



St Nicholas C of E
Primary School



Kirkby Malzeard C of E
Primary School

Federation of Kirkby Malzeard and St Nicholas CE School

Spirituality Policy

December 2025

We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10, 'shine like stars in the sky' Philippians 2:15; and have the courage to act with kindness, patience, love and peace in all the communities they serve in.

At the core of our Federation are our Christian values of peace, love, patience, and kindness, which underpin all of our lives.

Rationale

At the Federation of Kirkby Malzeard and Saint Nicholas C of E Primary Schools, spirituality is cherished and nurtured, and throughout their journey in school we aim for each young person's individual spirituality to thrive.

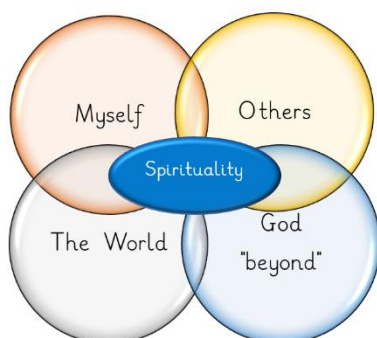
'The spiritual dimension of children's development is part of a holistic understanding of the needs and rights of children, young people, families and communities.' Dr Janet Seden

'Spirituality is a very natural part of everyone's childhood' Rebecca Nye

The Federation of Kirkby Malzeard and Saint Nicholas C of E Primary Schools nurtures spirituality because it is fundamental to a child's holistic development, honouring their natural rights, community needs, and individual growth.

What is spirituality?

Spirituality concerns a person's relationship/connection with themselves. With others, with God (or the transcendent), with nature and the World environment. Spirituality is not the same as having religion or faith; a person can be spiritual without having a faith.



How do help children explore spirituality?

We explore spirituality through the four elements of:

Self – Mirrors

Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others.

Reflection: The learning from.

Others - Doors

Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions.

Transformation: The learning to live by putting into action what they believe.

World and Beauty - Windows

Opportunities to look out on the world to gaze and wonder: The Wow and Ows moments.

The things we find amazing and bring us up short. Encounter: The learning about life.

Beyond – Candle

The ability to explore experiences and reflect on the unexplained. Transcendence

How do we aim to nurture spirituality?

“Spirituality is like a bird:

If you hold it too closely, it chokes,

And if you hold it too loosely, it escapes.”

Israel Salanter Lipkin

We encourage our children to name, express and develop their spirituality through all areas of our school life and their school journey.

We facilitate opportunities to do this through both planned and unplanned experiences.

Planned opportunities:

- **Daily collective worship** is the heartbeat of our school community, intentionally designed to unpack our dual theological roots: experiencing "life in all its fullness" (John 10:10) and learning to "shine like stars in the universe" (Philippians 2:15). Worship acts as a sacred, invitational space where both pupils and adults are given the emotional and spiritual "breathing room" to discover their unique, God-given potential. This directly inspires our community to look beyond themselves and impact the wider world.

- **RE and Worldviews:** Serves as the academic core for exploring diverse worldviews, building theological literacy, and debating ultimate questions.
- **Science & Geography:** Fosters a sense of **awe and wonder** at the natural world, alongside ethical discussions on sustainability and human responsibility (Forest school)
- **English:** Utilises diverse literature to develop **empathy**, allowing pupils to step into the lives, sufferings, and joys of others.
- **Mathematics:** Reveals the hidden patterns, symmetry, and order within the universe, sparking moments of unexpected wonder.
- **The Arts & Music:** Provides a creative outlet for students to express deep inner emotions, abstract thoughts, and personal identity.
- **History & PSHCE:** Explores human resilience, moral dilemmas, and the consequences of past actions to shape future choices.
- **A bespoke personal development map** A unified personal development map ensures every child across the federation receives equitable opportunities to build character and resilience. This blueprint is carefully planned to promote diversity, pupil advocacy, spiritual growth, and both mental and physical health, guaranteeing enriching experiences for all.

Unplanned Opportunities:

- All staff and children are encouraged to recognise 'wow' moments of spirituality through our **curriculum, daily interactions**, and **shared, unplanned opportunities**. By cultivating an environment of wonder and reflection, we enable our school community to pause, appreciate the world around them, and connect deeply with these unexpected encounters. These meaningful moments enrich our collective spiritual journey, transforming ordinary daily routines into profound opportunities for personal growth and shared reflection."

How will the impact of this be recorded?

- Reflective Journals in collective worship: Pupils contribute to scrapbooks to capture thoughts, big questions, and creative expressions.
- Teachers record spontaneous moments of deep thinking, empathy, or awe noticed in floor books.
- Pupil voice and feedback for staff and pupils.
- Group interviews and school council feedback capture how collective worship
- Shared classroom scrapbooks document collective responses to ethical dilemmas and spiritual themes.

Date for review December 2028