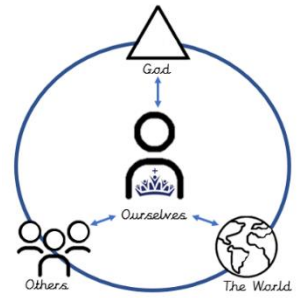


Spirituality at Queen's Park CE/URC Primary School

Spirituality is not the same as religious faith but it is bedrock on which faith is founded. At Queen's Park CE/URC Primary School, we agreed on the definition of spirituality development as connecting with ourselves, others, the world and God, through whom, everything is possible. (Matthew 19:26).



Ofsted define how pupil's spiritual development is shown by them:

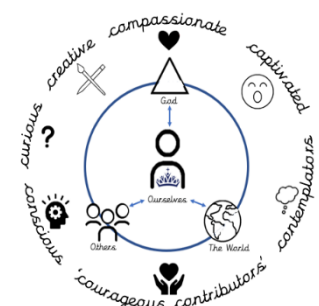
- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- knowledge of, and respect for, different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate

Using the 'What if Learning strategies, this document outlines how we promote spirituality, through both planned and spontaneous opportunities, in all aspects of Queen's Park life including: our theologically-rooted Christian Vision, Collective Worship and our CROWN curriculum.

Our Spiritual Capacities (Our 7 C's)

David Smith in his book 'Making sense of Spiritual Development' (1999) states a number of human capacities commonly identified as related to spiritual development.



Spiritual Capacities include children's ability to:

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- be guided by their beliefs and values and be willing to take a stand to defend them (*conscious*)
- be self-aware and empathise with the experience of others in the school and wider community (*compassionate*)
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder (*creativity*)
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life (*captivation*)
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer (*contemplate*)
- demonstrate curiosity and open mindedness when exploring life's big questions (*curious*)
- appreciate and be thankful for what is good in life and show generosity towards other (*courageous contributors*)



Our Seven Spiritual Capacities



Curiosity

To be curious is our hearts way of asking questions and exploring the world to learn, grow and understand life's wonders.



Captivation

To be captivated means to be enthralled or absorbed by something that is fascinating, or beautiful.



Courageous Contributor

To be an courageous contributor means to be an agent of change to make the world a better place for everyone.



Compassionate

To be compassionate is love in action. It means seeing someone who needs help and being that person who helps others to create a kinder world.



Contemplation

To contemplate means to think deeply and seriously. It means to stop and take a moment to reflect on ourselves, others, the world and God.



Consciousness

To be conscious means to be aware of ourselves and have an understanding of our impact on others, the World and God's impact on us.



Creativity

To be creative means to have the ability to generate ideas, solutions and or expressions. It helps us think, feel and express ourselves in many ways.







With staff holding a secure understanding of our consistent school approach, opportunities for spiritual development are then woven throughout the curriculum.

How do staff support pupils in their spiritual development?





- Staff have a secure understanding of spiritual development.
- As a school, we have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We revisit spirituality as an area for consideration in our staff meetings and offer training.
- We ensure new staff are aware of our school policy on spiritual development
- We are aware of spiritual development shown across four key areas of Self, Others, the World and God (Rebecca Nye)
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- We discuss spirituality with our church and others who can further support this further.

This is evidenced through 'spirituality in the spotlight' that are carefully planned throughout the wider curriculum through our consistent approach. Please find the examples below from all curriculum subjects.

