



Nurtured we thrive

Spirituality Policy

Compassion, Responsibility, Justice, Forgiveness

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Rationale and Pedagogy

At Thurnham Church of England Infant School our curriculum vision is We are a community that grows through our thirst for knowledge; we are all unique and together we flourish. From the roots of God's love for the world, our families, and our community we strive to be compassionate, forgiving, responsible in all we do showing a sense of justice.

We embrace the uniqueness of everybody and are inclusive of all. Our Christian values guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God's image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone's God given value and unique identity

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 29 All children have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Legal Framework: Links to OFSTED and SIAMS expectations

Ofsted inspections (November, 2025) focus on the personal development and well-being of pupils. They evaluate:

- whether the school promotes pupils' wider development, character and well-being, ensuring that they receive the care and support to achieve and thrive, in school and beyond;

• pupils' spiritual, moral, social and cultural (SMSC) development, which can be seen across the school's activities. Provision for the spiritual development of pupils includes developing 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.

The SIAMS Evaluation Schedule for Schools and Inspectors, includes the question (IQ3):

How is daily collective worship enabling pupils and adults to flourish spiritually?

Our Definition of Spirituality

At Thurnham Church of England School we strongly believe that we are all spiritual beings. Therefore, we give everyone at school the space to develop their own faith, beliefs and values so they can develop their individual and unique spirituality.

Our Christian values of compassion, responsibility, forgiveness and justice are firmly rooted in our approaches. They teach us to question, ponder, understand and reflect on our place in the world and how we are connected spiritual beings. Spirituality is an ongoing, reflective journey through which we explore our relationships and connections between ourselves, others, the world and beyond. It enables us to explore all of life's big questions. Spirituality enables all of us to be happy; we flourish, succeed and 'live life in all its fullness' (John, 10:10).

We seek to achieve this by:

- Ensuring that our Christian vision and values permeate all aspects of school life;
- Planning opportunities for spiritual development into the curriculum;
- Recognising and celebrating unplanned and spontaneous opportunities for spiritual development;
- Ensuring collective worship celebrates the love of God for every individual and provides opportunities for children to respond to this;
- Providing spaces for silence, stillness and prayer both in the school building and school grounds;

- Fostering children's spiritual capacities such as imagination, empathy and insight through the creative arts, making use of the outdoor environment and educational visits;
- Providing opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Developing the capacity for children to live with both their own and others' successes and failures;
- Developing children's knowledge and understanding of spirituality from a number of world faith and world view perspectives through the RE curriculum;
- Providing 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;
- Fostering children's spiritual capacities, e.g. imagination, insight and empathy;
- Providing opportunities for children to explore and express feelings and emotions and celebrate diversity in a safe environment;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop healthy relationships.

Monitoring and Evaluation

Spiritual development cannot be measured and continues to grow throughout our lives.

However, we will monitor and evaluate the quality of our provision for spiritual development in the following ways:

- observing and listening to children;
- discussions at staff and governors' meetings;
- sharing of classroom work and practice;
- ensuring that staff have a clear understanding of what spirituality means in our schools through induction and CPD;
- reviewing children's work, e.g. collective worship feedback, RE portfolios, PHSRE, creative writing, art and music;
- reviewing planning;
- inclusion of spirituality in the school's self-evaluation process.