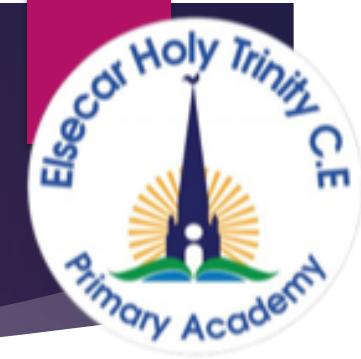




# SPIRITUALITY AT ELSECAR HOLY TRINITY PRIMARY SCHOOL AND THE CURRICULUM

THURSDAY 2<sup>ND</sup> OCTOBER 2025

# Our vision



‘Elsecar Holy Trinity is a nurturing, inclusive, Church school where everyone is valued as a child of God. We warmly welcome people of all faiths/worldviews and backgrounds, fostering respect, compassion and forgiveness. Rooted in faith, family and community, we aim to grow together in love, developing wisdom, knowledge and aspirations for a brighter future’.

# Spirituality at Elsecar Holy Trinity Primary School



Spirituality is a core component to ‘living life in all its fullness’ as the mind, body and soul need to be nurtured equally. It relates to fundamental questions about the meaning and purpose of life which affect everyone and is not dependant on a religious belief. It is also based on the search for ways to answer questions about life and a search for identity. As a school, we have defined spirituality as: **“Spirituality is not something we can see; it is something we feel inside ourselves”**. It is about awe and wonder, asking questions, inspiration and being aware of something ‘bigger’ outside of ourselves.”

# Spirituality at Elsecar Holy Trinity Primary School



At Elsecar Holy Trinity, we believe that we need to give all our children the chance to allow them to flourish into the people God is calling them to be. Our vision '**talk, learn, grow on our journey together**' influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well being of all within our school community. The attached spirituality progression grid captures how pupils develop spiritually across the year groups and our curriculum overview identifies where there are opportunities to be spiritual within lessons and wider opportunities.

# Spirituality at Elsecar Holy Trinity Primary School



- ▶ Across the curriculum, children are encouraged to ask, contemplate and answer Big Questions about life, religion, nature, science and anything about the world that fascinates them. Children become aware of the world in new ways; to wonder about life's '**WOWs**' (things that are amazing and breath-taking), '**NOWs**' (times of stillness) and '**OWs**' (challenging events that bring us up short.)
- ▶ Christians believe that; Everyone is a valued creation, individually and uniquely made by God, in his own image. It also refers to God as a potter and describes everyone being the work of God's hand.
- ▶ Sometimes pots can crack or break. Sometimes things happen that make us feel cracked or changed. Christians believe that whatever happens to them in life, God is with them. God can mend gaps and put everyone back together.
  - ▶ *'We are the clay, and you are our potter; we are all the work of your hand'. Isaiah 64:8*
- ▶ In Christianity, the Japanese art of kintsugi is used as a metaphor for finding beauty, strength, and greater value through brokenness and healing, with God acting as the "master kintsugi artist".

# Spirituality at Elsecar Holy Trinity Primary School

Ongoing SIAMS Self-Evaluation Template



Proud to be part of D.S.A.T.



How is spiritual development an intrinsic part of the curriculum?

Spiritual development is woven throughout the curriculum at Elsecar, reflecting the school's theologically-rooted Christian vision. It is not confined to RE or collective worship but is embedded across subjects and learning experiences. The curriculum encourages pupils to explore meaning, purpose, and identity through reflective practices, big questions, and opportunities to express awe and wonder. The use of the Windows, Mirrors, Doors framework supports spiritual growth by helping pupils experience the world (windows), reflect on their own beliefs and values (mirrors), and take action based on their learning (doors). Staff are trained to recognise and nurture moments of spiritual insight, and curriculum planning intentionally includes opportunities for pupils to develop spiritually, emotionally, and morally. This approach ensures that spiritual development is a lived reality, enabling pupils to flourish in mind, body, and spirit.