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<div>English</div> <div></div>	
<div></div> <div>Ourselves</div>	<ul style="list-style-type: none"> • Prompt readers to consider what aspects of the text inspire them, encouraging them to explore personal connections and sources of motivation. • Stimulate reflection on how readers would cope with challenges depicted in the text, fostering resilience and critical thinking skills • Encourage readers to imagine how they would respond to situations similar to those in the text, promoting empathy and critical thinking • Invite readers to reflect on their own emotions and experiences prompted by the text, fostering emotional intelligence and self-expression. • Encourage readers to reflect on how the book has changed them, fostering growth and self-awareness.
<div></div> <div>Others</div>	<ul style="list-style-type: none"> • Encourage readers to ponder similarities and differences between themselves and the characters in the text, fostering self-awareness and empathy. • Prompt readers to reflect on how the book inspires them to act for justice in their own lives, fostering motivation and empowerment
<div></div> <div>The World</div>	<ul style="list-style-type: none"> • Listening to the power of story by exploring a wide range of text types and genres from a range of cultures around the world • Reflecting on the different contexts and cultures found in stories
<div></div> <div>God</div>	<ul style="list-style-type: none"> • Encourage reflection on moments in the book that warm or heal the heart, fostering empathy and appreciation for emotional depth. • The ability to use language creatively can be celebrated as a gift from God, and stories can be seen as a way of exploring the divine nature of imagination and beauty. • Poetry, song lyrics, and reflective writing can be used as forms of praise, gratitude, or personal reflection on God's role in the world and in children's lives.
<div>Maths</div> <div></div>	




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 Ourselves	<ul style="list-style-type: none"> • Maths challenges children to problem-solve, persevere, and develop resilience. Overcoming difficulties in Maths can help children grow in self-belief and determination. • Discovering patterns, sequences, and the logic behind numbers can inspire awe and curiosity about how the world works, encouraging children to ask deep questions and explore with a sense of wonder. • Engaging in mathematical thinking can help children develop their creativity, allowing them to express themselves in unique and imaginative ways.
 Others	<ul style="list-style-type: none"> • Working in pairs or groups on mathematical tasks promotes teamwork, active listening, and respect for others' ideas and strategies. • Solving problems together and explaining reasoning can lead to shared joy, pride, and mutual support. • Children learn that there are often many ways to solve a problem, encouraging respect for diverse ways of thinking and learning.
 The World	<ul style="list-style-type: none"> • Maths provides tools to make sense of patterns in nature, measure time, understand space, and manage resources, helping children connect intellectually with the world around them. • Learning maths equips children to solve real-world problems, encouraging responsible stewardship of the environment and society. • Maths is a language understood worldwide, connecting children to a global community through shared logic and discovery. • Maths equips children with life skills to be contributing members of society.
 God	<ul style="list-style-type: none"> • Maths reveals order, precision, and harmony in the universe, inspiring awe at God's design and creativity. • Developing mathematical skills can be seen as nurturing gifts from God, encouraging children to use their talents wisely. • Maths teaches that some truths are absolute and discoverable.


Religious Education






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 <p><i>Ourselves</i></p>	<ul style="list-style-type: none"> • Learning that each of us has a spirit that can be recognised, nurtured and grow. • Thinking about their own sense of purpose and self-identity through the big questions that they ask. • Thinking about and understanding their own beliefs, worldviews and perspective on a range of topics and issues. • Allows children to look through 'other lenses' at scenarios. • Exploring religious and moral teachings helps children to contemplate about what is right and wrong, shaping their conscious decision-making. • Invites them to be curious and ask big questions about life, meaning, and purpose. This helps children to build confidence in our own thinking and understand that it's okay to hold questions, doubts, and diverse viewpoints.
 <p><i>Others</i></p>	<ul style="list-style-type: none"> • Learning about other people's beliefs, viewpoints and religions. • Engaging with stories, practices, and symbols from various faiths fosters empathy and the ability to express and understand emotions. • Promotes understanding, tolerance and respect to prepare us for life in Modern Britain and to be Global Citizens. • Helps children build positive relationships, challenge stereotypes, and contribute to a more inclusive and harmonious society. • RE lessons often touch on universal human experiences—such as love, loss, hope, and justice—which help us to connect emotionally with stories, traditions, and ethical questions. This nurtures empathy, compassion, and emotional depth.
 <p><i>The World</i></p>	<ul style="list-style-type: none"> • RE introduces us to different cultures, faiths, and worldviews from around the globe. We are global citizens. • It helps us develop an awareness of global diversity, encouraging respect and appreciation for people from different backgrounds. • Allows exploration of big questions about life, meaning, justice, and the environment. • Explores values such as peace, tolerance, equality, and stewardship of the planet, which are essential for living in a connected and interdependent world.





