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First-class education and care that allows every child to achieve their potential,
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By...

Working Together
Sustaining Excellence
Transforming Live

Monksmoor Park CE Primary School

Spirituality Policy 2025



Date: Term 5 2025

Review Date: Term 6 2026

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'For I know the plans I have for you...plans to give you hope and a future.' Jeremiah 29:11



Spirituality

Our shared definition of spirituality is

‘We believe spirituality isn’t something we can see, but it is who we are deep down. It helps us recognise and feel connected to something greater beyond ourselves and fosters a connection with others, the world, and the universe.’

Liz Mills, a primary teacher and RE Lead, uses the doughnut analogy to explain the idea of spirituality:



- The outside of the doughnut represents the tangible—the things we can see, hear, and touch.
- The hole in the centre symbolises the intangible—our emotions, soul, and inner life.

The outer, visible part exists because of the inner, unseen part, highlighting the importance of nurturing both.

Our understanding of Christian Spirituality is about seeing life as a gift from God and seeking to use this gift of life to reflect God’s goodness and love into the world around us. It is an essential part of our being that allows us to search for and make connections with experiences that trigger awe and wonder. It is an awareness that the gift of life is precious, and the journey of life will bring spiritual experiences, which we feel, but may not always be able to see, touch or explain.

Spirituality for Everyone

For our school, spirituality is about developing a ‘relational consciousness’ – relating to self, others, the world and the Other/ God.

It is encouraging children to:

- Delight in all things
- Be absorbed in the present moment
- Not be too attached to self
- Be eager to explore boundaries of beyond
- Search for meaning
- Discover purpose

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At Monksmoor Park, we create opportunities for pupils to explore spirituality through reflection, creativity, and meaningful discussions, helping them grow in understanding beyond sensory experiences.

As a church school, our ethos is rooted in Christian faith and values, which provide a strong foundation for our community. We warmly welcome children of all backgrounds, encouraging them to reflect in ways that resonate personally. This inclusive approach nurtures spiritual growth, empowering children to flourish and find peace, comfort, and resilience as they navigate life's ever-changing journey.

To flourish spiritually, children need:

- Time
- To be listened to
- Respectful adults
- Space to explore
- Opportunities to wonder
- To know there is another way

In our school, we will explore ways into spirituality through the ideas of encounter, reflection and transformation using the mirror, lens and door lens



WINDOWS: Encounter - The Learning **about** life.

We give children to opportunities to become aware of the world in new ways, to wonder about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short).

MIRRORS: Reflection - The learning **from** life.

We provide children with time for **REFLECTION**. We give children opportunities to reflect on their experiences, to look inward & consider the big questions of life. In this they are learning from life by exploring their own insights and perspectives and those of others. Give emotional, physical and auditory space.

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

We give children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In

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this they are learning to live by putting into action what they are coming to believe and value.

Aims

The aims for spirituality at Monksmoor Park CE Primary School are:

- To provide a context of faith, security and loving relationships to support each child's spiritual search.
- To foster the spiritual development of each child, regardless of age, sex, ability or cultural background.
- To foster self-awareness and promote a feeling of self-worth.
- To develop a set of values, principles and beliefs.
- To develop positive human qualities.
- To develop respect and empathy for other people and their beliefs.
- To foster a respect for different people's feelings and values.
- To develop the children's enthusiasm to explore and learn through enquiry and first-hand experiences.
- To enable the children to attribute meaning to experiences.
- To enable the children to value the non-material dimension of life.
- To foster reflection and stillness.
- To foster a sense of meaning, purpose and direction in life.
- To encourage imagination and creativity.
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world.
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.

Organisation and Implementation

Spiritual development is an important element of a child's education and fundamental to all other areas of learning. Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this teaching styles are adopted which:

- Value the children's questions and give them space for their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'.