# Definitions of spirituality

## Definitions of spirituality

Spirituality has been defined in many different ways including:

- Spirituality enables us to become aware of God, one another, the world around us and ourselves.
- Spirituality is the nurturing of the inner life of the soul of a child, enabling and embracing their questions, doubts and wonder of existence.
- Spirituality is a way of living in a relationship with God
- 'Within the Christian tradition all spiritualities have the same focus, union with God, an emphasis on love and a belief in Jesus as the Son of God. But each spirituality emphasises different aspects of the tradition which over time have become Schools (of Spirituality) e.g. Franciscan, Catholic, Evangelical.' James Martin
- 'Spirituality is like a bridge. Every bridge does pretty much the same things - gets you from one place to another, sometimes over perilous ground, or a river, or great heights. But they do so in different ways. They might be built of rope, wood, bricks, steel or suspension bridges. Like bridges, every spirituality offers you a distinctive passage to God. 'James Martin
- Christian spirituality is a life nurtured on the example of Jesus Christ and his care for others
- Our capacity for being – God's ways of being with us and our ways of being with God. *Or* our capacity for: being in a relationship with God and God with us, nurturing our awareness of God being with us, being attentive to God being with us.

# Spirituality at Elsecar Holy Trinity Primary School

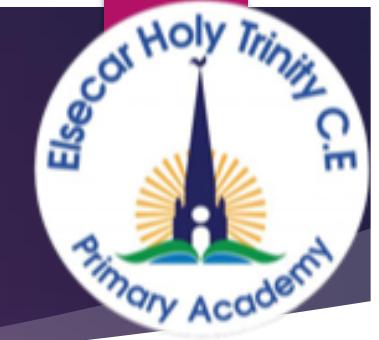


## **The WOWs**

These are the awe and wonder moments. The times when you want to breathe in and capture the feeling, holding onto it as long as you can.



# Spirituality at Elsecar Holy Trinity Primary School

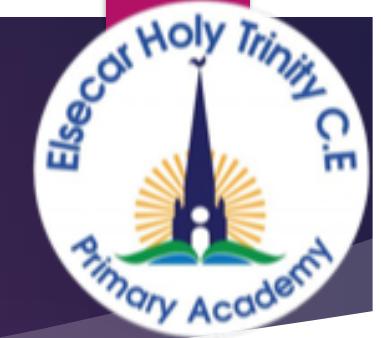


## The OWS

These are the blows life can bring. They can knock the breath out of you.



# Spirituality at Elsecar Holy Trinity Primary School



## The NOWS

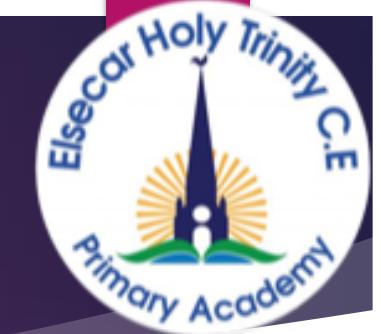
These are the everyday ordinary times: being able to be present in the moment, being open and receptive to life, because God is not just for emergencies!



## Child – friendly version

Spirituality is about our relationship with ourselves, other, the world and with God.

# Spirituality at Elsecar Holy Trinity Primary School



The Church of England's '**Statement for Entitlement**' outlines the aims and expectations for Religious Education in CE schools and guides this school's approach to RE and spirituality. The role of RE is neither to promote nor undermine organised religion. But part of its purpose is to provide structured opportunity for consideration of the non-material aspects of life. RE can contribute dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. It can support their own discovery of their personal spiritual journeys of meaning, purpose and value.

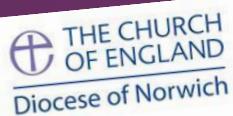
RE allows children to reflect upon and share their own knowledge and lived experiences, plus find out about the experiences, beliefs and traditions of other people. Through this process, children expand their knowledge, begin to shape their own beliefs from opinions and add breadth to their world view.

High quality RE lessons at Elsecar Holy Trinity primary school, gives children opportunities that challenges their thinking through Big Questions. They critically reflect on their own religious, spiritual and/or philosophical convictions and are equipped with the skills to confidently discuss religious, spiritual and philosophical ideas.



# Reading

## Spirituality in Schools



### How to use this document

Spiritual development features highly in the amended SIAMS Schedule and we have had a number of requests for support and guidance. This document brings together the expectations on spirituality from the SIAMS and Ofsted Inspection Schedules (2021), together with personal reflections on spirituality from colleagues within the Diocese of Norwich and a directory of useful resources for schools. We recognise that the document is packed with information and is designed to support you in answering the question 'What does spirituality mean to us personally and as school'?