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	<ul style="list-style-type: none"> Helps children to explore how different people believe the world was created - taking into account religious and non-religious views. Allows children to take time to appreciate the wonder in the world.
 God	<ul style="list-style-type: none"> A chance to explore beliefs and practices of different faiths that focus on the concept of God or a higher power. Explore viewpoints that may not believe in a higher power and this allows children to have a balanced discussion around the existence of God. Supports in exploring their relationship with God in a respectful and open way. It encourages them to ask personal and spiritual questions about faith, meaning, and purpose. Opportunities to explore our own spirituality and be curious about concepts such as life after death Helps to develop an understanding of faith as a source of comfort, guidance, and inspiration for a believer. The curriculum respects all beliefs, supporting children to form our own ideas about God in a safe and inclusive environment.






Science 	
 Ourselves	<ul style="list-style-type: none"> Encourage pupils to call themselves scientists and recognise that through exploration, they will understand elements of the natural world, space and the universe Engage in scientific exploration which will allow them to develop intellectually, emotionally and reflect on this learning via the spiritual capacities Cultivate their own curiosity and allow it to take them on a journey (sometimes unexpectedly!)
 Others	<ul style="list-style-type: none"> Encourage the children to appreciate the ideas, predictions and proposals of the work of other children and their knowledge Respect and admire the work of scientists in the present day and through time with findings which have proven to be life changing. Explore global significant scientific discoveries

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 The World	<ul style="list-style-type: none"> Engage with opportunities to appreciate the beauty of the world around them Develop awe and wonder at the vast scale of things and the complexity of the world. Reflect on the difficult themes in science and the world and explore opportunities to develop resilience in the face of the unexplained. Encourage children to contemplate their place in the universe and to explore the feeling of both insignificant in the vastness of the universe.
 God	<ul style="list-style-type: none"> Foster a sense of gratitude for the creation and a reverence for nature Explore the presence of God (in all forms and from all religions) when contemplating the big questions.

<u>Physical Education</u> 	
 Ourselves	<ul style="list-style-type: none"> PE helps children discover their own strengths, abilities, and limits, building self-confidence and resilience. Through success, challenge, and sometimes failure, children learn to manage emotions and develop perseverance. Activities like yoga, stretching, or outdoor exercise can give children moments of calm, reflection, and inner peace.
 Others	<ul style="list-style-type: none"> PE offers opportunities for children to work together, developing empathy, respect, and friendship. Celebrating team successes or encouraging others nurtures kindness and a sense of community. PE teaches children to value fairness, honesty, and inclusion, deepening their understanding of others.
 The World	<ul style="list-style-type: none"> Outdoor activities and nature-based PE help children appreciate the beauty of the natural world, inspiring a sense of wonder. Learning about different sports and games from around the world encourages respect for diverse cultures and traditions. Activities in nature foster a sense of responsibility towards the environment.



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 <p>God</p>	<ul style="list-style-type: none"> • PE can help children express thankfulness for their bodies, health, and the joy of movement—gifts seen as given by God. • Using talents to support others in team activities can be seen as living out faith and service to God. • Time spent outdoors or in mindful activity can inspire children to reflect on God as the creator of the world.
<p><u>History</u></p> 	
 <p>Ourselves</p>	<ul style="list-style-type: none"> • Learning about their own heritage, family history, and national story helps children understand who they are and where they come from. • Exploring the lives of historical figures who showed courage, determination, or compassion can inspire children to reflect on their own values, choices, and potential. • History allows children to consider right and wrong by reflecting on past events, helping them develop a deeper understanding of justice, fairness, and human dignity.
 <p>Others</p>	<ul style="list-style-type: none"> • By learning about people from different times, places, and cultures, children develop empathy and appreciation for the experiences, struggles, and triumphs of others. • History teaches that, despite differences, people across time have shared hopes, fears, joys, and challenges, helping children feel part of the wider human family. • History allows children to explore how societies have made mistakes, encouraging forgiveness, compassion, and a commitment to building a better future.
 <p>The World</p>	<ul style="list-style-type: none"> • Studying great civilizations, remarkable achievements, and extraordinary individuals can inspire awe, resilience, and potential of humanity. • Learning about different cultures, beliefs, and traditions encourages respect for the richness and diversity of the world. • Understanding how the past has shaped the present can motivate children to become thoughtful, responsible citizens of the world.

