

Rimrose Hope CE Primary School

Faith in our children – the Hope for the future



Spirituality Policy 2025-2027

Our Vision

Faith in our children – the Hope for the future.

**“The light shines in the darkness, and the darkness has not overcome it.”
John 1:5**

Before ‘Hope’ comes ‘Faith’ and at Rimrose Hope we established our vision of ‘Faith in our children’ with the desire that as our faith grew, so too would our understanding of God’s presence in our everyday lives, and we would begin to hope.

The beginning of John’s Gospel says, “The light shines in the darkness and the darkness has not overcome it.” Throughout his life Jesus gave hope to others as he ushered in the Kingdom of God, proclaiming good news to the poor. Jesus’ death and resurrection demonstrate that evil can never ultimately triumph over love. This gives us hope for our lives, knowing that through Jesus we can “live life to the full” in body, mind and spirit.

Hope is a core value for our school because we share in the joy that comes in the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through opportunities to explore faith in God and each other. At Rimrose Hope we reflect on the Christian idea that God has a plan for us and this helps us to keep going even when things get hard and when we face new challenges. We want our pupils know and feel that there is no ceiling to what they can do in life. We want them to leave our school feeling optimistic about the future. Together we can turn hope into reality and live out our mission in the community of Seaforth.

Our vision ‘Faith in our children – the Hope for the future’ is expressed through our high expectations and ambitions for our school community to flourish in body, mind and spirit. This is lived out through:

- our core Christian values of **Creation, Friendship, Wisdom, Justice, Endurance and Hope,**
- our rich and engaging curriculum which equips pupils to achieve their academic potential, strengthens their self-belief and broadens pupils’ aspirations and hopes for the future.
- our approach to developing spiritual mindsets
- our commitment to supporting people to overcome barriers to flourishing
- our inclusive provision which brings the vision to life for all people
- our innovative approach to high quality and sustained continuous professional development driving a culture of continuous improvement, which leads to professional fulfilment and exceptional outcomes for all.

Legal Framework: Links to OFSTED, Education Act and SIAMS expectations

The OFSTED School Inspection Handbook, January 2024 No. 333 page 78, states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

333 Provision for the spiritual development of pupils includes developing their:

- 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

Section 78 of the Education Act 2002 states:

The curriculum for a maintained school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS framework (September 2023)

SIAMS inspections take place because the Church has a:

1. gospel-inspired obligation to seek fullness of life for pupils and adults in its schools
2. legal obligation to make judgements and report on religious education, collective worship, and pupils' SMSC development
3. moral obligation to hold leaders to account for whether, how, and to what extent a school's theologically rooted Christian vision and leadership are enabling people to flourish
4. duty to report on the above to those who have an interest in the school
5. duty to make a positive contribution to the improvement of Church school

Spiritual development is integral to the whole SIAMS framework and we view 'flourishing' to refer to flourishing of body, mind and spirit. Explicit within the framework are the following questions to consider about spiritual flourishing:

IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?

- c) How is spiritual development an intrinsic part of the curriculum?

IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?

- a) How do the theologically rooted Christian vision and the Anglican foundation of the school shape worship and spirituality within the school?
- d) In the context of the school as a church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individual's spiritual development?

What does spirituality look like at Rimrose Hope CE Primary School?

We provide opportunities for spiritual development through:

- Collective Worship
- RE lessons
- The wider curriculum
- Provision of prayer and reflection spaces
- Pupil leadership opportunities

