



Townlands C of E Primary Academy
Spirituality Policy

Approved by: Rachael Johnson (Chair of Governors)

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Next review due by: January 2029

Townlands Vision and Values

A journey of learning in the light of God's love.

"What shall we say the Kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed which is the smallest seed you plant in the ground. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds of the air can perch in its shade." The parable of the Mustard seed - Mark 4:30-32

Our seven core Christian values: Faith, Honesty, Love, Respect, Friendship, Forgiveness and Hope underpin the ethos of our school.

Spirituality

Spiritual development is a deeply personal journey and will look different for each individual. A person can be spiritual without following a particular faith tradition. For Christians, spirituality involves growing in understanding and deepening a relationship with God, responding to His loving nature as revealed through the Trinity: Father, Son, and Holy Spirit.

While a school is not a church, it is a community of people from diverse backgrounds brought together for the purpose of education. Family circumstances and beliefs vary widely, so spiritual development must reflect and respect this diversity.

In light of our distinctively Christian vision, Townlands understands spirituality as an expression of who we are and how we see ourselves. It shapes our relationships, influences our behaviour, and informs our outlook on life, others, and the world. Spiritual development also involves gaining insight into personal experiences and finding meaning within them.

Spirituality is not taught as a separate subject; rather, it is woven throughout school life and nurtured as an integral part of our curriculum and ethos.

At Townlands we define spirituality as:

Spirituality is a personal journey that helps us become more aware of ourselves, others, the world around us and beyond. Through this process of growth, we gain a deeper understanding of our feelings and emotions, which enables us to reflect, learn, and evolve.

Townlands uses the concepts of 'wows', 'ows' and 'nows' as a framework for spiritual and personal development.

- **Wows** represent moments of awe, wonder, and gratitude, encouraging reflection on beauty, creativity, and the natural world.
- **Ows** acknowledge experiences of challenge, disappointment, or loss, helping children explore resilience and opportunities for growth.
- **Nows** focus on the present moment, fostering mindfulness, self-awareness, and the ability to respond thoughtfully to life's questions.

This approach invites children to explore relationships with themselves, others, the wider natural world, and offers the opportunity to relate to God within the school's Christian ethos.

Aims of Spiritual Development at Townlands

Personal Growth and Wellbeing

- Develop self-awareness, confidence in their uniqueness, and the ability to make informed decisions.
- Build strategies for maintaining good mental health and resilience.
- Understand and manage feelings and emotions, including experiences of disappointment, failure, and loss as opportunities for growth.

Spiritual and Ethical Understanding

- Gain an understanding of the distinctive ethos of Townlands and the context, language, and symbolism of the Christian faith.
- Learn about the school's core Christian values and the Biblical teaching that underpins them.
- Explore prayer, reflection, and experiences that foster hope, joy, reassurance, and encouragement.
- Recognize links between the Church, the school, and the wider community, and how these shape identity and belonging.

Respect and Community

- Appreciate what it means to be part of a community, including using gifts and abilities in service to others.
- Develop respect for difference and diversity, and an awareness of other people's beliefs and faiths, while articulating their own.
- Build relationships grounded in the school's Christian vision and values.

Curiosity and Reflection

- Cultivate curiosity, creativity, and imagination.
- Develop the language and skills to reflect on life's big questions and mysteries.
- Appreciate experiences of awe, compassion, and beauty, and value the natural world with a commitment to care for creation.

Supportive Environment

- Provide security and opportunities for children to explore and express feelings and celebrate diversity.
- Create spaces for reflection, thinking, and wonder.

Spirituality in Collective Worship

Collective Worship provides an opportunity for pupils and staff 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 Collective Worship, pupils and staff are offered a space and a place for hearing the Christian story. 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.

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. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations. In this way pupils and staff are offered time to be able to contemplate and develop spiritually. Collective Worship at Townlands is invitational, inspirational and inclusive.