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Spirituality is not taught, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. The following opportunities will be made available, as an integral part of the school's practice, in order to facilitate the development of spirituality:

- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them as an integral part of the school's practice.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen with discernment.
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts.
- To explore and develop what animates themselves and others.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

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Throughout our curriculum, there will be many planned occasions to develop the children’s spirituality. These will be identified using the work of Liz Mills; Windows, Mirrors, Doors (and Traffic lights). A progressive framework will help to support teachers to make experiences in Year Six deeper than in Year Two Andrew Rickett, 2012.

Spiritual Development – Self

EYFS/ KS1	LKS2	UKS2
Encounter: learning about life: providing for spiritual development through an exploration of identify and personal values		
RE: being special PSHCE: SCARF - Me and my relationships Being my Best	RE: being special PSHCE: SCARF - Me and my relationships Being my Best	RE: being special PSHCE: Me and my relationships Being My best
Reflection: Learning from life: understanding an inner meaning of self and identify – critical reasoning and big questions		
What makes me happy? What do I do in my spare time that I like? What things do I value? What are feelings?	Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong? Is belief in something important?	What should I do about right and wrong? What do I deserve in life? What type of person do I want to me? What difference does being loved make? What rights do I have? Taking it further: Should you respect yourself over all other things? Where does your identity come from? Does more mean happier? Are the opinions of my friends important to me? Are my beliefs important?
Transformation: Learning to love life: responding as a means of expressing an idea of self: developing a personal set of beliefs		
A growing awareness of knowing what I like and what I don’t like both materially and in the way that I want to be treated. Can say what I like and what I am good at. Beginning to recognise mistakes and how to deal with them in a positive way/	An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are sin important for personal happiness. Know how to apologies and to try again. Can set goals for my work and behaviour that will help me progress.	The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis in self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Taking it further: The awareness of the value of reflection to explore deeper responses to thought that help shapes the ‘inner self’.

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	An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally.
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Spiritual Development – Others

EYFS/ KS1	LKS2	UKS2
Encounter: learning about life: providing openings for spiritual development: recognising the values and worth of others		
RE: being special PSHCE: SCARF UNITS - Valuing Difference Me and My Relationships Rights and Responsibilities	RE: being special PSHCE: SCARF UNITS - Valuing Difference Me and My Relationships Rights and Responsibilities	RE: being special PSHCE: SCARF UNITS - Valuing Difference Me and My Relationships Rights and Responsibilities
Reflection: Learning from life: understanding an awareness of the affect of others- a search for meaning, critical reasoning and big questions		
What makes a good friend? Why are my friends important to me? What do I like in my friends? How do my friends make me feel? How do I look after my friends and family?	Why do people bully others? How do I treat others? Do I treat other people the same way? Should I treat everyone the same way? Should I treat my friends differently to others? Why do we fight and argue? Should we always be loyal to our friends? How can I demonstrate compassion?	Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them? Will we ever live in a world without fighting? What responsibilities do I have for others? Taking it further: Is it better to please oneself first; or others? Why do people have to suffer? What is pain? Is there such a thing as a bad person? What is worth striving for? Why isn't life always fair? Is being fair always the right thing to do? Does more mean being happier?
Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions		
Understand that other people have their own views and opinions and may value different things to you.	A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different. A developing ability to enter into discussion with others about their values and opinions.	Acknowledgement and respect of the rights of others to have their own deep thoughts that shape their inner self. Taking it further: A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an

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	important part of building meaningful relationships.
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Spiritual development – world and beauty

