

The Village Saints Partnership Spirituality Policy



Loving All Our Neighbours
Respecting, Generous, Achieving



Policy date: July 2026

Next review: July 2027

Our vision for spirituality

At All Saints and St Martin at Shouldham, we believe spirituality is central to the **flourishing** of every child and adult within our Village Partnership. Rooted in our Christian foundation, we understand spirituality as the ongoing development of meaning, purpose, identity, and connection. It enables children to ask big questions, reflect deeply, experience awe and wonder, and grow in compassion, hope, and wisdom.

We recognise spirituality as belonging to everyone, regardless of faith, background, or belief. Our approach is inclusive, invitational, and respectful, offering space for personal reflection and exploration while being grounded in the teachings of worldviews. This vision aligns with our commitment to nurturing a distinctively Christian ethos that shapes every aspect of school life.

Understanding spirituality: the relationships model

Spirituality in our partnership is understood through four key relationships, represented by our Spirituality Relationship Hearts.

The four hearts are:



Me, Myself and I – our relationship with ourselves: self-awareness, emotional literacy, self-reflection,

mental wellbeing, and understanding our thoughts, feelings, strengths, and challenges.



Others – our relationships with others:

empathy, kindness, forgiveness, justice, belonging, and how we live and work together in school, family, community, and wider society.



Nature – our relationship with the world

around us: awe and wonder, care for creation, environmental responsibility, and our place in the natural world.



Divine – our relationship with God or a sense of

something greater: faith, belief, prayer, worship, reflection, and exploring spiritual and theological questions.

These four relationships are interconnected, supporting children in developing a holistic spiritual life that promotes character development, a strong sense of community, and dignity and respect.

Aims of our spirituality policy

Through this policy, we aim to:

- Provide a shared understanding of spirituality across the Village Partnership
- Create intentional opportunities for spiritual growth in everyday school life
- Enable children to develop the language to express thoughts, feelings, and beliefs
- Encourage reflection, curiosity, and questioning
- Promote wellbeing, resilience, and hope
- Support inclusive practice that respects diversity of belief and experience
- Ensure spirituality is woven through teaching, learning, and relationships
- Support the development of wisdom, knowledge, and skills.

How we promote spirituality in school life

Curriculum

Spiritual development is supported through:

- Religious Education – exploring faith, belief, values, and meaning
- Collective Worship – providing time for reflection, stillness, prayer, and response

- PSHE and Relationships Education – developing emotional awareness and identity
- Wider Curriculum – reading, art, music, history, and science, where awe, wonder, and big questions arise

Adults make explicit links to the four relationship hearts during learning and reflection, ensuring spiritual development is intentional and visible. Subject leaders are proactive in ensuring that spirituality is promoted in their subject.

Collective Worship

Collective worship provides opportunities to:

- Reflect on Christian values and teachings
- Explore the four spiritual relationships
- Experience stillness, prayer, and music
- Respond creatively or personally

Worship is inclusive and invitational, enabling all children to engage at their own level.

Environment

Our school environment supports spirituality through:

- Visible use of the four relationship hearts
- Calm, reflective spaces within classrooms and shared areas

- Displays that encourage questioning, reflection, and celebration of diversity
- Opportunities to connect with nature

Relationships and ethos

Spirituality is lived through the way we treat one another, promoting:

- Respectful and compassionate relationships
- Forgiveness, reconciliation, and restoration
- Belonging and community
- Pupil voice and opportunities to be heard

Language of Spirituality

We develop a shared language of spirituality by:

- Modelling reflective language linked to feelings, emotions, big questions, wonder, curiosity, values, and beliefs
- Encouraging children to express thoughts without fear of being wrong.

Inclusion and Diversity

Our approach:

- Respects all faiths, beliefs, and worldviews

- Is accessible to all children, including vulnerable and SEND pupils
- Values personal experience and individual response
- Encourages dialogue rather than instruction

Parents and carers are partners in spiritual development and see these relationship hearts as they enter the school through our spirituality display and on our weekly newsletters.

Roles and responsibilities

- Senior Leaders and RE lead monitor and promote spiritual development across school life
- All staff create opportunities for spiritual growth through relationships, teaching, and modelling
- Pupils and the wider school community are encouraged to reflect, question, and engage respectfully

Pupil leadership and spirituality

Within the Village Saints Partnership, we believe that spirituality is nurtured through service, responsibility, leadership, and active participation in community life. Pupil leadership provides meaningful opportunities for children to live out our values and develop spiritually through action, reflection, and service to others.

Our pupil leadership roles enable children to explore the four spiritual relationships: self, others, the natural world, and the divine in practical and purposeful ways:

- School Council empowers pupils to share their voice, contribute to decision-making, and advocate for others. Through this role, pupils develop a sense of justice, respect, and responsibility, learning that their opinions matter and that leadership is rooted in service.
- Eco Council supports pupils in caring for God's creation. Through environmental initiatives and sustainable practices, pupils express awe and wonder for the natural world and demonstrate stewardship, responsibility, and hope for the future.
- Worship Group plays a vital role in shaping and leading collective worship across the partnership. Pupils help plan themes, choose prayers and music, and lead reflection, enabling them and others to develop a deeper understanding of Christian teachings and a personal response to worship.
- House Captains model leadership, encouragement, and teamwork. They support younger pupils, promote a sense of belonging, and foster positive relationships across the school community, reflecting values of compassion, perseverance, and unity.

Through these leadership roles, pupils grow in confidence, empathy, and spiritual awareness. They learn to reflect on their

impact on others, understand their responsibilities within a community, and develop leadership qualities that enable them to live out our vision and be lights in the world.

Monitoring and review

Spirituality is monitored through:

- Learning walks and observations
- Pupil and adult voice
- Collective worship evaluations
- Curriculum review
- Trust monitoring and visits

This policy will be reviewed regularly to ensure it meets the evolving needs of our school.

At All Saints and St Martin at Shouldham, spirituality is at the heart of our schools. Through the four relationship hearts, we nurture confident, compassionate, and reflective individuals who:

- Understand themselves (Me, Myself, and I)
- Care for others (Others)
- Value creation (Nature)
- Are open to encountering the divine (The Divine)

This policy underpins our distinctively Christian vision, supporting children's spiritual, moral, social, and cultural development.