

Spirituality within our curriculum

The spiritual dimension has everything to do with who and what our pupils are and who and what they will become. This is essentially a lifelong process that is not framed within normal attainment targets, nor can it be tested or measured at intervals.

It includes the development and expression of curiosity, imagination, of the pupil's own beliefs, insight, an appreciation of transcendence, creativity, self-knowledge and searching for meaning and purpose in life.



The most significant lessons in school have nothing at all to do with numeracy or literacy, but rather occur when the children learn about themselves, who they are, and where they fit into the great scheme of things. What a teacher builds into their pupils' hearts, becomes the foundation for what these children will live out in their lives. Education is not just what we teach them, but also about who they become.

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 Nows...

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?



Our language of spirituality

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."

Making it Simple



To talk about spirituality is, essentially, to talk about something which is beyond words. There is a general consensus that spirituality is linked to fundamental questions about the meaning and purpose of life; it includes ideas around relating to oneself, others, the natural world and the transcendent; it is not dependent on religious belief or affiliation.

Drawing on many of the different definitions and approaches about spirituality on offer to church schools, simple language of spirituality that would be accessible to all, even the very youngest children in a Church of England primary school as well as students and young people.

This leaflet aims to explain our language of spirituality.

The 'Wows', 'Ows' and 'Nows'

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.



Cracks may be caused when something is so good and **breathtaking** that the pot expands and cracks – the **wows** of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life.



Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life. A moment of stillness, a pause or prayer can create a crack in the normal, physical everyday.

The Golden Glue

In these special moments there is a spiritual opportunity.

Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something differently beautiful and even more valuable. Using this metaphor, the wows, ows and nows of life offer the possibility of becoming cracks that are filled with gold, adding significance and value to life. In all these moments, there is an opportunity to invite God to be involved in making sense of these experiences. In a church school context, this should always be offered as an invitation. This approach to spirituality with the concept of wows, ows and nows and their links to exploring relationships with ourselves, others, the wider, natural world and beyond, should be relevant and include every member of the school community, from any faith or world view.