We suggest:

1. Look at the requirements for SIAMS and Ofsted on p.2-4 of the guidance
2. Use the audit tool from p.17 of the guidance.
3. Refer to The Model Policy on p.13-16 of the guidance.

### What is spirituality?

Spirituality is a core component to 'living life in all its fullness' as the mind, body and soul needs to be nurtured equally. It relates to fundamental questions about the meaning and purpose of life which affect everyone and is not dependant on a religious belief. It is also based on the search for ways to answer questions about life and a search for identity.

Rebecca Nye, (Nye R (2009) [Children's Spirituality: What it is and why it matters](#) London: Church House Publishing) suggests that spirituality can be defined as relational awareness. That means awareness of my relationship with:

**Self** (being a unique person and understanding self-perception)

**Others** (how empathy, concern, compassion and other values and principles affect relationships)

**World and Beauty** (perceiving and relating to the physical and creative world through responses to nature and art)

**Beyond** – (relating to the transcendental and understanding experiences and meaning outside the 'everyday')

# Spirituality in our classrooms and beyond...

Reflect upon any spiritual moments you have had either in or out of your classroom so far this year...

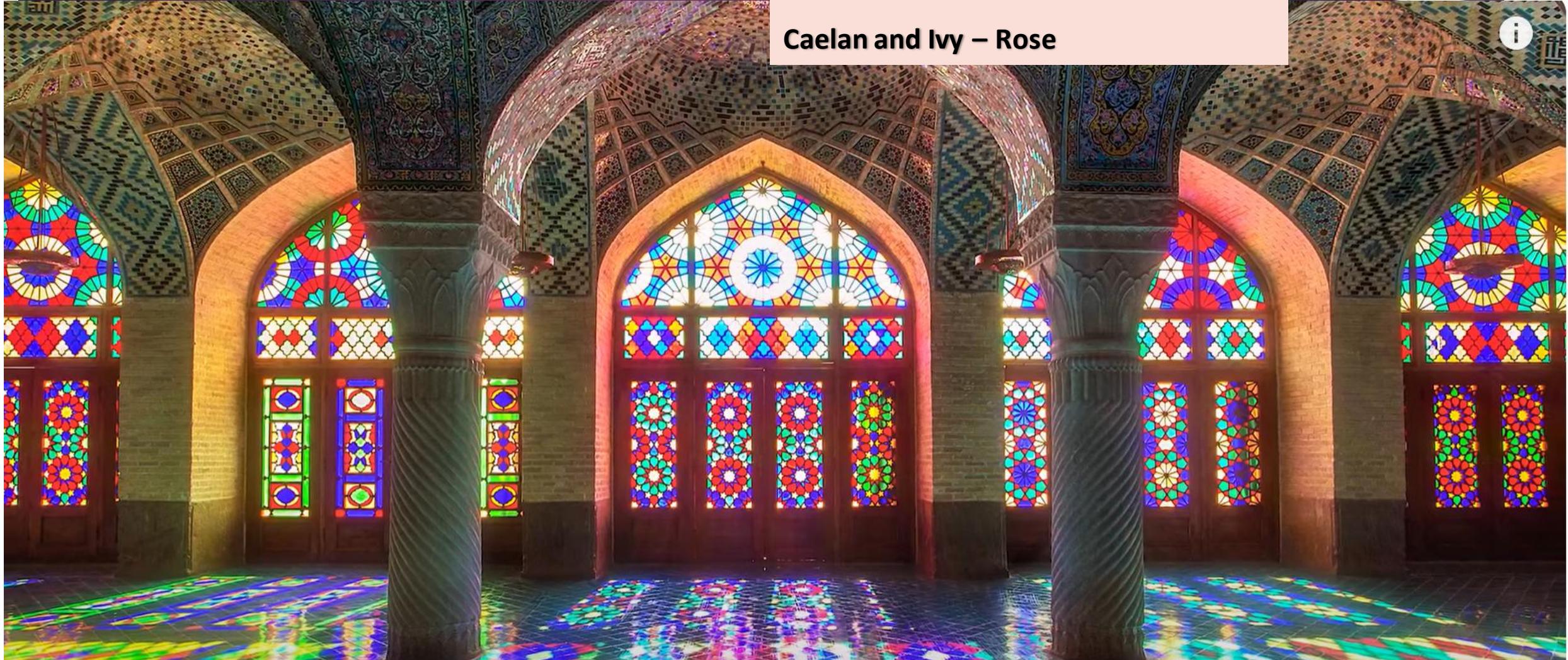


# Classroom examples

“It's so vibrant and the colours mix perfectly. The ceiling is so intricate and pretty it made my tummy feel funny when I saw it”.