Our shared approach to spirituality

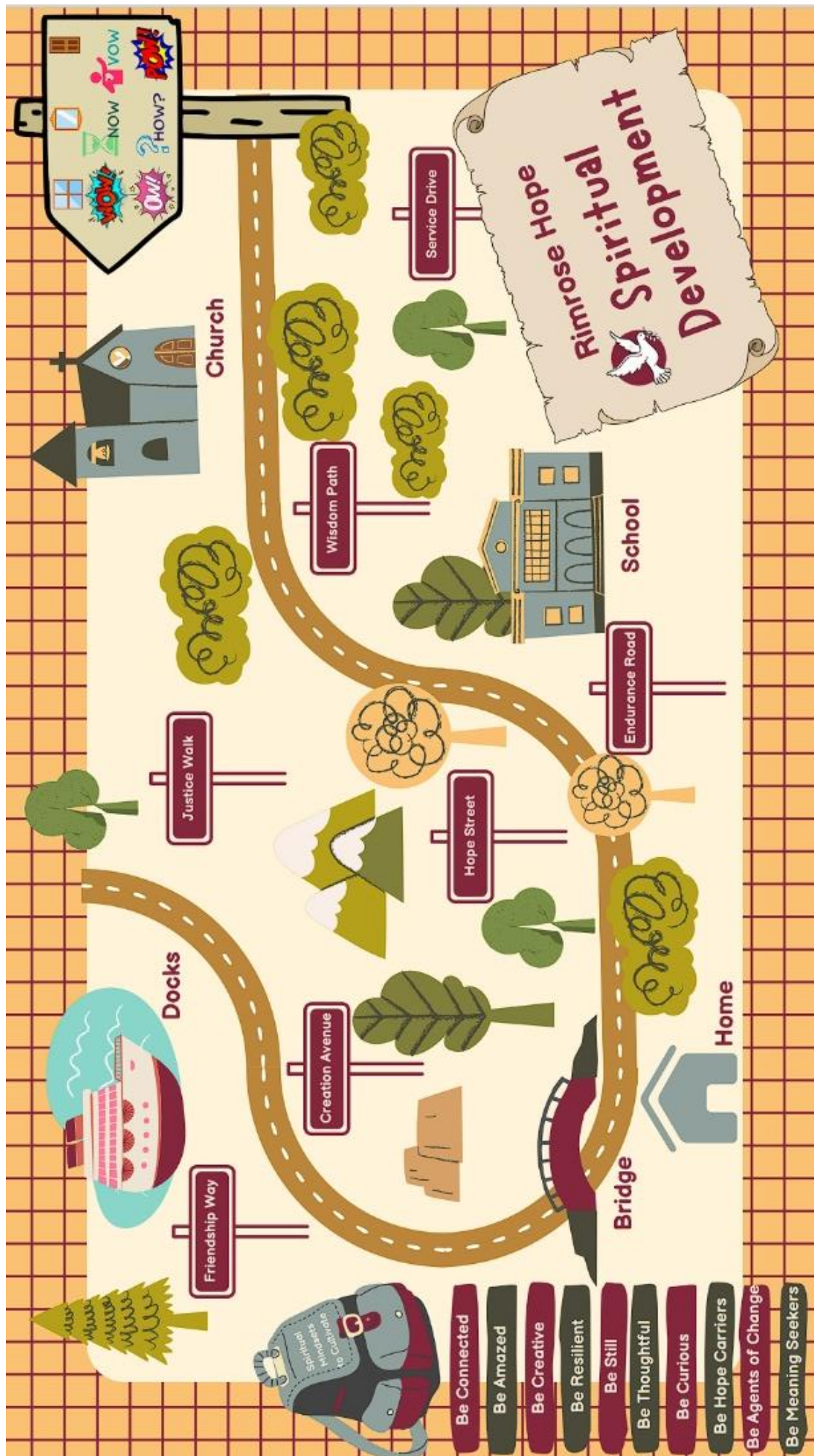
At Rimrose Hope we have developed a shared understanding of spirituality. We use the following language to support pupils to express spiritual flourishing and enable staff to plan meaningful opportunities for spiritual development. This language is central to collective worship, the wider curriculum and the whole of school life. Inextricably woven into the curriculum are opportunities to:

