

Plant, Nurture, Flourish, Serve

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Mosaic Partnership Trust

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Spirituality Framework
September 2026 v1

Spiritual Development Policy

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Plant. Nurture. Flourish. Serve.

Our Christian Vision and Spiritual Development

At Box Church of England Primary School, spiritual development is at the heart of our Christian vision: Plant, Nurture, Flourish, Serve. We believe that every child is a unique and precious individual, created in the image of God, with the potential to grow, flourish and make a positive difference in the world.

Our vision is rooted in the parable of the mustard seed, which reminds us that even the smallest beginnings can lead to remarkable growth. Just as seeds need the right conditions to grow, children need opportunities to explore, question, reflect, develop relationships and discover meaning and purpose in their lives.

Spiritual development is not confined to a particular lesson, activity or time of day. It is woven throughout our curriculum, our Collective Worship, our relationships and the everyday life of our school. We seek to create a culture in which children feel safe to ask big questions, express their thoughts and feelings, encounter different perspectives and develop a growing understanding of themselves, others and the world around them.

Through our Christian vision, we aim to:

Plant the seeds of curiosity, wonder, reflection and self-awareness.

Nurture children's capacity for empathy, compassion, respect and understanding.

Flourish by enabling every child to discover their gifts, develop their identity and recognise their worth.

Serve by encouraging children to look beyond themselves, care for others and act with courage, justice and compassion.

Spirituality is understood as something that is personal and developing. While spirituality and religion may complement one another, they are not the same. We provide opportunities for children to explore Christian beliefs and practices, learn about the beliefs of others and consider their own responses to life's questions. We respect that children may understand spirituality in different ways and recognise that not every child will express or experience it in the same way.

Our School Garden: A Metaphor for Spiritual Growth

The school garden is a very special and distinctive part of our school. It is enjoyed for its beauty and as a place to play, learn, explore and reflect. Throughout their journey at Box, children are taught gardening skills and take responsibility for different areas of the garden. They have opportunities to plant seeds, nurture plants and watch them flourish.

The garden provides a powerful, tangible way for children to explore spiritual development. They experience the patience needed for growth, the importance of care and responsibility, the wonder of new life and the interconnectedness of living things. They learn that growth takes time, that setbacks can lead to new learning and that even small actions can have a lasting impact.

The garden also encourages children to look beyond themselves, appreciating the beauty and complexity of the natural world and considering their responsibility to care for God's creation.

Through these experiences, children explore how Plant, Nurture, Flourish, Serve can be applied to their own lives, relationships, learning and spiritual development.

Spiritual Development Defined:

Spiritual development encourages children to interpret experiences in ways that may go beyond the physical senses and everyday language. It concerns relationships, beliefs, reflection, self-knowledge, identity, feelings, emotions, creativity and the search for meaning and purpose. It recognises a non-material dimension to life and has many aspects in common with moral development.

We draw on David Smith's four windows into spiritual development:

Spiritual capacities: Recognising that all human beings are capable of spiritual growth through self-awareness, reflection, empathy, imagination and creativity.

Spiritual experiences: Providing opportunities for pupils to encounter the spiritual dimension of life.

Spiritual understanding: Developing the understanding needed to make sense of spiritual experiences.

Spiritual responses: Exploring how experiences and understanding influence our choices, relationships, values and the way we live.

These windows have been developed into the Spiritual Ring Doughnut by Liz Mills. The doughnut represents the whole child: the outer ring represents the tangible dimensions of mind and body, while the hole represents the intangible dimension of spirit. Just as a doughnut would not be complete without its centre, we recognise that spiritual development contributes to our understanding of the whole person.

Four Areas of Spiritual Development:

We explore spirituality with children through four interconnected areas:

Self – looking in a mirror

Children develop self-awareness and self-knowledge by considering who they are, what matters to them, how they respond to experiences and the values that guide their decisions. They are encouraged to recognise their feelings, reflect on their choices and understand what helps them grow.

Others – opening a door

Children learn to step into someone else's shoes, listen carefully and consider different perspectives. Through relationships, collaboration, stories and encounters with people whose experiences differ from their own, they develop empathy, compassion and an appreciation of the worth and dignity of every individual.

Beauty – looking through a window

Children are encouraged to notice and respond to beauty, creativity and inspiration in the natural world, the arts, music, literature, sport and human achievement. They have opportunities to

experience awe and wonder and to express their responses through words, movement, art, music and other creative forms.

Beyond – looking towards the beyond, represented by a candle

Children are invited to explore mystery, belonging, faith, purpose and questions that may not have straightforward answers. Through reflection, stories, religious traditions and opportunities to consider the world beyond themselves, they can explore ideas about God, creation, eternity and what gives life meaning.

