



Spirituality

Swinford School vision is

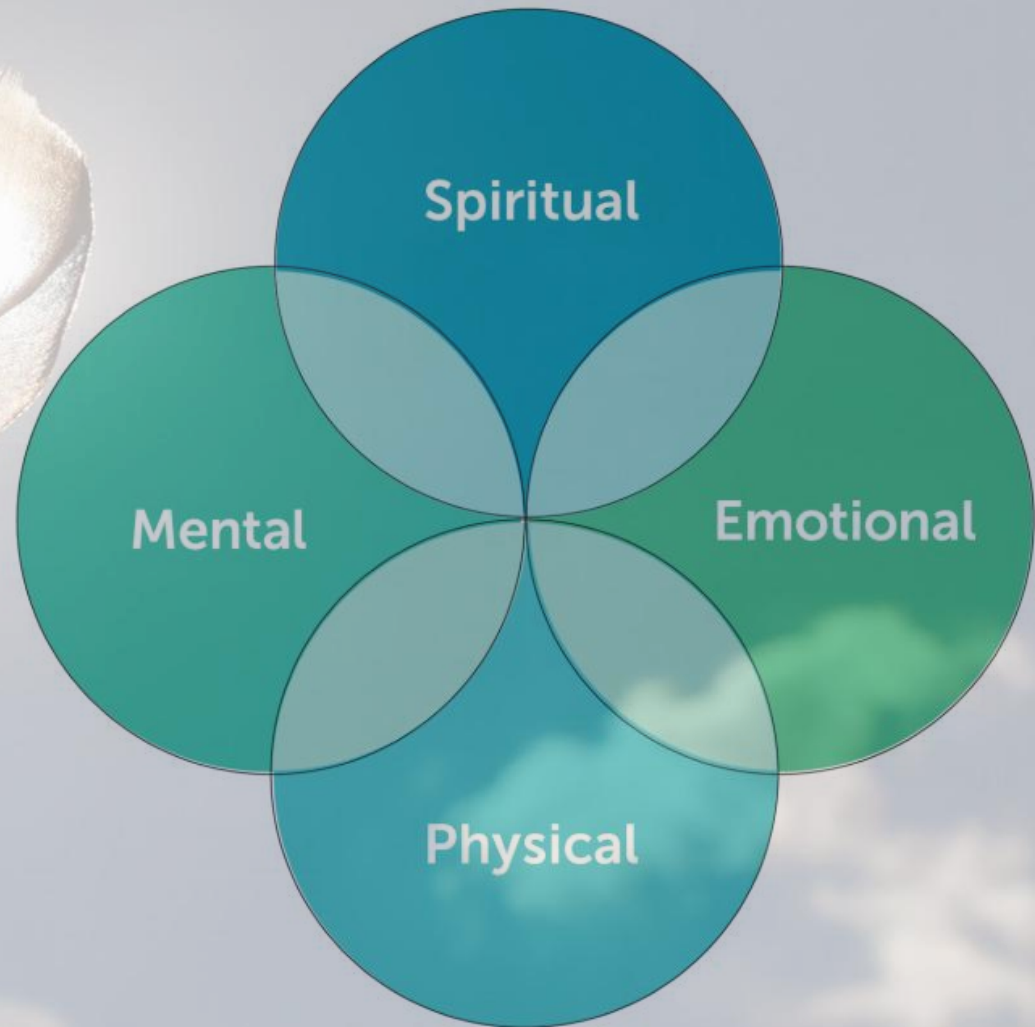
**Inspiring confident learners who thrive in a
changing world**

**Underpinned by Love your neighbour as
yourself (Mark 12:31)**



SWINFORD
CHURCH OF ENGLAND
PRIMARY
SCHOOL

At Swinford school
we believe in
developing the
whole person to
flourish in the
'fullness of life'.



What is Spirituality at Swinford?

Spirituality often means different things to different people. To some people it is about understanding themselves, to others it is about connecting with the world around them or experiencing moments of awe and wonder. At Swinford, we believe that spirituality is a core component to 'living life in all its fullness' (John 10:10) as the mind, body and soul need to be nurtured equally, reflected in our school vision 'inspiring confident learners who thrive in a changing world'. It relates to fundamental questions about the meaning and purpose of life which affect everyone and is not dependant on a religious belief.

It is about fostering an awareness of something beyond ourselves.



A single white feather is shown floating in the air, positioned centrally behind the first line of text. The background is a clear blue sky with several soft, white, wispy clouds scattered across it.

At Swinford School, we describe spirituality as something we cannot see but have inside ourselves.

It is a journey of wondering, reflecting and responding.

SELF -Connecting to
ourselves- reflection,
thought, emotional
awareness



WORLD- Connection
with our world,
places. Awe and
wonder and
appreciation of
nature



GOD/BEYOND
Connection with
something beyond
ourselves – God
/beyond

Acknowledging



Responding

WINDOWS • MIRRORS • DOORS

LOOK OUT INTO THE WORLD, REFLECT AND 'GO AND DO LIKEWISE'



WINDOWS

What are the important facts?
What is challenging to me about this?
What is inspiring to me about this?