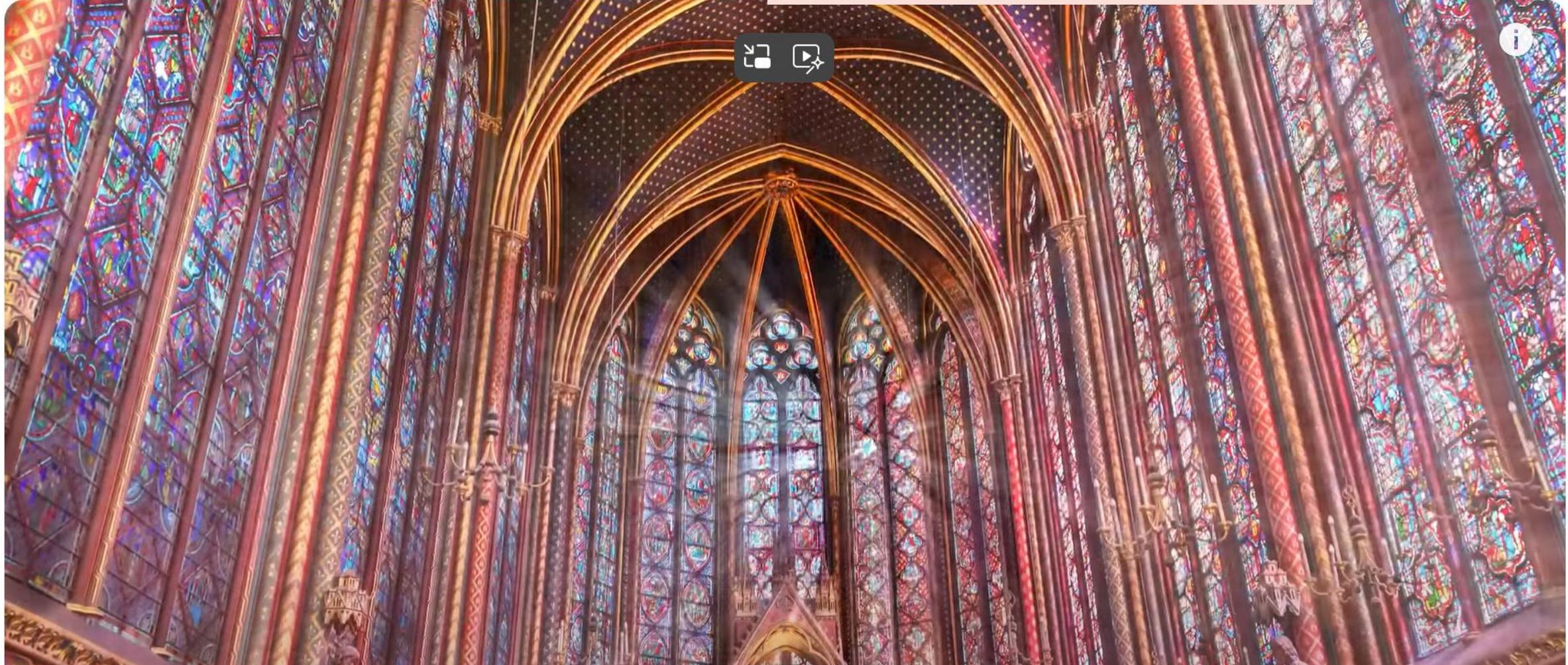
**Caelan and Ivy – Rose**



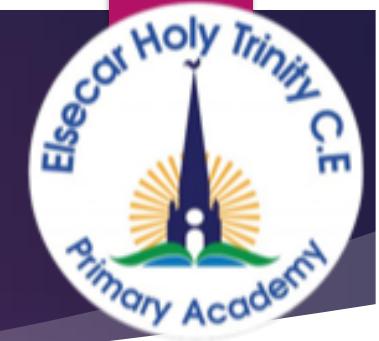
# Classroom examples

"There's lots of colour and it fills up the whole cathedral, it made me feel magical inside".