Spiritual Mindsets to Cultivate		
be connected	relational connections of self, other, world & God	
be amazed	find hope and joy in the Wows of life	
be creative	respond to life with creativity	
be resilient	develop resilient hope in life's Ows	
be still	appreciate stillness and engage in the present moment	
be thoughtful	take opportunities to reflect deeply	
be curious	ponder the big questions in life	
be hope carriers	commit to being a person of hope	
be agents of change	take powerful action to make a difference	
be meaning seekers	find meaning and purpose in life	

Monitoring and Evaluation

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to pupils for spiritual development will be monitored and their impact evaluated in the following ways:

- Pupil voice discussions
- Staff voice discussions
- Learning walks
- Book monitoring exercises
- Collective Worship observations



Appendix 2

Inspired by David Smith's Spiritual Capacities, and the work of Rebecca Nye and David Hay, we explicitly plan opportunities for spiritual development enabling pupils to deepen a sense of connection with self, others, the world and God.

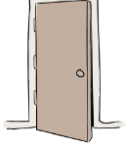
Me	
Children, you will have the opportunity...	
Now	To be curious and ask questions
Now	To learn how to take a minute and be still
Now	To be reflective and think deeply
Wow	To be imaginative and creative
Wow	To believe in yourself and never give up
Wow	To be thankful for the little things
Pow	To be true to yourselves and your values and beliefs
Pow	To try new things
Pow	To not be afraid to make mistakes
Ow	To admit when you are wrong

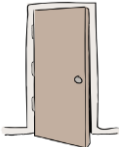
Others	
Children, you will have the opportunity...	
Now	To consider the perspective and views of others
Pow	To show respect and tolerance towards others' beliefs and values
Now	To consider the feelings of others
Pow	To empathise with others
Wow	To be appreciative of other people's contributions
Wow	To celebrate others people's talents, abilities and achievements
Pow	To act generously towards others
Pow	To treat others the way you want to be treated
Ow	To forgive others
Ow	To be sincere when saying 'sorry' to others for hurt you have caused

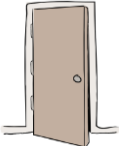
World	
Children, you will have the opportunity...	
Wow	To appreciate the beauty in the world
Wow	To be thankful for the gift of creation
Wow	To find wonder in places, cultures, beliefs and ways of living around the world
Wow	To be inspired by values shown by role models in the world
Ow	To develop an understanding of disadvantage, deprivation and exploitation of the natural world
Pow	To develop responsibility for taking care of the world
Pow	To be courageous advocates for change in our local, national and global communities
Pow	To understand and advocate for the rights of the child

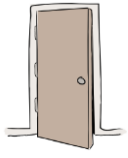
God	
Children, you will have the opportunity...	
Wow	To be wowed by life's mysteries
Now	To be open to the idea of God
How	To ask big questions about the meaning and purpose of life
Now	To talk to God
Wow	To know you are unique and special to God
Wow	To know you are loved by God for who you are
Now	To reflect on where you can see God in your own life, the lives of others and the world
Now	To explore your relationship with God
Wow	To be thankful and share good news with God
Ow	To ask God for forgiveness
Ow	To ask God for help and strength
Now	To engage in reflection and prayer