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 <p>God</p>	<ul style="list-style-type: none"> • Seeing the chronology of History with the chronology of the Bible. • Studying the impact of religious leaders, architecture movements, and values can deepen children's faith and understanding of how beliefs have shaped societies. • Historical events that highlight the importance of justice, peace, and the value of every human life can be linked to spiritual and religious teachings about God's love for all people. • Learning about tragic historical events can lead to children questioning their knowledge of God through the lens of different religions and world views.
<p style="text-align: center;"><u>Geography</u></p> 	
 <p>Ourselves</p>	<ul style="list-style-type: none"> • Children study their local area and how it fits into the wider world, encouraging them to reflect on their identity, community, and role in society. • Outdoor learning and first-hand experiences of nature (like rivers, coasts, or weather patterns) can awaken a sense of captivation and awe and wonder, helping children to feel connected to something bigger than themselves. • Encouraging children to ask deep questions about human choices, landscapes, or natural processes nurtures a sense of inquisitiveness and curiosity.
 <p>Others</p>	<ul style="list-style-type: none"> • Studying places around the world helps children appreciate different ways of life, values, traditions, and beliefs. This can build empathy and respect for others. • Topics such as climate change help children see how people's lives are interconnected. This awareness encourages compassion and consciousness, reflecting on how we can affect others' lives. • Children explore the differences between their lives and those of children in other parts of the world, developing a broader understanding of human dignity and shared humanity.



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 <p>The World</p>	<ul style="list-style-type: none"> • Learning about mountains, oceans, weather, volcanoes, or places like the Amazon rainforest can captivate and inspire awe and wonder, gratitude, and a sense of mystery about the beauty and complexity of the natural world. • topics such as pollution, sustainability, or climate change enables pupils to reflect on their responsibility to care for the Earth, encouraging conscious reflection on the concept of stewardship and how they can be courageous contributors. • Observing how the Earth changes over time fosters appreciation for the rhythms of nature, which can be deeply spiritual and grounding for children.
 <p>God</p>	<ul style="list-style-type: none"> • Geography can inspire spiritual reflection on how the Earth was formed and how it sustains life, prompting questions about the existence and nature of God or a Creator. • When children study the beauty and diversity of the world, teachers can invite them to consider the world as something sacred or divinely made, depending on the school's ethos.






<p style="text-align: center;">PSHE</p> 	
 <p>Ourselves</p>	<ul style="list-style-type: none"> • PSHE helps children become more self-aware by teaching them to recognise and understand their emotions, reflect on their thoughts and actions, and develop a clear sense of identity. • Through activities that promote emotional literacy, self-reflection, goal setting, and mindfulness, children learn to better manage their feelings and behaviour. • PSHE promotes self-acceptance, self-consciousness and uniqueness. We teach the children the importance of loving oneself, fostering spirituality.
 <p>Others</p>	<ul style="list-style-type: none"> • PSHE teaches children about love, empathy, and the importance of respecting others, celebrating diversity, and healthy relationships. • It helps children connect with others by teaching essential social and emotional skills such as communication and understanding different perspectives. • Through discussions, group activities, and role-play, children learn how to listen actively, express themselves clearly, and build positive relationships.

