"Put your heart and soul into everything that you do."
Purpose. Passion. Success.

Spirituality Policy

School Vision
"Put your heart and soul into everything that you do."
(Colossians 3:23 – "Whatever you do, work at it with all your heart.")

At PPS, we believe in putting our heart and soul into everything that we do. Our ambition is that our passion for learning inspires our children and ignites a lifelong journey of discovery.
We want our children to have a sense of enormous wellbeing and a positive feeling of achievement - by reaching their personal goals and targets.
We want them to feel connected to nature and each other; therefore, empowered to change the world.

Our vision calls all members of our community to live with **passion, purpose and integrity**.
We are committed to enabling every child to **flourish spiritually**, so that they leave us:

- **Confident**
- Feeling **loved and valued**
- **Ambitious**
- **Resilient**

Rationale
Spirituality is a **core dimension of human flourishing**. It shapes how we understand ourselves, relate to others and engage with the world.

At Pattishall CE Primary School, spirituality is not a separate subject but a **lived, dynamic experience** that permeates all aspects of school life.

Spiritual development enables pupils to:

- Explore **meaning, purpose and identity**
- Experience **awe, wonder and curiosity**
- Reflect on their **beliefs and values**
- Develop **connection** with others, the world and, for many, God

Definition of Spirituality
We understand spirituality through four interrelated elements:
Encounter
Noticing and responding to the world with **awe and wonder**
Reflection
Thinking deeply about experiences, meaning and belief
Connection
Developing relationships with **self, others, the world and God**
Transformation
Growing and changing as a result of these experiences

Our School Expression of Spirituality
At Pattishall, spirituality includes:

- Finding a **sense of peace and stillness**
- Experiencing **awe and wonder in the natural world**

Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

- Reflecting on **special people, moments and places**
- Exploring **big questions of life and meaning**

Spirituality is **inclusive, invitational and varied**, ensuring all pupils can engage regardless of faith background.

Aims

We aim to:

- Provide a **safe, loving and reflective environment** for spiritual growth
- Enable all pupils to **flourish spiritually**
- Develop **self-awareness, self-worth and identity**
- Foster **respect, empathy and understanding**
- Encourage **curiosity, imagination and creativity**
- Support pupils in exploring **meaning, purpose and belief**
- Develop the ability to **reflect and respond deeply**
- Promote **awe, wonder and appreciation of creation**
- Enable pupils to **make connections** across their learning and lives

Implementation: Living Spirituality in Our School

Whole School Ethos

- Rooted in **love, dignity and community**
- Every individual is **valued and respected**
- Diversity is **celebrated and embraced**

Planned and Lived Opportunities

Spiritual development is fostered through:

- **Collective Worship** (daily, invitational, reflective)
- **Curriculum experiences** across all subjects
- **P4C (Philosophy for Children)** and enquiry
- **Outdoor learning and real-life experiences**
- **Creative arts and expression**
- **Quiet reflection and stillness**
- **Discussion and oracy-rich classrooms**

Spiritual Spaces and Pupil Leadership

Spirituality is made **visible and lived** through:

- **Prayer spaces** across the school – inclusive areas for reflection and prayer
- Our **outdoor chapel** – a dedicated space for stillness, worship and connection with nature
- The **Purple Hearts display** – where pupils and adults record and share significant spiritual moments (awe, reflection, connection)
- The **Heart Helper Team** – pupil leaders who:
    - Care for and develop prayer spaces
    - Lead activities in the chapel
    - Support spiritual opportunities across the school

These elements ensure spirituality is **active, participatory and embedded**.

Teaching Approaches

Teaching supports spirituality by:

- Valuing **pupil voice and questioning**
- Encouraging **curiosity and enquiry**

- Providing time for **reflection and stillness**
- Making **connections across learning**
- Encouraging pupils to ask:
  - *Why?*
  - *How?*
  - *What does this mean?*

Spirituality is **not taught as a discrete subject**, but is **intentionally planned and interwoven**.