MIRRORS

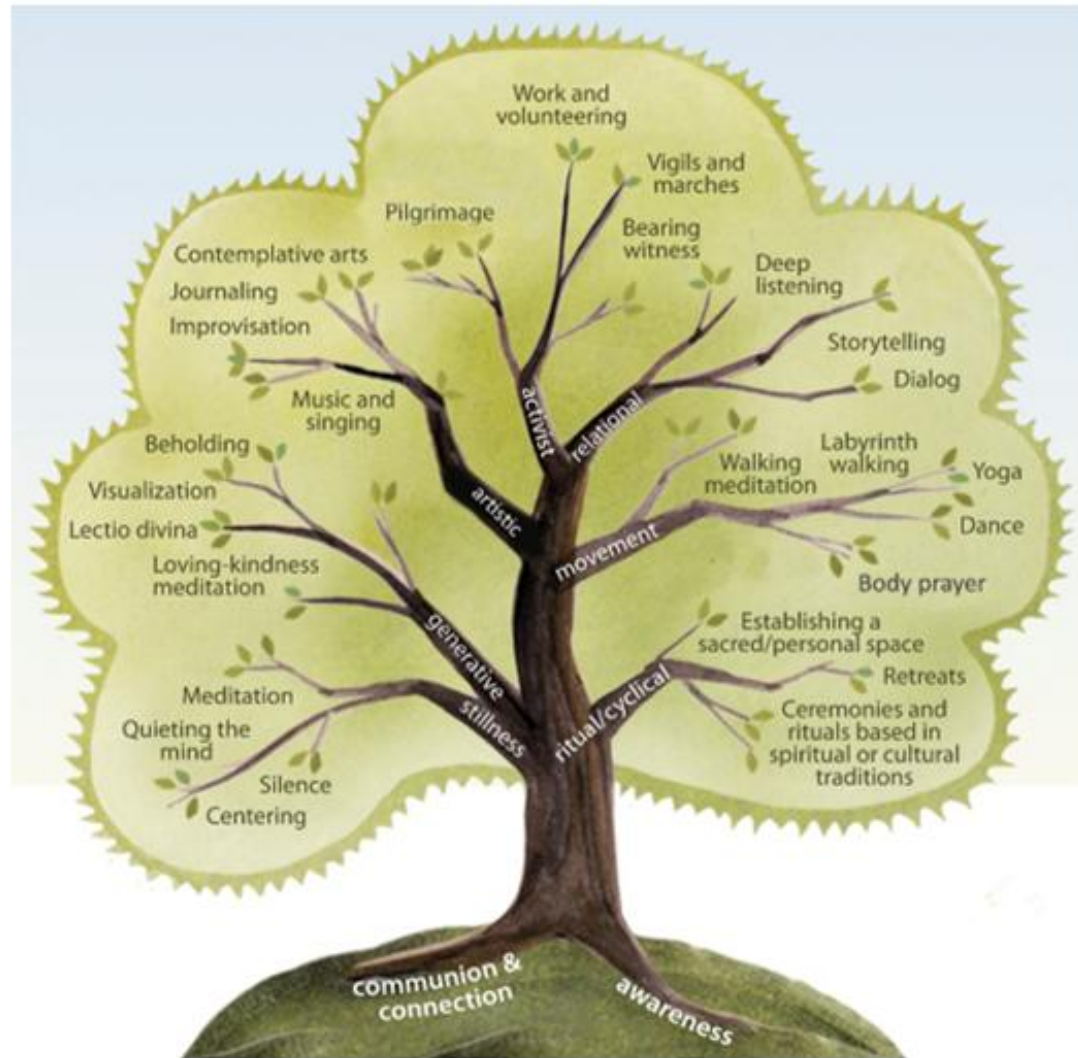
What is my view on this?
How do I feel about it?
How does my worldview affect my opinion about this?
What can I learn from others about this?



DOORS

What can I learn and take away with me today?
How can I respond to this matter?
Where can I find more information about this?
What can I take in order to 'Go and do likewise'? in the week ahead?

The Tree of Spiritual Practices:



Is this just in RE
and Collective
Worship?

[Illustration source - CMind. (2021). The Tree of Contemplative Practices [Illustration]. The Center for Contemplative Mind in Society. <https://www.contemplativemind.org/practices/tree>
n.b. this illustration has been modified by me]

SELF

- Encourage pupils to pause and reflect on what they enjoyed or disliked about a topic, using expressive language (e.g., OW/WOW and NOW).
- - Provide opportunities for self-expression through art, writing, drama, music, and movement.
- - Promote reflection on personal thoughts, feelings, and beliefs.
- - Use questioning techniques to deepen understanding (e.g., shifting from “who” to “how” questions).



Others

- - Develop relationships by recognizing others as people of worth and value.
- - Create opportunities to empathize and “walk in someone else’s shoes.”
- - Facilitate meaningful dialogue about similarities and differences in beliefs and perspectives.
- - Encourage teamwork, creativity, and connection through collaborative activities.

World/Beauty

- - Offer chances to reflect on and celebrate the wonders and mysteries of life.
- - Help pupils understand their place in the world and seek meaning.
- - Teach about courageous advocates and inspire pupils to make positive changes.
- - Review and evaluate global issues, places, and events.



God/Beyond

- - Engage pupils with worship music and allow personal responses (listening, singing, dancing).
- - Use Bible stories and other religious narratives to explore life applications.
- - Provide space for reflection and stillness.
- - Explore diverse beliefs and how they shape people's lives.



How do we encourage spirituality across the curriculum?

Maths

Points to consider:

- The wonder of number patterns
- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes.

Reading

Points to consider:

- How do you frame questions around a text? For example
 - What inspired you in this text?
 - How did a character cope with a challenge in life?
 - How did the actions of a character surprise you? How do you think you would have responded to that **wow** or **ow** moment?
 - What do you think makes these words so powerful/beautiful/painful?

Writing

Points to consider:

- If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

DT

Points to consider:

- What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

Music

Points to consider:

- What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)?
- What styles of music have the opposite effect?
- How does music encourage creativity, delight, and curiosity?

MFL

Points to consider:

- What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?
- What does it feel like to genuinely communicate with someone in a new language?

Geography

Points to consider:

- The **wow** of physical geography.