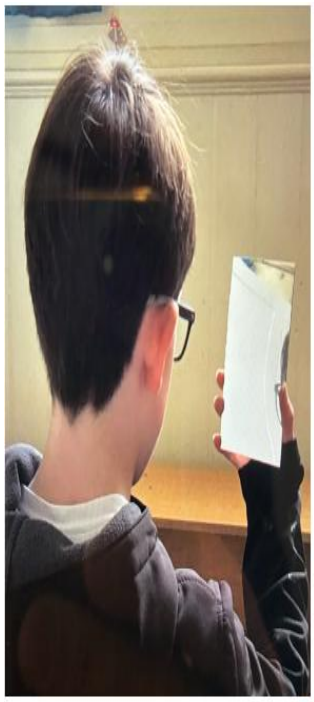
These four areas contribute to the strengthening of relationships and support children in developing a deeper understanding of themselves, other people and the world.









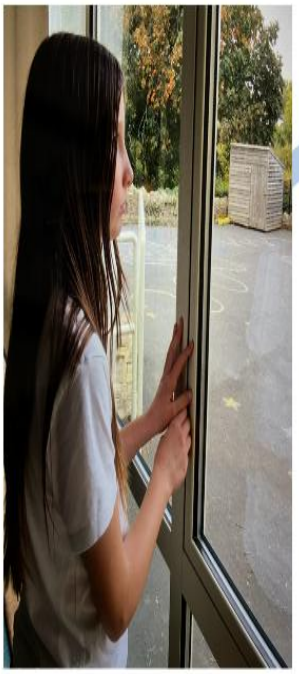


Mirror

Mirror: Self

Understanding who we are, our feelings, and what matters to us.

Exploring our own thoughts emotions, and identity,
such as the way I see things, the way I react, my conscience, my feelings, experiences that shape me.



Window

Windows: Beauty

Noticing and appreciating the wonder and beauty of the world around us.
Our response to anything we find beautiful: *Art, Nature, Music, The World*. What is happening in our world?



Door

Door: Others

Building relationships and understanding other people.

Showing empathy, stepping into someone's shoes and understanding how they are feeling. Considering how others see things and showing kindness. Respecting different beliefs, cultures, and viewpoints.



Candle

Candle: Beyond

Looking beyond ourselves, asking questions about the wider world. Thinking about life and asking questions- showing wonder, exploring beliefs and ideas.

Spiritual Development Through Our Curriculum

Our curriculum is rooted in our Christian vision and is designed to help every child become a confident, compassionate and courageous young person who knows that they belong and can make a positive difference.

We recognise that spiritual development can happen in every subject and across every stage of learning. Our curriculum opens windows to the wider world, builds on children's experiences and encourages them to ask questions, think deeply, explore different perspectives and develop a growing understanding of their place within God's world.

Spiritual opportunities are identified in medium-term planning and developed through meaningful learning experiences. Teachers consider how learning might enable children to reflect, wonder, question, make connections and respond to what they encounter.

Plant: We introduce children to new ideas, knowledge and experiences that stimulate curiosity and raise questions about themselves, others and the world.

Nurture: We create opportunities for children to listen, reflect, develop empathy, explore values and consider different viewpoints.

Flourish: We encourage children to express their ideas, exercise imagination, recognise their strengths and develop their own understanding of life's big questions.

Serve: We help children recognise their responsibilities towards others, their community and the natural world, encouraging them to put their learning and values into action.

Spiritual development is not an additional subject or a set of isolated activities. It emerges when learning is meaningful and children are given time to reflect on what they have discovered, how it makes them feel and what it might mean for their lives.

Spirituality Through Religious Education

Religious Education (RE) makes a distinctive contribution to spiritual development. It provides children with opportunities to explore Christianity and other religions and worldviews, encounter different beliefs and practices, and consider questions about meaning, purpose, truth, belonging and the nature of human experience.

Through RE, children are encouraged to ask thoughtful questions, reflect on religious stories and teachings, explore symbols and rituals, and consider how beliefs influence the lives and actions of individuals and communities. They learn to recognise both similarities and differences between people's beliefs and experiences, developing respect, curiosity and understanding.

Christianity has a particular place in our school as a Church of England community. Children explore how Christian beliefs, including ideas about God, Jesus, creation, love, forgiveness, justice, hope and service, shape the lives of Christians. They are also given opportunities to learn about other faiths and worldviews and to reflect on their own ideas and responses.

We value questions that do not have simple answers. Children are encouraged to wonder, discuss, reflect and revisit their thinking without feeling that they must arrive at a particular personal conclusion. In this way, RE helps children develop spiritual understanding alongside religious literacy, critical thinking and respect for others.