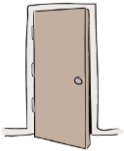
Appendix 3

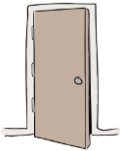
Subject: Maths 	Consider opportunities for spiritual development using language of: wow, ow, now, how, vow and pow Consider opportunities to develop spiritual mindsets of: Be connected, be amazed, be creative, be resilient, be still, be thoughtful, be curious, be hope carriers, be agents of change, be meaning makers Consider opportunities to demonstrate spiritual maturity through Christian values: creation, friendship, wisdom, justice, endurance and hope	
Windows WOW / OW 	Be connected Be amazed Be curious	• Pupils gain a sense of awe and wonder through exploring symmetry and pattern in nature • Pupils engage with 'Maths Eyes' images to see maths in everyday life • Annual maths days enable pupils to be amazed and inspired through books that stimulate awe and wonder while deepening mathematical skills such as measure. • Pupils explore meaningful data that opens up opportunities to talk about justice, appreciate the natural world and strengthen understanding of Christian values. • 'Curiosity questions' engage pupils to experience delight in mathematics. • Pupils create their own mathematical 'curiosity questions' that enable them to utilise their mathematical knowledge to be inquisitive
Mirrors HOW / NOW 	Be thoughtful Be meaning makers Be still Be connected	• Pupils learn about a range of jobs that use mathematics and reflect on their own skills and future hopes for employment • Through enrichment, such as HMRC and STEM activities, pupils discover how maths is used in real world situations.
Doors VOW / POW 	Be connected Be resilient Be agents of change Be hope carriers	• Pupils are well prepared to understand how maths relates to everyday life and work. They develop skills ready to thrive in real life situations. • Pupils are supported to develop resilience through problem solving in Maths • Maths ambassadors actively encourage pupils to engage in maths activities including the use of Numbots, TT Rockstars, home-school challenges and special Maths days.

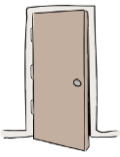
Subject: English 	Consider opportunities for spiritual development using language of: wow, ow, now, how, vow and pow Consider opportunities to develop spiritual mindsets of: Be connected, be amazed, be creative, be resilient, be still, be thoughtful, be curious, be hope carriers, be agents of change, be meaning makers Consider opportunities to demonstrate spiritual maturity through Christian values: creation, friendship, wisdom, justice, endurance and hope	
Windows WOW / OW 	Be connected Be amazed Be curious	Overarching themes and questions are matched with rich and varied texts that explore themes of Wow and Ow. This includes learning about advocates, justice, diversity, inequality, wellbeing and character development. Pupils are equipped to see the viewpoints of others, show empathy and make connections with their own lived experiences.
Mirrors HOW / NOW 	Be thoughtful Be meaning makers Be still Be connected	Opportunities to engage with characters within the text enable pupils to reflect deeply, show empathy, pose questions and draw meaning from the stories. Pupil relate this to their own lived experiences and are able to make connections between themselves, others, the wider world and God. Meaningful themes enable self-reflection that lead pupils to care deeply about real life issues and develop a desire to make a difference as agents of change.
Doors VOW / POW 	Be connected Be resilient Be agents of change Be hope carriers	Pupils feel empowered through writing opportunities to seek change and know they can make a difference. Creative writing is a powerful tool for pupils to express their response to their learning and to consider and articulate their own views. Book club, for pupils lacking in confidence, builds pupils' self-esteem and confidence to use their voice knowing their opinions are valued.

