



Coddington

— C of E —

Primary and Nursery
School

Spirituality Statement and Policy

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Next review due	
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Spirituality Statement

At Coddington Church of England Primary School, spirituality is at the heart of who we are and all that we do. Rooted in our Christian vision *"We value each child for who they are and prepare them for who they can become"*. We seek to nurture the whole child, enabling every member of our school community to flourish together.

We understand spirituality as the pursuit of meaning, purpose, and connection to something greater than oneself. It encompasses personal growth, inner awareness, and experiences that inspire curiosity, reflection, and a sense of awe. Within our school, this understanding is shaped by our belief that all people are created in the image of God, equal and deeply valued.

Our vision is built upon the principle of flourishing together. We recognise that everyone matters, that we are all neighbours, and that through compassion and bravery we grow as individuals and as a community. Inspired by the Good Samaritan and the call to *"Go and do likewise"* (Luke 10:37), we encourage our pupils to live out faith through action. Guided by God's love, we give rather than take and seek to *"encourage one another and build each other up"* (1 Thessalonians 5:11).

Spirituality at Coddington is woven through daily life. Drawing on principles reflected in the MITRE Christian Ethos, we intentionally create opportunities for reflection, stillness, questioning and wonder across the curriculum and wider school experience. These opportunities enable children to be inquisitive about the world, thankful for the guidance and inspiration of faith, and motivated to reach for the best in themselves and others.

Our core values of Care, Courage and Community underpin this work. As a Church of England school, we are committed to inclusivity, ensuring that every member of our community—regardless of faith or worldview—feels valued and supported in their spiritual development.

Through knowledge, faith and love, we believe we can change the world. Our aim is that every child leaves Coddington not only with strong academic foundations, but with a deep sense of meaning, belonging and purpose—equipped to live life in all its fullness and to make a positive difference in the world.

Aims

At Coddington Church of England Primary School, we aim to foster the spiritual development of all our children, enabling them to flourish as unique individuals created in the image of God.

While there are many models of spirituality, at Coddington Primary School we have chosen to frame our approach through Andrew Ricketts' model of **Self, Others, Beauty and Beyond**. This model supports our children in making sense of themselves and the world around them and reflects the Christian foundation of our school while remaining inclusive and accessible to all.

We aim to do this by:

Developing Awareness of Self

- developing an appreciation of their uniqueness and value as a child made in the image of God;
- fostering self-awareness and supporting children to understand and manage their thoughts, feelings and emotions;
- helping children to make informed and reflective choices;
- developing resilience and recognising that experiences of disappointment, failure and loss can lead to growth;
- promoting strategies that support positive mental health and well-being.

Developing Understanding of Others

- developing an awareness of, and respect for, other people's beliefs, faiths and perspectives;
- encouraging empathy, compassion and the ability to build positive relationships;
- understanding the importance of community and using their gifts in the service of others;
- valuing difference and diversity through meaningful engagement with others.

Experiencing Beauty and Wonder

- encouraging curiosity, creativity and imagination;
- developing the ability to reflect on and respond to experiences of awe and wonder;
- nurturing an appreciation of the natural world and a commitment to care for creation as God's gift;
- fostering a sense of joy and appreciation through art, music, nature and creative expression.

Exploring Beyond

- developing knowledge and understanding of the Christian faith, including its language, stories and symbolism;
- exploring the school's core Christian values and the biblical teaching that underpins them;

- developing the skills and language to reflect on the big questions and mysteries of life;
- enabling pupils to articulate their own beliefs and consider questions of meaning, purpose and faith.

Implementation

We seek to achieve these aims through a consistent and intentional approach to spiritual development across school life:

- ensuring that our Christian vision and values permeate all aspects of school life;
- planning opportunities for spiritual development across the curriculum and wider school experiences;
- recognising and valuing spontaneous and unplanned spiritual moments;
- providing opportunities for stillness, reflection and prayer;
- fostering spiritual capacities such as imagination, empathy, insight and discernment;
- enabling children to listen deeply, reflect thoughtfully and engage in meaningful discussion;
- promoting strong relationships and a sense of belonging within a supportive community;
- providing opportunities to explore spirituality through creative arts, outdoor learning and educational visits;
- developing understanding of different faiths and worldviews through RE;
- creating a safe environment where children can express ideas, beliefs and emotions openly;
- promoting hope, joy, reassurance and encouragement through shared experiences;
- encouraging children to take responsibility, show courage and contribute positively to society.

Implementation of Spirituality at Coddington C of E Primary School

At Coddington Church of England Primary School, spirituality is intentionally developed through all aspects of school life, from Reception to Year 6. Using Andrew Ricketts' framework of **Self, Others, Beauty and Beyond**, we ensure a progressive and age-appropriate approach that supports children in deepening their spiritual awareness over time.

1. Across the Curriculum (Progression from EYFS to Year 6)

Spiritual development is carefully planned across the curriculum, with increasing depth and independence as children move through the school.

- **Reception and Key Stage 1**
 - **Self:** Children begin to recognise and name their feelings, reflect on personal experiences and show awareness of their uniqueness.
 - **Others:** They learn to form positive relationships, show kindness and begin to understand similarities and differences.