Spirituality Across the Wider Curriculum

Spiritual development is also woven throughout the wider curriculum.

In English, children explore characters' motivations, feelings, relationships and moral choices through stories, poetry and discussion. They consider different perspectives, imagine other people's experiences and reflect on themes such as courage, loss, kindness, injustice and hope.

In Science, children encounter the complexity and wonder of the natural world. They ask questions, investigate living things, explore the universe and develop an appreciation of the interdependence of life and our responsibility to care for the environment.

In History and Geography, children explore human experiences, communities, cultures and the relationship between people and place. They consider how lives have changed over time, how people respond to challenges and how their own lives connect with those of others.

In Art, Music, Design and Technology, and PE, children have opportunities to express themselves creatively, experience inspiration, appreciate beauty, persevere through challenge and recognise the achievements and contributions of others.

Across the curriculum, children are encouraged to make meaningful connections, think critically and creatively, and consider how knowledge can help them understand the world and contribute positively to it.

Spirituality in Everyday Moments

We recognise that some of the most powerful opportunities for spiritual development arise unexpectedly in the ordinary moments of school life.

A thoughtful question, a conversation in the playground, a kind act, the resolution of a disagreement, the discovery of something beautiful or a moment of shared laughter can all provide opportunities for spiritual growth.

Staff are encouraged to notice and respond to these moments, giving children time and space to explore their feelings, wonder about what they have experienced and consider the perspectives of others. A child's question about fairness, a discussion about loss, an encounter with wildlife in the school garden or a moment of awe at the changing seasons may lead to meaningful reflection.

We seek to create an environment where children feel comfortable expressing uncertainty, asking questions and sharing their ideas without fear of judgement. Adults model curiosity, compassion, careful listening and reflection, helping children recognise that spiritual development can be a lifelong journey.

Everyday opportunities also enable children to put our Christian values into practice. Forgiving a friend, standing up for someone who is treated unfairly, persevering with a difficult task, caring for a living thing or offering help without being asked are all ways in which our vision is lived out.

Spirituality Through Collective Worship

Collective Worship is an important part of the spiritual life of our school. It provides a distinct opportunity for our community to gather, pause, reflect and explore our Christian vision and values.

Through Bible stories, prayer, music, stillness, symbols, reflection and the sharing of experiences, children are invited to consider questions about life, faith, relationships and their responsibilities

towards others. Collective Worship provides opportunities for awe and wonder, gratitude, hope, belonging and a deeper understanding of the Christian faith.

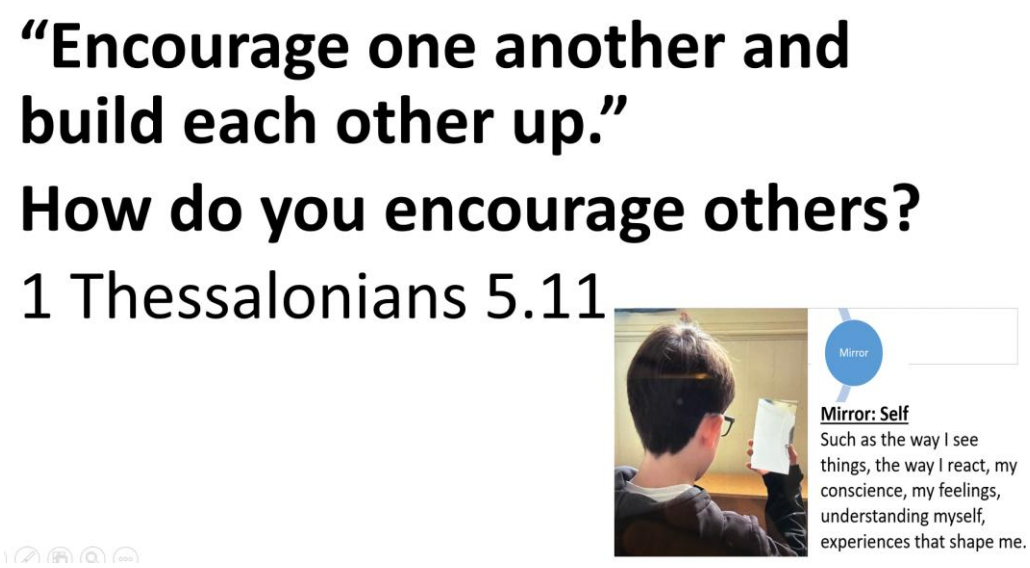
Our vision of Plant, Nurture, Flourish, Serve provides a recurring thread through Collective Worship. Children are encouraged to consider what they are learning, how they can grow, how they might support others and how they can use their gifts in service to their community and the wider world.