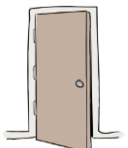
Subject: Science 	Consider opportunities for spiritual development using language of: wow, ow, now, how, vow and pow Consider opportunities to develop spiritual mindsets of: Be connected, be amazed, be creative, be resilient, be still, be thoughtful, be curious, be hope carriers, be agents of change, be meaning makers Consider opportunities to demonstrate spiritual maturity through Christian values: creation, friendship, wisdom, justice, endurance and hope	
Windows WOW / OW 	Be curious Be thoughtful Be amazed Be hope carriers	'Bright ideas' time helps pupils to ponder big questions and develop their natural curiosity. Units of work poise poignant and existential questions which hook pupils into the forthcoming learning and help them to develop a sense of fascination about the natural world. This leads pupils to explore the 'WOWs' and 'OWs' of scientific discovery, pose their own 'wonderings' and become attentive to the complexity of the world. Science topics open up the world to pupils enabling them to explore and appreciate moments of awe and wonder. Understanding that Science brings change to the world and can offer a sense of hope for the future.
Mirrors HOW / NOW 	Be resilient Be meaning makers Be connected	Thought provoking topics such as 'space' and 'the human body' help pupils to develop a sense of meaning and purpose, an awareness of being part of something bigger than ourselves and a deepening understanding of self. Time is given for pupils to reflect on their own factual and philosophical 'wonderings'. Pupils enjoy opportunities for discovery and are inspired by a wealth of Scientific possibilities. They are encouraged to understand that whilst Science answers many questions about the world, there is still more to discover. As scientists, pupils learn from inaccurate hypothesis that allow them to further explore their understanding. This enables them to develop self-belief, a sense of resilience and an understanding that mistakes are part of discovery.
Doors VOW / POW 	Be connected Be agents of change Be hope carriers	Opportunities to learn about taking care of the world and others, throughout the Science curriculum, enable pupils to deepen a sense of connection and help them to 'be hope carriers' and 'be agents for change'. Cross-curricular opportunities ensure that Scientific knowledge is applied in a range of real-life contexts. This includes opportunities for advocacy such as Y3/4 work on the environment. Reflections on learning through lesson 'twists' enable pupils to apply and articulate their understanding. Science ambassadors evaluate and celebrate Science. These pupils help to enhance the profile of Science through the planning and delivery of an annual Science quiz. They also collectively reflect on their Science learning and the impact of the curriculum. Links to Kings Leadership Academy, and visits to Eureka, enable pupils to see the progression of Science beyond primary school and inspire and improve pupils' Science capital and fascination with this subject.

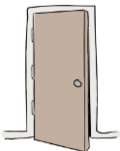
Subject: RE 	Consider opportunities for spiritual development using language of: wow, ow, now, how, vow and pow Consider opportunities to develop spiritual mindsets of: Be connected, be amazed, be creative, be resilient, be still, be thoughtful, be curious, be hope carriers, be agents of change, be meaning makers Consider opportunities to demonstrate spiritual maturity through Christian values: creation, friendship, wisdom, justice, endurance and hope	
Windows WOW / OW 	Be connected Be amazed	- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied. - They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. - To find out about a range of religions and worldviews through ways of knowing including exploring theology, philosophy and human & social sciences - Exploring the idea that humans are spiritual beings and that religion is an expression of this - Explore a range of spiritual practices and the impact this has on people's daily lives.
Mirrors HOW / NOW 	Be thoughtful Be curious Be meaning makers Be still Be connected	- RE is a safe space for pupils to reflect on their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. - To engage with challenging questions of meaning and purpose raised by human existence and experience. - Pupils seek to make meaning from their learning of a range of people's religious beliefs and practices
Doors VOW / POW 	Be connected Be resilient Be agents of change Be hope carriers	- Opportunities to reflect (see above) lead pupils to consider changes in mindset, attitudes and behaviour. - Pupils engage in opportunities to be agents of change

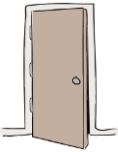
Subject: ICT 	Consider opportunities for spiritual development using language of: wow, ow, now, how, vow and pow Consider opportunities to develop spiritual mindsets of: Be connected, be amazed, be creative, be resilient, be still, be thoughtful, be curious, be hope carriers, be agents of change, be meaning makers Consider opportunities to demonstrate spiritual maturity through Christian values: creation, friendship, wisdom, justice, endurance and hope	
Windows WOW / OW 	Be connected Be amazed	• Digital Literacy enables pupils to celebrate the advantages of technology while considering how to be respectful internet users and how to keep themselves and others safe online. • Information Technology enables pupils to develop a range of skills that support them to use technology in a positive way. This includes preparing pupils for future education and employment opportunities in a digital world. Pupils are amazed at the range of media available to them that enables them to connect with others, for example through vlogging. • Computer Science fosters a sense of delight and wonder at how technology fosters creativity and connection, for example in working together to play games and create their own using code.
Mirrors HOW / NOW 	Be thoughtful Be curious Be meaning makers Be connected	• Scenarios, built into the Digital Literacy curriculum, help pupils to reflect thoughtfully on safe actions to take in a range of situations. High quality discussion enables teachers to address pupils' views and help them to reflect on their own (and others') online behaviour. • Pupils reflect on how Christian values are expressed in the way they use technology.
Doors VOW / POW 	Be connected Be resilient Be agents of change Be hope carriers	• Pupils draw on learning from across the curriculum to produce end products using technology that enhances personal reflection and further exploration of issues of justice. • Computing Champions are stand-out users of technology that take responsibility for careful use of equipment, encourage peers to use technology in positive ways and provide further support to pupils who need help. • High school visits enhance pupils' experiences of technology beyond the primary curriculum.

