Snodland CEP School

Spirituality policy

Chair of Governors: Mrs Charlene Davies

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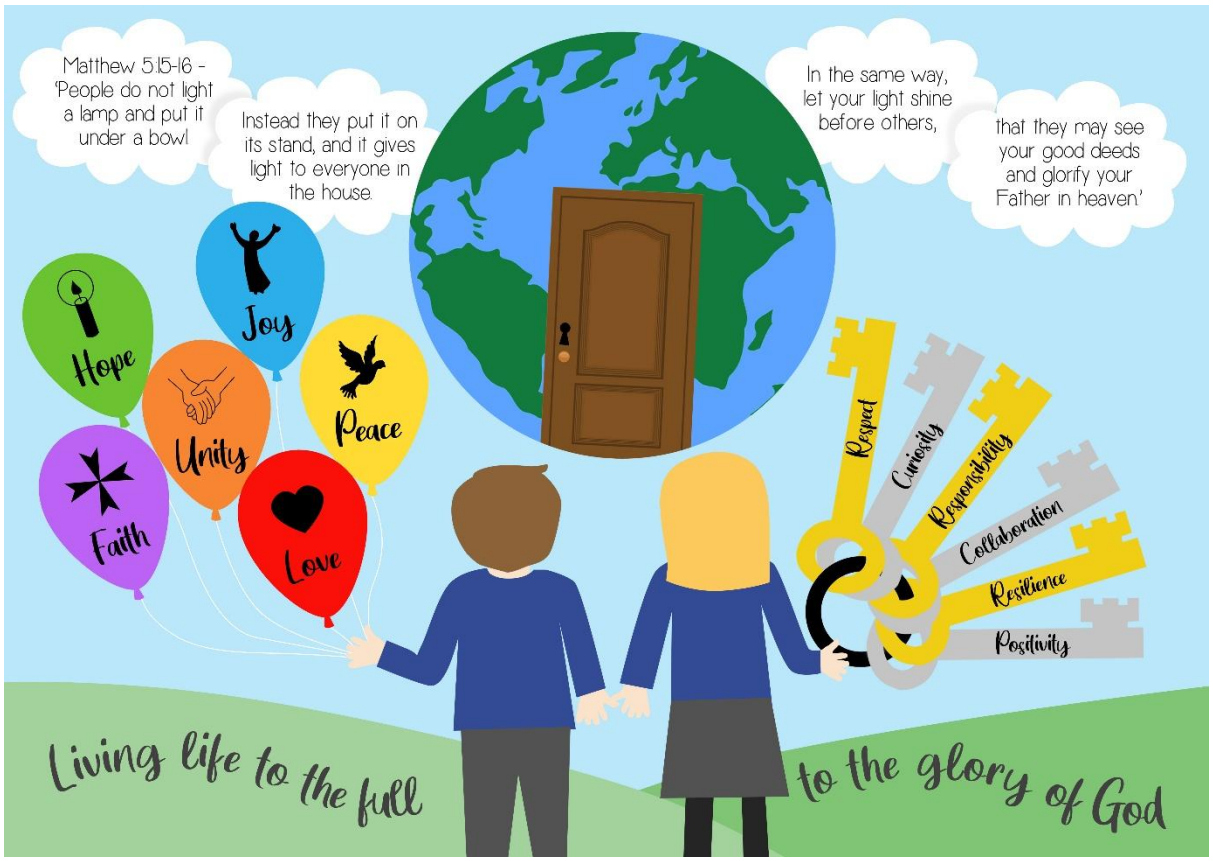
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Our Vision



We believe that all our children are **uniquely created** and it is our duty to **nurture** their talents so each child can **grow in confidence, character and spiritual understanding**. We provide **experiences and opportunities for them to learn, explore, be inspired and discover their potential**, knowing they are **loved and valued**. Our **ambition** is for every child to leave our school ready to **walk boldly into their future, inspired to dream big and have high expectations of and aspirations for themselves and others**, letting their **light shine** so they can **make a positive difference in the world**.

Our Aims

Spiritual development underpins our school culture, curriculum and worship. We aim to provide our children with as many opportunities as possible to:

- 'Live life to the full to the glory of God', through a broad curriculum that exposes them to the arts, history, nature, landscapes, travel and culture.
- Discover what makes them feel alive, through a wide range of enrichment and extra-curricular activities.
- Explore, reflect and take action on social and environmental issues at a local, national and global scale.
- Connect with others through links to other schools, care homes, church groups and charities.
- Learn about the wider world and the experiences of others, including those with different cultural backgrounds, abilities, needs, faiths, lifestyles and challenges.
- Develop empathy skills and explore different viewpoints, finding ways to express views respectfully and listen to the views of others.
- Be curious, ask questions and form their own opinions based on empathy, evidence and their own values.