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	<ul style="list-style-type: none"> • PSHE also promotes teamwork, cooperation, and conflict resolution, helping children handle social situations with confidence. • By exploring topics like friendship, diversity, and inclusion, it fosters a sense of belonging and encourages respectful and supportive interactions and connections with others.
 The World	<ul style="list-style-type: none"> • PSHE teaches children to understand and connect with the world by equipping them with the skills needed to navigate and explore important global issues they may encounter. This supports the development of a sense of responsibility, compassion, and a desire to actively contribute to positive change within their communities and the wider world.
 God	<ul style="list-style-type: none"> • PSHE promotes self-acceptance, self-awareness, and a sense of uniqueness, underpinned by the belief that we are all made in the image of God. • It encourages children to connect with their own beliefs, including their relationship with God or a higher power, through self-reflection, respect for others (including diverse faiths), and opportunities to explore personal values. • While not a religious subject, PSHE provides space for children to consider what matters to them spiritually and morally. Through discussions on identity, moral choices, and life's big questions, children are supported in understanding how their beliefs shape their behaviour and decisions. • It also helps them feel confident and accepted in expressing their faith, including their connection with God.




<div style="text-align: center;"> <h3>Computing</h3>  </div>	
 Ourselves	<ul style="list-style-type: none"> • Digital creativity (e.g., animation, digital art, or storytelling): Children are able to be creative by using digital tools to express their identity, values, and emotions. • Problem-solving and perseverance in coding: Writing and debugging code fosters resilience and patience. Overcoming challenges can help pupils build confidence and understand their own learning processes.

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	<ul style="list-style-type: none"> Online safety and digital wellbeing: Reflecting on how technology impacts their mental health and personal boundaries enables pupils to make conscious, informed choices online, encouraging contemplation about their own values and identity.
 Others	<ul style="list-style-type: none"> E-safety and digital communication: Discussions around cyberbullying, online empathy, and respectful digital interactions highlight the importance of being conscious of and compassionate to others' feelings and perspectives in the virtual world. Exploring diversity in technology: Learning about diverse contributions to technology across cultures can foster appreciation and understanding of others' experiences and beliefs.
 The World	<ul style="list-style-type: none"> Exploring the impact of technology on the environment and society: Children can reflect on the ethical and environmental implications of technology use. This encourages a sense of responsibility and stewardship for the world. Global connectivity and access: Understanding how computing connects people globally can foster a sense of being part of a wider world community and reflect on global inequalities in digital access (the digital divide).
 God	<ul style="list-style-type: none"> In Christian theology, Genesis 1:27 tells us that humans are made in the image of God ("So God created mankind in his own image..."). This includes our capacity to create, design, communicate, and problem-solve—core aspects of computing. In this light, coding, digital creativity, and innovation are not just technical skills, but expressions of the creative spark God placed within us. When children use Computing to design, build, and imagine, they are reflecting God's nature as Creator.
Art 	
 Ourselves	<ul style="list-style-type: none"> Art allows children to explore and express their feelings, thoughts, and unique identity in creative ways.






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	<ul style="list-style-type: none"> The creative process encourages focus and calm, giving children time to reflect inwardly and develop self-awareness. Experimenting with different materials and techniques builds confidence and a willingness to take risks and learn from mistakes.
 Others	<ul style="list-style-type: none"> Foster empathy to others and varying perspectives/viewpoints. Inspiring awe/captivation through introducing renowned artists. Reflecting on others creativity, passion and skill. Encouraging curiosity through questioning other's insightful practices.
 The World	<ul style="list-style-type: none"> Observing and representing nature, people, and places inspires awe and appreciation for the beauty and complexity of the world. Using natural materials or themes from nature can foster a sense of care and responsibility towards the environment. Learning about global art traditions connects children to the wider human story and the richness of cultural heritage.
 God	<ul style="list-style-type: none"> Christian belief that God created everything. The great architect in the sky. God as an artist who gifted creativity to all. Reflections on the Divine. Art/artist specifically inspired by faith or religious scripture.

<u>Design Technology</u> 	
 Ourselves	<ul style="list-style-type: none"> The design process involves planning, testing, and improving, teaching patience, resilience, and self-awareness. Through their creations, children express their ideas, values, and individuality. Encourages children to use their imagination and critical thinking to design and create, fostering confidence and a sense of personal achievement.
 Others	<ul style="list-style-type: none"> Many DT projects involve teamwork, helping children develop cooperation, listening skills, and respect for others' ideas. Designing with others' needs in mind encourages empathy and a caring attitude.