- **Beauty:** Children experience awe and wonder through play, stories, nature and creative activities.
- **Beyond:** They begin to ask simple questions about the world, God and meaning through stories and RE.
- **Lower Key Stage 2 (Years 3–4)**
 - **Self:** Pupils reflect more deeply on their thoughts, values and choices, beginning to explain their feelings.
 - **Others:** They develop empathy, consider fairness and begin to appreciate diverse viewpoints.
 - **Beauty:** Pupils articulate moments of wonder and respond thoughtfully to art, music, nature and human creativity.
 - **Beyond:** They ask deeper questions about faith, meaning and purpose, making links between beliefs and actions.
- **Upper Key Stage 2 (Years 5–6)**
 - **Self:** Pupils demonstrate growing self-awareness, reflecting critically on their beliefs, values and identity.
 - **Others:** They engage respectfully with different perspectives, showing compassion and moral awareness, and taking action to support others.
 - **Beauty:** Pupils independently reflect on experiences of awe and wonder and can express these in thoughtful and creative ways.
 - **Beyond:** They explore complex questions about life, faith and existence, considering their own worldview and that of others.

2. Collective Worship

Collective worship is central to spiritual development and provides a clear structure for progression:

- In **younger years**, children engage through stories, songs, and simple reflection.
- As pupils mature, they take increasing ownership—leading worship, writing prayers and engaging in deeper reflection.
- Worship regularly provides opportunities for stillness, prayer and reflection on Christian values, rooted in our vision of **Care, Community and Courage**.
- Pupils are invited to reflect on biblical teachings and consider how they influence their own actions and understanding of the “**Beyond**.”

3. Creating a Reflective Environment

We create a learning environment that nurtures spiritual growth at every stage:

- **EYFS/KS1:** Visual prompts, story spaces and quiet areas encourage early reflection and wonder.
- **KS2:** Reflection spaces become more purposeful, with written prompts and opportunities for independent thinking and journaling.
- Displays across the school reflect **Self, Others, Beauty and Beyond**, supporting children in recognising spiritual moments.

4. Relationships and Ethos

Spiritual development is embedded through daily interactions:

- Younger children are supported to show kindness, share and understand others' feelings.
- Older pupils are encouraged to show leadership, resolve conflicts thoughtfully and act with **courage and compassion**.
- Across the school, we model inclusivity, respect and unity, ensuring all feel valued and part of our community.

5. Opportunities Beyond the Classroom

We provide a wide range of experiences that deepen spiritual understanding:

- **Reception and KS1:** Exploration of the natural world, storytelling, role play and celebration of festivals.
- **KS2:** Visits, visitors and experiences that challenge thinking, broaden perspectives and encourage courageous advocacy.
- Opportunities for service, charity and community engagement allow pupils to live out their values in meaningful ways.

6. Language and Reflection

A shared language of spirituality is used consistently across the school, with increasing sophistication:

- Younger pupils respond to simple prompts such as "How does this make you feel?" or "What do you notice?"
- Older pupils engage with deeper questioning:
 - "What does this teach us about ourselves?"
 - "How does this influence our understanding of others?"
 - "Why might this be important in the wider world?"
 - "What bigger questions does this raise about life or God?"

Through this progressive approach, spirituality at Coddington is not only experienced but deepened over time. By the end of Year 6, pupils are equipped with the language, confidence and understanding to reflect on their own beliefs, appreciate others, respond to the world with awe and wonder, and engage thoughtfully with life's biggest questions.

Guided by our Christian vision and values, we enable all children to grow spiritually and flourish—ready to live with **Care, Community and Courage** in the wider world.

Impact of Spirituality at Coddington C of E Primary School

The impact of our approach to spirituality is seen in the way pupils grow as reflective, compassionate and thoughtful individuals, rooted in our Christian vision and values of Care, Community and Courage. Through a consistent focus on Self, Others, Beauty and Beyond, children develop the knowledge, skills and language needed to engage meaningfully with themselves, others and the wider world.

By the time pupils leave Coddington, they demonstrate:

Awareness of Self

- a strong sense of their own worth as individuals created in the image of God;
- the ability to reflect on their thoughts, feelings and experiences with increasing depth and maturity;
- resilience and an understanding that challenges and setbacks can lead to personal growth;
- confidence in expressing their ideas, beliefs and emotions using an age-appropriate spiritual vocabulary.

Understanding of Others

- empathy, compassion and respect for others, including those with different beliefs, backgrounds and worldviews;
- an ability to form positive relationships and contribute to a caring, inclusive community;
- a developing sense of responsibility and a commitment to serving others through acts of kindness and courageous advocacy.

Appreciation of Beauty

- a capacity to experience and respond to awe and wonder in the natural world, creative arts and everyday life;
- curiosity, imagination and creativity when engaging with new experiences;
- an understanding of the importance of caring for the environment as part of God's creation.

Engagement with Beyond

- the ability to ask and explore deep questions about meaning, purpose and faith;
- a growing understanding of Christian beliefs, values and practices, alongside respect for other faiths and worldviews;
- the confidence to reflect on their own developing beliefs and consider how these influence their actions and choices.

Whole School Impact

As a result of our provision:

- Spirituality is **visible and lived out** across the school in relationships, behaviours and daily interactions.
- Pupils are able to **articulate their spiritual thinking** with clarity, using the shared language of Self, Others, Beauty and Beyond.
- There is a strong sense of **belonging, inclusivity and community**, where every child feels valued and supported.
- Collective Worship is recognised by pupils as a meaningful time for **reflection, stillness and shared spiritual growth**.
- Pupils demonstrate a readiness to make a **positive difference in the world**, guided by their understanding of faith, values and responsibility.

Ultimately, our approach ensures that pupils leave Coddington not only academically prepared, but spiritually developed—equipped with a sense of **meaning, purpose and connection**, and inspired to live out our vision to “*go and do likewise*” in their future lives.