web of understanding, this evokes a positive emotional response [we often describe this as: the penny drops!] With each new concept acquired, we transform ourselves [doors], moving forward in life a little altered, intrinsically motivated, fulfilled and inspired by the experience.

**Why is spiritual development important?**

As a church school we believe that our role is to educate the whole child and that the spiritual growth of our children is as important as, and indeed is a vital contributor to, their academic development. The themes developed each week through our assemblies, our school vision, as well as opportunities woven throughout our curriculum underpin all we seek to achieve in the lives of our children. Getting people to consider the world around them, reflecting and thinking for themselves, evoking positive emotional responses and pondering ultimate questions is the integral ingredient in our recipe for spiritual development.

**Spiritual Capacities**

We are aiming to develop the following spiritual capacities, in line with our vision and lived through the lens of our school values:

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| **School Value** | **Spiritual Capacities** |
| **Respect** | * Be self-aware and empathise with others. * To see their own worth and their potential. * To be guided by their beliefs and values and be able to express and respond to them – disagreeing well. * To forgive themselves and others and be prepared to acknowledge and when they have made mistakes – saying sorry when appropriate. |
| **Community** | * To have the courage and curiosity to ask and consider big questions and be aware that for some questions there is no definitive answer. * To appreciate, understand and be thankful for the relationships and connections they have with people and the world around them – demonstrating this through their actions building meaningful relationships. * To be thankful for the beauty in the world (awe and wonder). * To love and care for themselves, others and the world around them. |
| **Responsibility** | * To take risks and to respond to and grow from all experiences be they positive or negative. * To become fully aware of our actions, thoughts, and their consequences. * Being ready to lead by showing kindness, courage, and fairness. * To take ownership of mistakes and learning from them. * To *notice* what you say and do, and you think about how it affects the world around you |

**Developing and supporting opportunities for spirituality growth at Holy Trinity CE Primary School**

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| **Ethos and vision** | At Holy Trinity, positive, caring relationships are the foundation of our school community, woven through everything we do. In our school, everyone is valued and learns to value one another. Children, staff, and families are recognised and celebrated as unique individuals — each one loved, supported, and respected for who they are. Jesus’ teaching supports us to see the value in others, to be compassionate and to create an environment where everyone can flourish and achieve their full potential.  We recognise that our school community is part of a larger, diverse world, and we are committed to fostering an environment that is welcoming, inclusive, and accepting of all. At Holy Trinity, we nurture curious and motivated learners who take joy in discovery as they explore the world around them. We encourage our pupils develop into responsible global neighbours who respect, appreciate, and embrace the differences that make each of us unique.  We support our Holy Trinity family to flourish by nurturing their spiritual journey through:  Looking in with self-reflection, to love and value themselves as a unique child of God with self-respect and honesty.  Looking out with compassion and service to seek justice, peace, and care for all people and the planet we share.  Looking up with wonder and gratitude. We consider being a part of something greater than ourselves by taking time to pray, reflect, and be still. | | | |
| **Environment** | * Safe space where people’s opinions are valued * Reflection areas * Opportunities for times of: | | | |
| * + Discussion   + Stillness/quiet   + Calm   + Celebration   + Engage with the outdoors/nature   + Prayer | | * + Listening to music   + Drawing/painting/craft   + Drama   + Poetry   + Working with different people | |
| **Collective Worship** | * Reflection and response * Thinking deeply and drawing links between ideas * Stillness and prayer * The respect of personal and collective beliefs * Sharing and celebrating common beliefs * Celebrating success and talent * Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc. * Shared activities such as singing, listening, laughing, reflecting on a theme * Remembering and celebrating the lives of people of spiritual significance * Emphasising common purpose and values * Experiencing emotions * Taking part with sincerity and a sense of higher purpose * Through pupil-led worship, children have opportunity to support the spiritual development of others, that in turn leads to a sense of fulfilment and is therefore a spiritual experience for the young leaders * Creative responses to experience such as music, drama, poetry, story * The use of visual stimulus such as religious symbols, candles, art, icons, photos, video | | | |
| **RE** | **Religious Education** is a subject that looks at the spiritual experiences of others and how these change and shape their lives. RE allows children to use what they find out about other people and their beliefs to reflect on their own experiences. Through this process, children can engage with ultimate questions of meaning and purpose and begin to shape their own beliefs. RE allows children to engage with the idea of mystery and questions with no clear answers. | | | |
| **Wider Taught Curriculum** | Deepening the moment. Planned and deliberate opportunities within the taught curriculum to deepen the moment through the exploration of higher order age appropriate ‘big’ questions linked to the curriculum. | | | |
| **PE:**   * Being a team member. * Pushing yourself to the limits. * Extremes of skill, endurance and achievement. * Emotion in sport such as those evoked through success and failure * Personal limitation and acceptance that others may perform better * Appreciation of perfection. * Sportsmanship. | **Design Technology:**   * Discovering how something works. * Appreciating ingenuity. * Beauty in design. * Perseverance to solve problems. * Personal achievement. * Learning from others and nature. | | **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. * The reading and writing of poetry. * Imagining oneself as someone else. * Escaping into other worlds through literature. * The element of wonder in literature. * Pleasure derived from the creative process. |
| **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. | **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. | | **ICT/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 Arts:**   * 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. * The sense of fulfilment and transcendence through performance. | **Geography:**   * Wonder at the diversity of environments and people. * Questions about the care of the environment. * The beliefs behind particular causes and campaigns. * World (economic) development. * Land formation. * Empathy with people from other parts of the world. | | **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. |
| **Spontaneous and child led opportunities** | | | | |

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*Completed by: Mrs N Wager*