EYFS/ KS1	LKS2	UKS2
Encounter: learning about life: providing openings for spiritual development: challenging experiences of beauty		
Art Music Science geography RE Natural objects outside PSHE – Right and Responsibilities	Art music science Geography RE Engagement with creation stories PSHE – Right and Responsibilities	Art Music Science Geography RE Exploring diversity within the created world PSHE – Right and Responsibilities
Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions		
What types of weather do you like the most and why? What is your favourite colour and why? What sounds do you like to listen to? What makes you afraid? What is your favourite time of day/season?	Do different colours have different moods? What gives them these moods? What is the most beautiful thing in the world? Why should I care about animals and plants? How/ why does the weather affect our mood? What season do you feel most reflects your personality? What is a perfect world?	How do we know we've found all the colours in the world? What is the difference between hearing and listening? Should we try and tame nature? What does it mean that beauty is in the eye of the beholder? What would it be like without seasons? Taking it further: Why is there ugliness in the world? Can you love something that is ugly? Why do you like certain types of music? What response do you get when you look at a piece of art? Is beauty something that you can learn, or do you just have to feel it? What is the point of being creative?
Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words, art or actions. Being moved emotionally by beauty.		
Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases Respond to sensory feelings and be able to show it.	Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language.	Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally. Taking it further: Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective

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	Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.
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Spiritual development – beyond

EYFS/ KS1	LKS2	UKS2
Encounter: learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love		
Art Music Drama Becoming aware of worship through collective worship in school PSHE – Me and my Relationships	Art music Drama RE I wonder questions PSHE – Me and my Relationships	Art Music Drama Science Geography RE PSHE – Me and my Relationships
Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions		
What are the stars for? Why do we have rainbows? How big is the sky? What is the smallest thing there is? Why are people different? What does God look like?	Where is God? What might heaven be like? If you can't see something, is it still real? What is true happiness? When have you experienced moments of awe and wonder?	What is the purpose of the earth? Why is there illness? Why do destructive things, like earthquakes, have to happen? Which is stronger – love or hate? Is it good that scientists can't explain everything? Why are there religions? What is beyond the universe? Taking it further: Is there life after death? Do we have a soul? If so, what happens to it after death? Why do we love? What lasts for ever? What is unknowable? What else is there to discover? How do we know what we don't know?
Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.		
Have the confidence to ask questions that have no answers.	Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions. Understand what big questions are.	Be able to explain imaginative responses to questions of meaning. Can generate big questions Begin to express through a personal vocabulary responses to questions of meaning Begin to be able to use critical reasoning in responding to a big question.

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Courageous Advocacy Projects

Throughout the year the children take part in various activities as part of our courageous advocacy. Often these are ‘in the moment’ and linked to current local, national and world events.

Detailed below are some of the pevents and projects that take part during the year.

	Actions	Values link
Sharing (whole school)	Children harvest the fruits of their labour in the school growing beds and the items grown are used for cookery projects within the school and for our community lunches	Well-being, friendship, respect, joy
Giving to others (whole school)	Performances to local communities at: Performing poetry at old people’s homes (Yr3) Carol concert in Holy Cross (KS2 + choir) Community lunches	Well-being Friendship, joy, respect
Caring for the world (Year 4/5/6)	Children work on a global project – often linked to the RLT Make a Difference project.	Well-being Respect, friendship, trust, friendship
Working together (whole school)	Local project linked with local needs. This will change annually and reflect local community needs.	joy, respect, friendship
Caring for the environment (Year 1/2/3)	Children volunteer their time to litter pick. They begin to think about how they can make the school and the local area a safer, more enjoyable place to live by helping to pick litter. They create posters/ information leaflets to encourage other members of the local community to support their efforts.	Well-being, hope, respect, honesty, friendship
Courageous Advocacy (Year 4/5/6)	This is a project for our older children to decide how they are going to become courageous advocates. They will make an explicit link with our Christian vision and the projects may be local, national or international. We will support them with their projects and they will be able to put into action all that they have learned over their time at Monksmoor. We are aiming for a situation where ‘Pupils are articulate advocates of change, challenging injustice and inequality. They have regular opportunities to engage in social action projects which pupils themselves have identified to address the issues of disadvantage, deprivation and the exploitation of the natural world’.	Well-being, joy, hope, respect, honesty, friendship
Whole School	Community Lunches Annual charity support – Red Nose Day, Children in Need, Food bank, Sponsored Colour Run, for Kids Aid.	Well-being, joy, hope, respect, honesty, friendship

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