Subject: Art & DT 	Consider opportunities for spiritual development using language of: wow, ow, now, how, vow and pow Consider opportunities to develop spiritual mindsets of: Be connected, be amazed, be creative, be resilient, be still, be thoughtful, be curious, be hope carriers, be agents of change, be meaning makers Consider opportunities to demonstrate spiritual maturity through Christian values: creation, friendship, wisdom, justice, endurance and hope	
Windows WOW / OW / HOW / NOW 	Be amazed Be still Be curious Be thoughtful Be connected	Through the art curriculum pupils engage with a range of themes, artists and cultures that enable them to appreciate and delight in the wonder of the natural world and man-made creativity. Opportunities to be inspired through a range of media nurtures pupils' natural curiosity and enables them to ask big questions and respond emotionally to experiences of awe, wonder and hope. Through 'Crit time', pupils engage in moments of stillness that enable them to pay close attention to the details of the artwork and become fascinated in the artists' technique and style. Pupils make meaningful connections with others, learning to admire, celebrate and articulate their talent and self-expression.
Mirrors WOW / OW / HOW / NOW 	Be creative Be still Be resilient Be thoughtful Be connected	Pupils develop a range of artistic techniques and skills that they apply into their own artistic compositions. This enables pupils to hone their imagination, capture their creativity and explore self-expression. Pupils develop a sense of belief in themselves and explore opportunities to try new things. Pupils, of all abilities, are given the tools to refine their skills, enabling them to develop a resilient enjoyment of the artistic process. Art hold a vital place within the wider curriculum enabling the 'whole child' to excel through opportunities for creativity and expressions of hope.
Doors VOW / POW 	Be resilient Be meaning seekers	The art curriculum provides opportunities for pupils to develop resilience and demonstrate endurance resulting in high quality outcomes that pupils invest in and are proud of. Intrinsic to our pedagogy of art are opportunities to critique and evaluate the work of self and others. This informs pupils approach and attitude to future artwork and creative responses. Art ambassadors use their gifts and passion to celebrate the best of art at Rimrose Hope and ensure that this subject is held in high regard by the whole school community.

Subject: Geography 	Consider opportunities for spiritual development using language of: wow, ow, now, how, vow and pow Consider opportunities to develop spiritual mindsets of: Be connected, be amazed, be creative, be resilient, be still, be thoughtful, be curious, be hope carriers, be agents of change, be meaning makers Consider opportunities to demonstrate spiritual maturity through Christian values: creation, friendship, wisdom, justice, endurance and hope	
Windows WOW / OW 	Be connected Be amazed Be still	Intrinsic to the Geography curriculum are opportunities to look out at the world from a variety of viewpoints. Studying the local area, including through fieldwork, enables pupils to celebrate the rich heritage of where they live as well as identifying issues within the area that impact quality of life. Comparison studies enable pupils to gain an understanding of life in other parts of the world and compare this with their own experiences. Threaded throughout the curriculum are opportunities for pupils to learn about issues of sustainability and climate change that impact the lives of humans and animals. This enables pupils to foster a sense of connection with the beauty of God's creation as well as developing an understanding of disadvantage, deprivation and exploitation of the natural world.
Mirrors HOW / NOW 	Be thoughtful Be curious Be meaning makers Be still	Within Geography lessons, pupils encounter many opportunities to reflect deeply. Studying cause and effect gives pupils the chance to consider their own impact on the world. Wonderings offer the opportunity for pupils to develop curiosity through posing questions that help them make sense of and bring meaning to their learning.
Doors VOW / POW 	Be connected Be resilient Be agents of change Be hope carriers	Built into a range of units of work are opportunities for pupils to think about their own impact on the world and commit to changing mindsets and behaviour to combat this. Moments to consider making a VOW or POW help pupils to take ownership of their own actions and become agents of change, making a difference to others and the world. Pupil leaders, called Planet Protectors, are active agents of change in the local area and within the school, raising the profile of the importance of looking after the environment.