Collective Worship also offers time to reflect on our Christian values of respect, compassion, courage, forgiveness and justice. Through stories and real-life examples, children consider how these values can shape their decisions and actions.

We aim to make Collective Worship engaging, meaningful and accessible to all children. There is space for children to listen, wonder, question and respond in their own way. Opportunities for prayer and reflection are offered in a way that respects the spiritual development of each child.

In this shared time, children develop a sense of belonging to a community that seeks to live out its values and make a positive difference.

Examples of spirituality in collective worship:



Effective Spiritual Development

- Effective spiritual development occurs when:
- Relationships are valued and every person is recognised as worthy of dignity, care and respect.
- Children are encouraged to develop self-knowledge and self-awareness and to reflect on the principles and values by which they live.
- Opportunities are provided to express imagination, inspiration, insight and understanding throughout the curriculum.
- Children have time to reflect on the beauty, power and mystery of the natural world and on human creativity and achievement.
- Children are encouraged to ask questions, explore uncertainty and consider different perspectives.

- Experiences of awe, wonder, gratitude, belonging and connection are recognised and nurtured.
- Children are supported to connect their beliefs, values and understanding with their choices and actions.
- Children are encouraged to care for others, contribute to their community and take responsibility for the world around them.

The Purpose of Spiritual Development

- Through our work with children, we aim to support them in developing:
- The ability to recognise and understand their own feelings and emotions, to be moved by beauty and kindness, to recognise injustice and to develop an appropriate response to challenging situations.
- Personal beliefs and an appreciation that people hold individual and shared beliefs that influence their lives.
- A growing sense of meaning and purpose, including opportunities to reflect on the origins and purpose of life and respond to experiences such as beauty, suffering, change and death.
- Self-awareness and self-knowledge in relation to thoughts, feelings, emotions, responsibilities and experiences, alongside the development of self-respect.
- Positive relationships through recognising and valuing the worth of every individual, including themselves, and developing a sense of community and belonging.
- The ability to express thoughts and feelings creatively through art, music, literature, sport, discussion and other forms of expression.
- Imagination, inspiration, insight and the ability to consider possibilities beyond immediate experience.
- Experiences of awe, wonder and mystery inspired by the natural world, human achievement, religious traditions and the unknown.
- An understanding that their actions can affect others and that they have the capacity to serve, contribute and bring about positive change.
- Ultimately, we want children to leave Box with a growing understanding of who they are, an appreciation of the worth of others, a sense of belonging and the confidence to use their gifts in the service of others.

Planning, Recording and Evaluation

Opportunities for spiritual development are planned and identified within medium-term planning.

Teachers consider how the four areas of spirituality — Self, Others, Beauty and Beyond — can be developed through curriculum learning, RE, Collective Worship and wider school experiences.

The school uses Andrew Rickett's grids to support the provision, promotion and progression of spiritual development. These help staff consider the range and depth of opportunities offered to children and how their experiences and understanding may develop over time.

Spiritual development cannot always be measured or recorded in a straightforward way. We therefore value the quality of children's questions, reflections, conversations, creative responses, relationships and actions, as well as their growing ability to consider meaning and purpose.

Staff are encouraged to remain responsive to unplanned opportunities for spiritual growth and to recognise that each child's spiritual journey is individual. Our aim is not to prescribe what children

should think or believe, but to provide the experiences, relationships and reflective space in which their spirituality can develop.

Recording Spiritual Development

We recognise and celebrate spiritual development through the everyday life of our school. Opportunities for reflection, awe and wonder, acts of kindness, thoughtful questions and moments that demonstrate our Christian values are recorded in our Brown Book in the hall and in our class Values Books. The Brown Book provides a shared record of significant moments across our school community, capturing experiences that reflect our Christian vision of Plant, Nurture, Flourish, Serve. Class Values Books celebrate the ways in which children live out our Christian values of respect, compassion, courage, forgiveness and justice in their learning, relationships and daily experiences. Together, these records help us recognise and reflect on how spirituality is nurtured through Collective Worship, the curriculum, RE and the ordinary moments of school life. They provide a valuable opportunity to celebrate children's spiritual journeys, notice the impact of our vision and values, and identify further opportunities to support every child in their spiritual development.

Associated Policies and Documents

Collective Worship Policy

Religious Education (RE) Policy

Curriculum Intent

Behaviour Policy

Equality, Diversity and Inclusion policies:

This version places spirituality at the heart of the school's vision and makes clear that it is nurtured through planned curriculum experiences, RE, Collective Worship and the small, significant moments of everyday school life. It also preserves your original four areas of spirituality and the school garden metaphor, so the policy remains distinctive to Box.



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Be Your Best!