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's approach to RE and spirituality. Learning in RE provides for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, thinking, believing and belonging. RE provides 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', 'nows'.

Moral Development

Moral development involves exploring, understanding and recognising shared values and considering the issues of right and wrong. The classroom environment and curriculum promote moral development through:

- School and class rules
- Clear and consistent rewards and sanctions that children understand
- Class and school worship that discuss moral values and expectations
- Activities that enable pupils to give opinions and show their values

Social Development

Social development involves pupils working effectively together in the school community. Pupil's gain interpersonal skills that allow them to form successful relationships and to become positive team members. Social skills are developed through:

- Participation in after school clubs, sporting competitions, team games
- Support from Playground Leaders
- Turn taking and team building activities across all aspects of the school day
- Pair and group work within the classroom
- Working with others across the local community (local care homes, charities)
- Modelling of positive interpersonal skills by staff

Cultural Development

Cultural development enables pupils to develop an understanding of their own culture and of other cultures through the development of tolerance and respect. Children are introduced to a regional and global perspective in life through:

- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from a range of backgrounds and experiences
- Being part of national and international fund-raising events
- Appreciation of different lifestyles, e.g. different food, dress, festivals and places of worship
- Courageous advocacy

In Religious Education • People, places, things, books, actions and ideas held by religious believers to be holy • Ultimate questions of meaning and purpose, exploring personal beliefs • Recognition of different forms of worship, faith, beliefs and celebrations • Use of music, art and drama to express beliefs • Ideas of commitment and belonging to groups and institutions • The idea of mystery and questions with no clear answers	In Collective Worship • Opportunities for stillness, reflection and response are planned into worship • Personal and collective beliefs are respected • Prayer is invitational • Sharing and celebrating common beliefs • Experiencing emotions by sharing success, happiness, sorrow, excitement etc • Activities such as singing and listening • Remembering and celebrating the lives of people of spiritual significance • Emphasising common purpose and values	In the Creative Arts • The work of creative artists from a variety of times and places • Expressing, interpreting and exploring artistic creativity • The effects of the arts on emotions and senses • Skill in creation and performance, and in personal reflection upon own creativity using various art forms • Effects on the emotions and senses • Personal response and preference
In Design and Technology • Discovering how something works and learning from re-designing. • Beauty in design • Perseverance to solve problems • Personal achievement • Learning from others and nature • Reviewing and evaluating	In Literacy • Empathy with authors and the characters in stories and plays • The appreciation of beauty in language • The value of books • Escaping into other worlds through literature • Using writing as an outlet to articulate thoughts and feelings	In Numeracy • Infinity and nothing • Pattern and order • Shape and regularity • The wonder of numbers, formulae and equations
In 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 • The impact of scientific achievements	In Physical Education • Being a team member/sportsmanship • Pushing yourself to the limits • Development of skills, endurance and achievement • Personal limitation and failure	In Geography • Wonder at the diversity of environments and people • Questions about the care of the environment • The beliefs behind specific causes and campaigns • Empathy with people from other parts of the world
In ICT • The wonder of worldwide instant communication • The accessibility of knowledge and contact with other people worldwide	In History • Appreciating influential events • Being part of history by being in touch with past people, things and ideas • Handling artefacts • Empathy with people from other times in history • War and peace • The nature and importance of invention and exploration	Wider Curriculum • To visit places of beauty, interest and challenge • To admire and wonder at the natural environment and human creative efforts • To work out personal relationships in unusual and challenging situations • To experience community cohesion at a local, national and global level • To engage in charitable activities • To participate in a wide range of events and activities

Monitoring and Evaluation

We evaluate spirituality at Townlands in the following ways:

- Observing and listening to children
- Discussion at staff and governor meetings
- Ensuring that staff have a clear understanding of what spirituality means in this school and providing training
- Sharing of evidence from pupils' learning work, e.g. RE books, PSHE/RSE, creative writing, art
- CPD opportunities.