Subject: History 	Consider opportunities for spiritual development using language of: wow, ow, now, how, vow and pow Consider opportunities to develop spiritual mindsets of: Be connected, be amazed, be creative, be resilient, be still, be thoughtful, be curious, be hope carriers, be agents of change, be meaning makers Consider opportunities to demonstrate spiritual maturity through Christian values: creation, friendship, wisdom, justice, endurance and hope	
Windows WOW / OW 	Be connected Be amazed Be resilient	Pupils are enabled to connect to events beyond living memory to consider how we live today. They critically review any WOWs and OWs of each historical event studied. Learning about ancient civilisations and significant human achievement helps pupils to explore the wonder of human creativity, discovery, innovation, ingenuity and achievement over time. Pupils identify what motivates the actions of people in history, including how faith, belief and spirituality influence people. Throughout each of unit of history pupils explore key themes of disadvantage, inequality and suffering and what happened as a result.
Mirrors HOW / NOW 	Be thoughtful Be curious Be meaning makers Be still	Each unit in History begins with a 'hook' to capture pupils' interest and enable them to develop curiosity about what happened in the past and why it's important to reflect on this. Throughout the curriculum pupils consider similarities and differences between the past and the present. Creative opportunities to explore significant people in history enable pupils to consider the thoughts, emotions and decisions that people have made throughout the past. Pupils engage in thoughtful questions to think about how historical events connect to their own experiences now. Opinion time is woven throughout history lessons to enable pupils to reflect on their own thoughts, feelings and opinions of actions taken in the past and how that could change how they live today. Studying cause and effect enables pupils to consider the how and why of historical events and to make meaning from them. This helps pupils to think deeply about the 'why' behind how we live today as well as reflecting on how we want to live in the future.
Doors VOW / POW 	Be connected Be resilient Be agents of change Be hope carriers	Units of work culminate in an opportunity to reflect on the learning that has taken place so that pupils consider what they can learn from history that make a difference to how they chose to live now. For example, pupils consider how inequalities in the past have been addressed but also consider where they may still be prevalent today. Pupils have opportunities to pledge how they may want to make a change to their own mindset or actions in a way that has personal significance to them. Pupil leaders, called Hope Historians, deepen their understanding through further research and share the impact of their learning more widely through the creation of a half-termly podcast. The study of history ultimately gives pupils an opportunity to transform their thinking about the present and consider how to bring hope for the future.