What does Spirituality mean to us?

"Spirituality is a source of creativity open to us all. It brings that quality of **aliveness** which sparks **inquiry, ideas, observations, insights, empathy, artistic expression, earnest endeavour and playfulness**. It **opens us to life and to each other**. Spirituality is a thread which **runs through our life, bringing hope, compassion, thankfulness, courage, peace and a sense of purpose and meaning to every day**"

Burns, S. and Lamont, G. (1995) *Values and visions*. London: Hodder and Stoughton

Spirituality is the light that is ignited inside each of us; it helps us to make sense of our feelings and the world. It is the part of us that feels curious, asks big questions, and dreams up new ideas. It is the part of us that feels sadness and pain for ourselves and others. It is like the golden thread that connects our hearts to everything else; the thread that connects us to ourselves, to each other, and to the world around us.

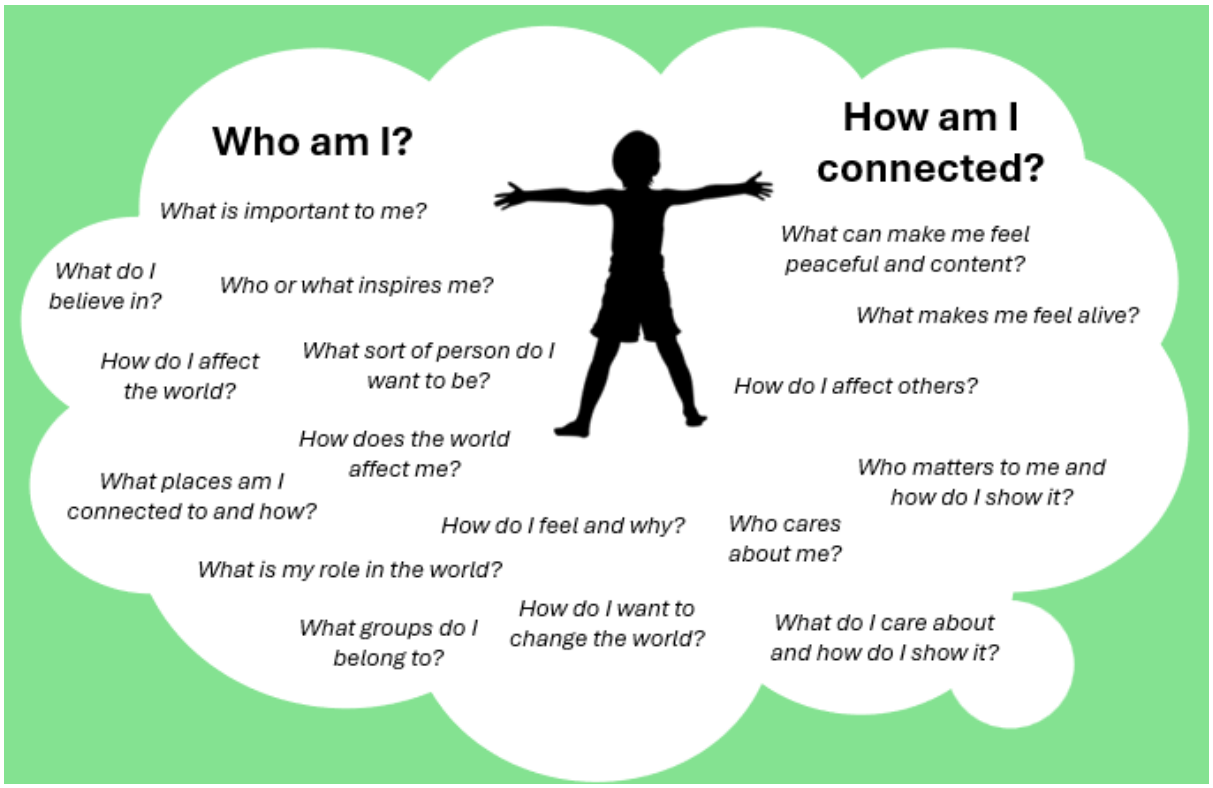
We find this thread in:

- **The WOWs (Awe and Wonder):** These are the breath-taking moments that make us want to stop and just say "Wow!" It's the feeling you get when you see a beautiful sunset, finish a piece of art you're proud of, or discover something amazing in science. These moments fill us with **joy.**
- **The OWs (Challenges and Ups-and-Downs):** Sometimes life brings "blows" that can knock the breath out of us. These are the times when we feel sad, worried, or when things go wrong. Spirituality helps us find **faith and hope** during these "Ows." It teaches us how

to show **love** and compassion to others —how to be kind and hold someone's hand when they are hurting.