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	<ul style="list-style-type: none"> Presenting and explaining their work fosters mutual respect and appreciation within the group.
 The World	<ul style="list-style-type: none"> DT teaches children to appreciate natural and man-made materials, promoting awareness of responsible use and environmental stewardship. Learning how design can solve real-world problems inspires children to think about their role in improving society and caring for the planet. Exploring design and technology from different cultures broadens understanding and respect for global diversity.
 God	<ul style="list-style-type: none"> DT offers a way for children to explore and celebrate creativity as a gift from God. Designing with care for the environment and others reflects spiritual values of stewardship and love for creation. Creating useful, thoughtful designs can be seen as a way to serve others, living out faith through action.

<p><u>Music</u></p> 	
 Ourselves	<ul style="list-style-type: none"> Opportunities to respond to music on a personal level Appreciating what music means to you Appreciating that 'we are all musicians' and 'can do' music Connecting emotionally with music
 Others	<ul style="list-style-type: none"> Listen and respect others' opinions about music Responding to musicians / backgrounds Having an empathy with music To feel uplifted and inspired by music together
 The World	<ul style="list-style-type: none"> Respect different cultures and music around the world Celebrating differences Celebrating change in music (genres) Connecting with music through the natural world
 God	<ul style="list-style-type: none"> Appreciate music how God would like Reflect and empathise with music Prayer through music (songs of praise) To connect with music and express faith through music

<p><u>Modern Foreign Languages</u></p> 	
 <p>Ourselves</p>	<ul style="list-style-type: none"> • Our curriculum encourages the development of spirituality through consciousness and compassion when speaking with someone who speaks a language different to our own. • Our children explore their own emotions through vocabulary covered in all KS2 units (particularly Y5). • Pupils contemplate their own identity through units on personal details and expressing likes/dislikes or opinions. · Contemplation and understanding are developed through the study of diverse perspectives, languages and cultures. • PLN videos on Mindfulness and Yoga in French encourage our pupils to be present and focused during language study.
 <p>Others</p>	<ul style="list-style-type: none"> • We welcome pupils with heritage languages by inviting them to teach us words and phrases. • Languages spoken by our pupils are celebrated with a door sign on each class 'In this classroom we speak...' • We view languages as a bridge for spiritual connection, allowing the children to communicate and connect with people from diverse backgrounds and beliefs. • We continue to participate in international projects with partner schools in France, Italy and Tanzania.
 <p>The World</p>	<ul style="list-style-type: none"> • We provide opportunities for our pupils to be captivated by the beauty and richness of languages in our world. This encourages curiosity and aspiration as our students recognise the joy in being able to communicate with people of other cultures. • Children are encouraged when studying languages to consider the origins and evolution of languages as a tool for human expression. We look at the etymology of words. • Learning about how people live, celebrate, and communicate in other parts of the world can inspire awe, curiosity, and a sense of belonging to the wider human family.

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	<ul style="list-style-type: none">• Language learning encourages children to see themselves as global citizens with shared responsibility for the world.
 God	<ul style="list-style-type: none">• Language learning highlights the beauty and richness of human diversity, which can be seen as part of God's creation.• Learning to communicate across cultures reflects spiritual values of peace, reconciliation, and loving one's neighbour.• Developing language skills can be seen as a way to serve others, fostering gratitude for the gift of communication and the ability to connect with people around the world. Car Dieu a tant aimé le monde qu'il a donné son Fils unique, afin que quiconque croit en lui ne périsse point, mais qu'il ait la vie éternelle (Jean 3:16)

For with God, Everything is Possible (Matthew 19:26)

Our Vision:

For with God, Everything is Possible (Matthew 19:26)

#everythingispossible

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who

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make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26).

Intent is based on research by David Hay and Rebecca Nye - the Spirit of the child (2006)

David Smith - Making sense of spiritual develop (1999)