



# WOODMANSEY CE PRIMARY SCHOOL

Building Strong  
Foundations



Unlocking  
Potential



Inspiring a  
Generation

## Spirituality Policy

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## 1. Our Vision and Theological Foundation

At Woodmansey Church of England Primary School, spirituality is woven through our vision:

Building Strong Foundations — Unlocking Potential — Inspiring a Generation

We believe that spirituality grows when pupils and adults learn to **notice** the world around us, **reflect** deeply, and **respond** with integrity, creativity and compassion.

### Building Strong Foundations

Spirituality begins with noticing: becoming aware of self, others, the world and beyond. These foundations enable us to grow in confidence, resilience and wisdom.

Matthew 7:24-25 — building on strong foundations

### Unlocking Potential

Through reflection, children develop insight, empathy, critical thinking and emotional understanding, helping them recognise their God-given gifts.

John 10:10 — life in all its fullness

### Inspiring a Generation

Spirituality grows outward as children respond through kindness, curiosity, courageous advocacy and hope-filled action.

1 Timothy 4:12 — young people as examples in conduct, love, faith and purity

## 2. Our Understanding of Spirituality

Spirituality at Woodmansey is defined as:

“The growth of a person’s ability to **notice** what matters, **reflect** on its meaning, and **respond** in ways that shape character, relationship and purpose.”

We frame spirituality through four essential relationships:

- Self (identity, feelings, hopes)
- Others (compassion, empathy, forgiveness)
- World & Beauty (awe, wonder, creativity, stewardship)
- Beyond (big questions, meaning, belief, mystery)

These relationships are developed through the simple, memorable model:

Notice → Reflect → Respond  
which applies across lessons, worship, relationships and daily life.



### 3. Our Spiritual Development Model: Notice – Reflect – Respond

#### Notice

We learn to slow down, observe, wonder, question and become aware of ourselves, others, the world and beyond.

Examples:

- experiencing awe
- noticing emotions
- recognising beauty
- being curious
- identifying something new or challenging

#### Reflect

Children think deeply about what they noticed, exploring meaning, feelings, implications and questions.

Examples:

- asking "why?" and "what does this mean?"
- considering different viewpoints
- linking thoughts to values or beliefs
- making sense of big questions

#### Respond

Children let their noticing and reflection shape their actions, relationships and choices.

Examples:

- acts of kindness
- creative expression
- problem-solving
- standing up for fairness
- expressing gratitude or hope
- prayer (where chosen)

### 4. Aims for Spiritual Development

We aim for all pupils and adults to:

- **Notice** themselves, others and the world with increasing awareness
- **Reflect** with depth, imagination, empathy and emotional maturity
- **Respond** in ways that show thoughtfulness, compassion, creativity and purpose
- Develop a sense of identity, belonging and meaning
- Be comfortable with silence, stillness, wonder and big questions
- Recognise beauty and influence the world positively

These aims support the development of spirituality across the four key domains: Self, Others, World & Beauty, and Beyond. It also aligns with expectations in SIAMS and Ofsted Personal Development.

### 5. Spirituality in the Curriculum

Spiritual development is not an "extra"; it is integrated throughout our curriculum design. Subject leaders identify opportunities for pupils to Notice – Reflect – Respond in their planning. We use this language to make spiritual experiences explicit.

Here are some examples from across the curriculum; this list is not exhaustive.

#### English

- Notice: character feelings, dilemmas
- Reflect: motivations and moral choices
- Respond: empathy, creative writing

#### Science

- Notice: awe at natural phenomena
- Reflect: making meaning, asking questions
- Respond: responsible stewardship

#### History

- Notice: lives of others, past events
- Reflect: fairness, courage, consequence
- Respond: advocacy, appreciation of heritage

#### Geography

- Notice: beauty and diversity
- Reflect: global inequality, interdependence
- Respond: care for the world

#### Art and Music

- Notice: colour, pattern, emotion
- Reflect: interpreting meaning
- Respond: expressive creativity

#### RE

- Notice: beliefs, rituals, sacredness
- Reflect: personal and theological questions
- Respond: respect, understanding, openness

#### PE and Outdoor Learning

- Notice: physical capability, teamwork
- Reflect: perseverance and mindset
- Respond: encouragement and cooperation

## 6. Collective Worship

Collective worship is the heart of the school's spiritual rhythm. Our worship is:

- Inclusive
- Invitational
- Inspirational

Worship follows the Notice – Reflect – Respond flow:

- Notice: use imagery, story, silence, music or scripture to draw pupils and adults' attention.
- Reflect: providing space to think, wonder, question and connect with personal experience.
- Respond: offering actions such as prayer, stillness, writing, art, commitment or kindness.

Children support with the organisation and delivery of our collective worship to enhance their spiritual understanding.

## 7. Environment and Ethos

Our school environment encourages spirituality by:

- using reflection areas that follow Notice → Reflect → Respond
- displaying big questions and pupil reflections
- offering quiet spaces indoors and outdoors
- ensuring our behaviour culture supports dignity, respect and emotional safety

The ethos of the school encourages children to notice the good, reflect on their actions and respond with kindness.

## 8. Pupil Voice and Spiritual Leadership

Children contribute spiritually through:

- generating questions for worship
- leading reflection moments
- contributing to the environment
- modelling thoughtful responses
- expressing creativity and advocacy

## 9. Staff Development

Staff are supported to understand:

- the Notice – Reflect – Respond model
- how to plan spiritual opportunities
- how to respond to pupil questions
- how spirituality links to the school's vision, whole curriculum and collective worship

Spirituality is included in staff induction, annual training, and ongoing professional reflection. Leaders support staff to plan and recognise spirituality in day-to-day practice.

## 10. Inclusion and Safeguarding

Spirituality is for all. We ensure accessibility through:

- sensory opportunities
- multiple modes of expression
- careful support for complex emotions
- safeguarding-sensitive delivery
- inclusive language for pupils and adults of all faiths and none

## 11. Leadership, Monitoring and Evaluation

Leaders and governors monitor spirituality by:

- reviewing planning

- worship observations
- learning walks using Notice–Reflect–Respond
- pupil voice
- staff feedback
- governor visits

This informs school improvement and SIAMS readiness.

## **12. Review**

The policy will be reviewed every three years or earlier if national frameworks change.