- **The NOWs (Stillness and Being Present):** These are the quiet, ordinary moments in between. It's when we stop to just "be," like listening to the rain or sitting quietly in reflection. These moments bring us **peace** and **unity** with the people and world around us.

We also think hard about these two key questions:



How do we enable pupils and adults to flourish spiritually?

In our school, we use **Windows** to look out at the "Wows and Ows" of the world, **Mirrors** to reflect on how they make us feel inside, to ask ourselves who we are and how we're connected, and **Doors** to step out and use our creativity and compassion to help others and make a difference.



Look outwards

- *What do you notice?*
- *What is happening around you?*
- *What is happening in the wider world?*
- *What are others experiencing?*
- *What are others saying and doing?*



Look inwards

- *What do you think about these things?*
- *How does it make you feel?*
- *How do you think others feel about it?*
- *How does it relate to your values and ethics?*
- *What are the causes and effects?*



Take action

- *What matters to you?*
- *What could be done about it?*
- *What can **you** do?*
- *How will you do it?*
- *What will the impact be?*

Collective Worship

'Windows, Mirrors, Doors' is used explicitly within Collective Worship. Worship themes are based around connection with others, the world and God.

WMD is also used as a basis for planning our termly reflection experiences

Curriculum and beyond

Planning for foundation subjects makes links to windows, mirrors and doors so that children can flourish spiritually in all areas of their learning. Our broad and rich curriculum investigates the experiences of others, the beauty and destruction of the natural world, and our impact on both. Please see below for specific examples of where this appears within our curriculum offer:

Geography:

In Geography, children will develop their understanding of contrasting locations and the challenges these places face, exploring the human and physical processes that cause them. Each year, they will build on this knowledge, reflecting on their own responses and developing empathy by considering the experiences of people living in different locations and communities.

In every unit, children will examine the actions taken at local, national, and global levels to address these issues. They will evaluate which approaches are most successful and consider what individuals, including themselves, can do in the future to help mitigate these challenges.

This links closely to the theme of environmental impact and sustainability, a key concept that is threaded throughout the geography curriculum. Through this, children deepen their understanding of the Christian value of Stewardship.

Throughout their time at Snodland CEP, children will participate in an annual fieldwork trip. This experience enables them to investigate current challenges within a local area and, using the evidence they gather, propose meaningful solutions.

Please refer to the Geography Overview and Progression:
https://www.snodland.kent.sch.uk/page/?title=Geography&pid=49

Art:

Within our Art curriculum, learning has been carefully structured to ensure that children engage with a diverse range of artistic media and artists. At the beginning of each lesson, children reflect on an 'Artist of the Term', encouraging them to look both outward, towards the artist's work, and inward, as they consider their own responses and the inspiration for their artwork.

Thoughtfully designed units such as 'Print and Activism' and 'Exploring Identity', help children recognise the significant impact that art and craft can have on society. These units also provide opportunities for pupils to express their own views on important issues, such as climate change, through meaningful and creative artistic projects.

Please refer to the Art Overview and Progression of Skills:
https://www.snodland.kent.sch.uk/page/?title=Art&pid=25

DT:

In DT, children develop their understanding of how products and systems are designed, developed, and manufactured. They learn how to create new products and make creative use of a wide range of resources, including digital technologies, to improve the world around them.

Our DT curriculum has been intentionally designed to ensure that the design briefs children work with, as well as the designers they study, are firmly rooted in real-life contexts. Pupils explore how design can improve everyday living while also considering a designer's responsibility to develop ideas that are ethical and sustainable. This aligns closely with the theme of 'environmental impact and sustainability', a key concept that is woven throughout every DT unit.

Please refer to the DT Overview and Progression of Skills:

https://www.snodland.kent.sch.uk/page/?title=Design+%26amp%3B+Technology&pid=60

PSHE:

The Jigsaw PSHE curriculum integrates spirituality by nurturing self-awareness, empathy, and a sense of connection with others. This holistic approach encourages pupils to explore their own beliefs, values, and understanding of the world around them.

Jigsaw promotes reflection through activities that help children consider their thoughts, feelings, and responses. The curriculum is carefully structured to include meaningful discussions about different beliefs and cultures, fostering respect, inclusivity, and understanding.

Mindfulness is embedded throughout every lesson, particularly through the Calm Me and Pause Point practices. These moments support pupils in developing emotional regulation, focus, and a deeper connection to their inner selves.

