



1. Background

1.1 Why do we need a school approach to spirituality?

All schools, and particularly church schools, are required to develop pupils' spirituality.

SIAMS Inspection Framework:

IQ2: How does the curriculum reflect the theologically rooted Christian vision?

b) How is spiritual development an intrinsic part of the curriculum?

IQ3: How is collective worship enabling pupils and adults to flourish spiritually?

a) How do the theologically rooted Christian vision and the Anglican foundation of the school shape worship and spirituality in the school?

d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?

Ofsted Inspection Framework:

237. All schools are required to promote the spiritual, moral, social and cultural, mental and physical development of pupils at the school.

351. In making a judgement on personal development, inspectors will always consider the spiritual, moral, social and cultural development of all pupils at the school.

Provision of the spiritual development of pupils includes developing their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

1.2 What is spirituality and how is it defined?

There is no one single definition. It needs to be a shared understanding, woven through the fabric of the school and ingrained in daily school life.

1.3 Why is spiritual development important?

There are well-evidenced benefits for wellbeing, meaning and learning for people with a stronger sense of spirituality (regardless of religious belief).

2. Developing a Shared Spiritual Language and Understanding at Wilburton CE Primary School

2.1 Our School Vision and Values

Our vision is for everyone in our school community to learn to love and love to learn, following Jesus' example: "Love the Lord your God with all your heart, with all your soul, with all your mind, with all your strength. Love your neighbour as yourself and do to others as you'd have them do to you." (Matthew 22: 34-40). Love, built on strong, positive, consistent relationships is the bedrock of our school vision. Relationships are built on connections. Our school values of love, wellbeing and excellence can only be realised through making connections and relationships, with ourselves, with others, with the beauty of the universe and with something bigger than ourselves.

2.1 Our understanding of spirituality

**Spirituality is recognising the value of connections:
with ourselves, with others, with nature and the beyond.**

2.2 What does this mean for collective worship and our curriculum?

It means that in collective worship and in our school curriculum, and thus in daily school life, there are many planned opportunities for us to make these connections, with ourselves, others, nature and the beyond.

2.3 Our shared spiritual language

Our understanding is exemplified with these four commands:

Be you!	Be with others!	Be with nature!	Be in wonder!
			

2.4 What does this look like in Collective Worship?

Be you!	Be with others!	Be with nature!	Be in wonder!
We invite everyone to reflect and think about their own viewpoint, and everyone's is equal and valid. We celebrate the achievement (in and out of school) in weekly Celebration Assemblies.	We gather together as a school community to think, learn, reflect, sing, pray and celebrate.	We are inspired by the beauty of life and the world.	We invite everyone to consider a greater meaning and their purpose in life through prayer, reflection, stillness and joy.

2.5 What does this look like in our school curriculum?

Be you!	Be with others!	Be with nature!	Be in wonder!
We learn to know, value and understand ourselves through PSHE, RE and the books we read and share.	We share experiences together - with friends, as a class or key stage, as our house team and as a whole school. We experience the creativity of others and how it makes us feel.	We explore nature and enjoy its beauty.	We get opportunities to think about our own purpose in life, and where our inspiration comes from.

3. Current examples of how we develop pupils' spirituality in our curriculum (2024-25)

Early Years

Be you!	Be with others!	Be with nature!	Be in wonder!
We spend time exploring who we are and who we are connected to: family, friends, our wider school community. PSHE and Language and Communication. We learn what our school values are and how we can put them into practice: circle time, adults modelling, small group and whole class discussions and opportunities to share things that are special to us, such as show and tell.	We have buddies in Year 5 and we know the older children in our school can help support and guide us. Adults speak to us with kindness and help us to be the best that we can be. In Literacy and PSHE, books are carefully chosen to allow for modelling and discussion. In KUW we learn about other places, cultures and beliefs.	Weekly Forest School sessions where we can connect with nature and find awe and wonder in our world. We show gratitude to and for our world and take time to consider our place/impact within it. We tend to our garden area, make minibeast hotels and grow our vegetables - this helps connect us to the wider world and show appreciation and patience.	Our learning is a balance of exploration and taught experiences: we have the opportunity to pursue and develop our interests and celebrate the success of others. Our curriculum has wonder at its core: developing and building on what we already know to discover and be excited learners.

Key Stage One

Be you!	Be with others!	Be with nature!	Be in wonder!
In PSHE we spend time thinking about our family and our community. We have opportunities to share things that are special to us in show and tell. We take part in 'Read your own way' on World Book Day.	In PSHE and RE we have carefully chosen books which allow us to learn about different cultures and beliefs. Adults speak to us with kindness and help us to be the best that we can be. We take part in sports day; this allows us to experience the creativity of others in a non-religious way; supporting the learning,	Weekly Forest School sessions where we can connect with nature and find awe and wonder in our world. This includes times of stillness to sit in nature. We tend to plants in our outdoor space, this year we planted pea shoots to enjoy during story and snack. Trip to Kingfisher Bridge pond dipping, discovering the world around us.	Discussion of people who have made our world a better place/ made a difference such as Florence Nightingale in our History lessons.

	celebrations and connection with others’.	World under the Water - Centre for Landscape Regeneration and Cambridge Curiosity and Imagination	
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Key Stage Two

Be you!	Be with others!	Be with nature!	Be in wonder!
Art: British Designers - designing logos which reflect the individual and designing and creating own cushion. Year 5/6 outdoor adventurous activity residential (Hilltop). Encouraging children to explore their comfort, challenge / risk and stress zones to push their personal boundaries and a variety of ways. Across the curriculum USK2 pupils are encouraged to exercise independence in the presentation of their work, expressing their ideas on the page, and via other media.	We work together with other children in schools in sporting events. This allows us to experience the creativity of others in a non-religious way; supporting the learning, celebrations and connection with others’. Singing in Ely Cathedral with local schools and an orchestra (Ely Arts Festival) Art - working collaboratively as classes to create a Matisse inspired mural. DT / History - baking and sharing bread for a range of purposes including selling it at the Autumn Fayre and serving it at the WWI tea party. KS2 Christmas Concert and Summer Production.	Artscaping time and Art days - time outdoors getting close with nature. Trip to Kingfisher Bridge pond dipping, discovering the world around us. y3/4 World under the Water - Centre for Landscape Regeneration and Cambridge Curiosity and Imagination Science - hatching and caring for brine shrimp.	The Fire of Stars - Celia Payne’s biography. Opportunity for children to see the enormity of the universes and how you can achieve your dreams. Inheritance and evolution science topic - how life has evolved through small changes and adaptations - how nature adapts. RE/Science within lessons showing/discussing people that have made a difference to our world either through scientific developments or with approaches on how to make the World a better place to live. Trips which enrich children’s understanding of curriculum areas but also broaden their experiences of the world and possible careers (History: Cambridgeshire Archives; Science: Illumina). Art: studying Matisse and British Designers. Exploring the idea of Art as self expression and valuable in society.

Whole School

Be you!	Be with others!	Be with nature!	Be in wonder!
We take part in Anti-	We celebrate Harvest,	Every child in the school	We are inspired by the

Bullying week and learn to respect others. We 'Read Our Own Way' for World Book Day. Oracy skills- talk tactics, finding a voice and being able to listen actively to others, respectfully challenging if appropriate. Empathy Day in June.	Advent and Easter together as a whole school, with our buddies. We have great opportunities to play together as we work towards our next OPAL award. We learn about the music from different ages and countries in our weekly Collective Worship. We celebrate reading regularly with our families e.g Booknic and World Book Day.	takes part in regular Forest School sessions. These include times of stillness.	work of others to raise money for our own school charities.
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