Spiritual Progression (Whole School)

Stage	Spiritual Development
EYFS	Experience awe, wonder and belonging
KS1	Express ideas and ask simple questions
LKS2	Reflect and explore meaning
UKS2	Interpret, debate and consider transformation

Spirituality Across the Curriculum (Reception → Year 6)

English

- **EYFS**: Respond to stories with imagination and emotion
- **KS1**: Explore characters' feelings and choices
- **LKS2**: Reflect on themes and human experience
- **UKS2**: Analyse moral dilemmas and identity

Mathematics

- **EYFS**: Notice pattern and order
- **KS1**: Recognise structure and relationships
- **LKS2**: Develop reasoning and perseverance
- **UKS2**: Reflect on logic, precision and resilience

Science

- **EYFS**: Explore the natural world with curiosity
- **KS1**: Observe and ask questions
- **LKS2**: Investigate and reflect on processes
- **UKS2**: Consider ethical and environmental impact

Religious Education (RE)

- **EYFS**: Explore stories and belonging
- **KS1**: Learn about beliefs and practices
- **LKS2**: Compare religions and ask questions
- **UKS2**: Reflect critically and personally

History

- **EYFS**: Understand past and present
- **KS1**: Learn about significant individuals
- **LKS2**: Explore change and impact
- **UKS2**: Reflect on human decisions and consequences

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Geography

- **EYFS**: Explore their environment
- **KS1**: Learn about different places
- **LKS2**: Understand global connections
- **UKS2**: Reflect on responsibility and sustainability

Art & Design

- **EYFS**: Explore creativity and materials
- **KS1**: Express ideas visually
- **LKS2**: Develop personal expression
- **UKS2**: Interpret meaning and symbolism

Music

- **EYFS**: Explore sound and rhythm
- **KS1**: Respond emotionally to music
- **LKS2**: Appreciate different traditions
- **UKS2**: Reflect on meaning and expression

PE

- **EYFS**: Develop body awareness
- **KS1**: Learn teamwork and cooperation
- **LKS2**: Build resilience and perseverance
- **UKS2**: Reflect on leadership and personal challenge

Design & Technology

- **EYFS**: Explore how things work
- **KS1**: Create and evaluate simple designs
- **LKS2**: Solve problems creatively
- **UKS2**: Reflect on innovation and impact

Computing

- **EYFS**: Explore technology
- **KS1**: Understand connection through technology
- **LKS2**: Reflect on digital communication
- **UKS2**: Consider ethical use and global impact

PSHE

- **EYFS**: Recognise feelings and relationships
- **KS1**: Understand belonging
- **LKS2**: Explore identity and responsibility
- **UKS2**: Reflect on values, choices and future

Impact

Pupils at Pattishall:

- Experience **awe, wonder and curiosity**
- Reflect deeply on **meaning and belief**
- Show **respect and empathy**

Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

- Articulate their thoughts with **confidence (Oracy)**
- Develop a strong sense of **identity and purpose**
- Demonstrate **hope, aspiration and resilience**

Assessment
Spiritual development is assessed through:
- Observation of **reflection and response**
- Pupil voice and discussion
- Contributions to **Purple Hearts display**
- Engagement in worship and curriculum

Pupils show progression by:
- Reflecting with increasing depth
- Asking deeper questions
- Making connections
- Developing personal insights

Monitoring and Review
Spirituality is monitored through:
- Learning walks and **Spirituality Walks**
- Pupil voice (including **Heart Helper Team**)
- Collective Worship monitoring
- Work scrutiny and curriculum review
- Governor involvement (SIAMS focus)

Next Steps
- Strengthen **pupil articulation of spirituality**
- Further embed **oracy in reflection**
- Develop **pupil leadership (Heart Helpers)**
- Enhance use of **prayer spaces and outdoor chapel**