Subject: MFL 	Consider opportunities for spiritual development using language of: wow, ow, now, how, vow and pow Consider opportunities to develop spiritual mindsets of: Be connected, be amazed, be creative, be resilient, be still, be thoughtful, be curious, be hope carriers, be agents of change, be meaning makers Consider opportunities to demonstrate spiritual maturity through Christian values: creation, friendship, wisdom, justice, endurance and hope	
Windows WOW / OW 	Be connected Be amazed Be still	Intrinsic to the MFL curriculum are opportunities to look out at the world through different languages. German is the main taught language but opportunities to draw on the rich and varied languages of EAL pupils are regularly integrated into lessons. Annual celebrations of the European Day of Languages enable pupils to make deeper connections with a range of languages, cultures and the people within them. Through learning about common and diverse celebrations pupils express joy, awe and wonder. Listening to stories and songs spoken by native speakers, results in moments to pause and immerse themselves in the experience. Performing familiar songs in German leads to a strong sense of achievement, joy and connection.
Mirrors HOW / NOW 	Be thoughtful Be curious Be meaning makers	Studying MFL enables pupils to gain a sense of respect and deepen their understanding of diversity within the school community and in the wider world. All children, regardless of ethnic origin, gender, class aptitude or disability, access a broad and balanced MFL curriculum. This allows pupils who may find other areas of the curriculum challenging to gain confidence and excel through learning a new language. Pupils with EAL find a sense of pride and confidence to share their own language, culture and traditions. Lessons foster curiosity within pupils who keenly explore new language and cultures.
Doors VOW / POW 	Be connected Be resilient Be agents of change Be hope carriers	High quality language learning opens up the door for pupils' future professional lives. Pupils gain resilience as they persevere in speaking unfamiliar language in a culture where it's OK to make mistakes. MFL enables pupils to deepen their understanding of people from other nations and challenges ideas of inequality. German club enables pupils to take care of their own learning. Some pupils show a natural flair for learning language and consider themselves to be multilingual, recognising this as a gift they will continue to use beyond primary school. Language Lecturers are pupil leaders who promote the subject and celebrate the way MFL brings joy, deepens connection, nurtures inclusion and fosters respect.

Subject: PE 	Consider opportunities for spiritual development using language of: wow, ow, now, how, vow and pow Consider opportunities to develop spiritual mindsets of: Be connected, be amazed, be creative, be resilient, be still, be thoughtful, be curious, be hope carriers, be agents of change, be meaning makers Consider opportunities to demonstrate spiritual maturity through Christian values: creation, friendship, wisdom, justice, endurance and hope	
Windows WOW / OW 	Be connected Be amazed	• Pupils engage in a variety of sports, yoga, swimming, orienteering, dance and gymnastics gaining a range of skills and knowledge of physical education. • A partnership with Active Sefton supports pupils to understand how to make healthy choices for their body and their mind. • Competitive football (boys and girls) enables pupils to make healthy and respectful connections with other pupils from schools in the local area. • Extra-curricular opportunities, linked to Children's university, widen pupils' experiences, develop pupils' creativity and enable pupils to deepen their skills in areas they enjoy • Showcases of work to other classes at the end of dance units enable pupils to delight in their achievements and develop their confidence. • End of KS2 outdoor adventure activities support pupils to connect with others outside of the classroom environment, enjoy nature and delight in physical activity • Funded places at holiday clubs allow pupils to be active during school holidays and enjoy a range of outdoor activities that improve mental health and physical wellbeing.
Mirrors HOW / NOW 	Be thoughtful Be curious Be meaning makers Be still Be connected	• Pupils reflect on how they can achieve when they persevere and show resilience • A range of activities support pupils to reflect on their own physical and mental wellbeing and make choices accordingly. • Pupils develop a sense of connection with self, regularly reflect on how exercise makes them feel, and how amazing their bodies are to enable them to enjoy physical activity. • Pupils develop a sense of empathy as they make decisions when working as part of a team.
Doors VOW / POW 	Be connected Be resilient Be agents of change Be hope carriers	• Through the 'Get Set for PE' scheme, every lesson explicitly focuses on social, emotion and creative thinking that support the development of the 'whole child'. • Pupils are nurtured to be respectful and show empathy when providing feedback to others. • Pupils develop resilience through values driven PE that support pupils of a range of abilities to grow in confidence. • Sports days enable pupils to share their achievement with their community. A balance of competitive and team option lead to 100% participation from pupils