Through these features, the Jigsaw PSHE programme effectively supports pupils' spiritual development, preparing them to navigate their personal and social lives with confidence, compassion, and self-awareness.

Please refer to the PSHE Overview:
https://www.snodland.kent.sch.uk/page/?title=PSHE&pid=69

Forest School

Forest school provides an ideal setting for children to explore how they are connected with the natural world, through investigating the outdoor environment, learning to value all living things and finding joy in being outdoors. They discover through experience the rhythm of the seasons, the impact of different kinds of weather and the importance of plants and animals for humans. The child-led nature of forest school means that children are given freedom to make their own decisions, use their imaginations and learn through role-play. Children also have the chance to be creative through open, optional craft and woodwork activities. Forest school is packed with potential 'wow' moments: from lighting their first fire to enjoying food they have cooked for themselves; from hunting out minibeasts to spotting birds of prey; from first learning to use real tools to creating their own hand-crafted masterpieces. We hope that Forest School will give our children a lifelong connection with nature and wild spaces which will inspire them to respect and protect it in their future lives.

Educational Visits

Mirrors: Our trips provide opportunities for pupils to reflect on their own beliefs, values, and experiences, helping them develop self-awareness and supporting their personal growth.

Windows: By introducing pupils to diverse cultures, communities, and perspectives, our visits help them build empathy and deepen their understanding of others' spiritual journeys and ways of life.

Doors: These experiences open pathways to new learning, allowing pupils to step beyond the familiar, explore new environments, and broaden their spiritual and cultural horizons.

Our children thoroughly enjoy school trips, and these experiences often lead to some of the most memorable and impactful learning. We recognise that hands-on, real-world experiences are an essential part of education, and we pride ourselves on offering as many opportunities as possible for pupils to learn beyond the classroom, whether through local visits or trips further afield. Each year group participates in at least one off-site educational visit, ensuring that over their time at school, children have the chance to explore a wide range of locations, including castles, beaches, museums, galleries, and theatres. We feel it is our duty to develop cultural capital amongst all of our children, regardless of their background.

At Snodland CEP, we also place great value on fieldwork within the local area. Each year group has a planned fieldwork opportunity to support and deepen their learning in Geography. Similarly, within our RE curriculum, pupils visit a range of places of worship to enhance their religious understanding. Over their time at Snodland CEP, all children visit the local church, a cathedral, a synagogue, a gurdwara, and a mosque.

In Year Five and Year Six, children have the option to attend a residential trip, which provides a wonderful opportunity to develop independence and strengthen team-building skills. We also benefit from strong partnerships with our local secondary schools and frequently participate in workshops and community-led activities within the local area.

Please refer to the trip overview:
https://www.snodland.kent.sch.uk/page/?title=Educational+Visits&pid=76

After School Clubs

Our wide range of after-school clubs help children to find out what makes them come alive. We offer a wide range of trips and experiences which provide children with many 'wow' moments. Children have the opportunity within these clubs to make a significant contribution to our local school community. Examples of this include:

- KS2 Choir participation in the Medway Choral Festival
- Superstars regularly performing in both Birling House and Pilgrims View
- KS2 Choir fundraising for the Kent Hospice
- Eco Warriors

Leadership Roles

Children also have the opportunity to take on a range of leadership roles throughout their time at Snodland CEP. These roles encourage pupils to reflect on the Mirrors, Windows, Doors framework as they plan and contribute to meaningful, strategic change within the school community.

Throughout their time at Snodland, pupils may apply for the following leadership roles:

- Leading Lights – Pupils help to reflect on and shape the way collective worship is delivered across the school, as well as supporting the development of reflection areas.

- School Council – Representatives gather pupil voice and work closely with the Deputy Head to enhance school routines and improve the school environment. The School Council uses the Courageous Advocacy model to implement positive change.
- Digital Leaders – These pupils work alongside the Computing Lead to educate the school community on responsible and safe use of technology, while also helping to maintain school devices.
- Anti-Bullying Ambassadors – Working closely with the school's ELSA, these pupils lead initiatives that strengthen the school community. Through training with The Diana Award, they help to implement anti-bullying strategies and support others on the playground, particularly during lunchtimes.
- Eco Warriors – In partnership with the Forest School Lead, Eco Warriors improve environmental procedures and help the school community develop a deeper understanding of stewardship and sustainability.
- Sports Crew – These pupils collaborate with the Sports Lead to enhance provision for physical activity and promote the importance of exercise as an essential element of a healthy lifestyle.

All Year Six pupils hold a leadership role within the school, rotating termly. This ensures every child has the chance to apply the Mirrors, Windows, Doors approach, develop an appreciation for the wider school community, and actively contribute to its continual improvement.