**Sophia and Tessa**



# Conversation starters...



## Finding the Wows...

What opportunities does the school timetable provide to share and celebrate excitement? What 'wow' opportunities are there to discover at playtime?

## Helping with the Ows...

Are there adults with time and capacity to listen to a child who has experienced hurt? How can reconciliation become a natural part of the school's language of spirituality?

## Noticing the Now...

How can stillness and reflection be developed and celebrated at different times in the day? Is there a culture of being comfortable with silence or space simply just to reflect and be? How does the school use prayer spaces or multisensory activities to encourage and value this?



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# Spirituality at Elsecar...



## Spirituality throughout the curriculum at Elsecar...

### Subject Overviews

Curriculum subject	How spirituality is developed throughout our curriculum
English	<p>Reading and discussing literature that explores moral and ethical dilemmas; writing reflective pieces on personal values and beliefs.</p> <ul style="list-style-type: none"> <li>In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</li> <li>By appreciating the beauty of language.</li> <li>If pupils are invited to write about things that have profound meaning to them, how is writing valued? The purpose and audience of writing</li> <li>How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?</li> <li>Hooks for writing</li> </ul>
Mathematics	<p>Exploring patterns and connections in mathematics, fostering a sense of wonder and awe and beauty and order in the universe.</p> <ul style="list-style-type: none"> <li>By considering pattern, order, symmetry and scale both <u>man</u> made and in the natural world.</li> <li>By appreciating the beauty of shape and space.</li> </ul>
Science	<p>Studying the natural world and considering questions about the origins of life, the universe and our place within it.</p> <ul style="list-style-type: none"> <li>By demonstrating openness to the fact that some answers cannot be provided by science</li> <li>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment</li> <li>Delight in discovering how things work.</li> <li>Opportunities to linger longer on the wonder!</li> <li>What questions cannot be answered by science?</li> </ul>
Art and Design	<p>Expressing personal beliefs and values through creative artwork; exploring the spiritual dimension and natural phenomena e.g. natural form, waves, complex patterns of art throughout history.</p> <ul style="list-style-type: none"> <li>By providing plenty of rich opportunities for pupils to explore different artists' interpretations of a key figure or event and asking what was trying to convey.</li> <li>By allowing pupils to show what they know through their artwork.</li> </ul>
	<p>of big ideas about life e.g. morality; ethical issues. By promoting the process of 'reviewing and evaluating' • How does art invite you to explore the mystery that dances within your soul? • What are the wows and <u>owes</u> in the stories behind the artists you study? • How do you celebrate and respect different responses to art?</p>
Design and Technology	<p>Reflecting on the impact of technology on society and the environment; considering ethical and moral implications of design decisions.</p> <ul style="list-style-type: none"> <li>By enjoying and celebrating personal creativity. For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?</li> </ul>
History	<ul style="list-style-type: none"> <li>Studying different cultures, religions, and belief systems throughout history; reflecting on the human experience and the search for meaning.</li> <li>By considering how things would be different if the course of events had been different; for example ...By looking at local history and investigating the reasons why there is a landmark, building or museum.</li> <li>By speculating about how we mark important events from history and the people who shaped them. • Which stories tell historical <u>wows</u>?</li> <li>Which stories tell historical <u>owes</u>?</li> <li>What lessons for future decisions and choices do they provide?</li> </ul>
Geography	<p>Exploring the natural world and our place within it; considering issues of sustainability, stewardship, and interconnectedness.</p> <ul style="list-style-type: none"> <li>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</li> <li>By making links with history when exploring the environment and speculating on why the landscape is as it is.</li> <li>By comparing their lives with pupils living in other countries or other parts of the UK</li> <li>The <u>ow</u> of physical geography.</li> <li>The <u>ow</u> of discovering different physical regions do not provide the same opportunities.</li> <li>What options/opportunities are there to respond and take responsibility in a challenging world?</li> </ul>
Music	<p>Exploring the emotional and spiritual dimensions of music; experiencing moments of transcendence through performance and composition.</p> <ul style="list-style-type: none"> <li>By allowing pupils to show their delight and curiosity in creating their own sounds.</li> </ul>