



## St Chad's CofE Nursery and Infant School

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# Spirituality Policy

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**Link Governor:** Rev. A. Ward

**Policy Approved**      **Signed:** Rev. A. Ward      **Date:** 15.04.2026

Policy Reviewed      Signed:      Date:

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"Children see magic because they look for it." – Christopher Moore

At our school, we believe that spirituality is about noticing and nurturing the wonder in every child. Childhood is a time of curiosity, awe and reflection, and our role is to provide strong, trusting relationships and experiences where children can feel safe, explore, reflect, and connect with themselves, others, nature, and, for those of faith, with God's world.

### Our Foundation and Vision

Our work is rooted in attachment theory and trauma-informed practice. We recognise that children learn, grow and flourish when they feel safe in their relationships, environments and experiences.

As a Church of England school, we understand spirituality as the development of the whole child: heart, mind, body and spirit. Spirituality supports children to explore meaning, develop values, experience awe and wonder, build relationships and grow in compassion, respect and responsibility.

Love is the core value of our school. Our Christian vision and values of *love, friendship, compassion* and *respect* shape how we live and learn together. Spirituality is not limited to Collective Worship; it is experienced through relationships, daily routines, learning environments, outdoor learning and moments of reflection and stillness.

We aim to nurture children who feel safe, emotionally aware, reflective, connected and hopeful, and supported to safely manage their feelings when facing life's challenges.

### Relationships as the Foundation

We place relationships at the heart of all we do. Children learn best when they feel known, understood and supported by trusted adults. Across the school we prioritise:

- Containment – providing predictable, emotionally safe relationships where children can experience and process strong feelings.
- Emotional attunement – adults noticing, naming and responding sensitively to children's emotional states.
- Co-regulation – adults supporting children to regulate through calm presence, language, breathing, modelling and, when appropriate, proximity. Support is always adapted to the child's preferences, needs and developmental stage.
- Self-regulation – developed gradually and only when appropriate to a child's age and stage.

Children are not expected to manage their emotions alone. Trusted relationships create the conditions for learning, reflection and spiritual growth.

### The Environment as a Spiritual Support

While relationships are primary, our environment plays a vital role in supporting children's spiritual development. Classrooms, shared spaces and outdoor areas are designed to communicate safety, care, belonging and purpose.

Our school rules — *Safe, Ready, Love* — shape how our environment feels and functions:

- Safe – children experience emotional and physical safety, predictability and trusted relationships.
- Ready – environments support regulation, engagement and readiness to learn and reflect.
- Love – interactions are kind, respectful, patient and compassionate.

Environments are underpinned by Communication Friendly Spaces, with visuals, routines and consistent organisation to support emotional regulation, inclusion and reflection. Well-designed spaces support containment, co-regulation and independence over time.

### Emotional Literacy and Development



Emotional literacy supports children to understand themselves, others and the world around them.

In EYFS, children:

- Explore and name emotions using *The Colour Monster* book and resources, helping them understand and communicate their feelings.
- Develop regulation through co-regulation with adults, noticing how feelings affect their body and mind.
- Practise consistent breathing and grounding strategies.
- Begin to make sense of their emotions in relation to themselves and others.

In Key Stage 1, children:

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- Build understanding using the hand model of the brain to explore feelings, thoughts and behaviour.
- Apply the *Zones of Regulation* to develop self-awareness and manage emotions with adult support when needed.
- Use the Ow / Now / Wow framework explicitly to identify challenges, grounding strategies and moments of joy.
- Learn to pause, hold moments of silence and regulate with increasing independence, when developmentally appropriate.
- Access extended emotional literacy through Values for Life, building on the EYFS foundation.
- Participate in a termly child–parent workshop, where children share their learning with a loved one through the Ow/Wow framework. Parents are supported to provide the Now moment, helping children connect reflection and regulation in meaningful relationships.

This progression supports empathy, reflection, resilience and moral development.

### **Transitions and Supporting the Nervous System**

Transitions are planned and intentional moments that support children's emotional and nervous system regulation,

Across the school we support transitions through:

- Fox Feet – gentle, mindful movement to help children slow down and prepare for learning or a change in environment.
- Fox Voices – regulated voice levels to support focus, calm and co-regulation.
- Quiet, predictable routines and visual cues that help children feel secure during changes.
- Opportunities for staff to co-regulate with children during transitions, supporting emotional attunement and regulation.

These strategies ensure that children are emotionally ready to engage with learning, reflection, and social interaction.

### **Planned Stillness and Slowing Down**

Both children and staff need regular, intentional opportunities to slow their bodies and minds in order to regulate, reflect and connect.

Across the school we provide planned opportunities for stillness and slowing down, including:

- Soft starts in the morning, supporting gentle transitions into the day for children and adults within a safe, relational environment.
- Quiet, predictable routines that promote emotional containment and regulation.
- Breathing, grounding, sensory movement breaks, and other strategies embedded into daily practice to support body and mind regulation.



- Guided meditation for Key Stage 1, where children are in the early stages of connecting their thoughts and feelings to page, supported by a personal jotter bag. This is offered twice a week within soft start provision.
- Moments of silence and reflection within Collective Worship, classrooms and staff meetings.

By supporting the regulation and wellbeing of adults, we strengthen our capacity to co-regulate, attune and provide emotional containment for children.

### **Collective Worship and Christian Spirituality**

Collective Worship is the anchor of our school's spiritual life and reflects our Christian foundation.

Through Collective Worship, children are invited to:

- Experience stillness, reflection and prayer.
- Encounter Bible stories, Christian teachings and shared values, with love at the centre.
- Explore big questions about life, feelings, relationships and the world.
- Develop respect for different beliefs and cultures.
- Feel part of a caring, reflective community.

Worship supports children to wonder, reflect and respond in inclusive and age-appropriate ways.

### **Learning Through Nature and Environment**

Nature plays an important role in spiritual development.

Through Forest School and outdoor learning, children:

- Experience awe and wonder in the natural world.
- Develop care, stewardship and responsibility for creation.
- Regulate emotionally through sensory and physical experiences.
- Build curiosity, confidence and reflection.

Our designated spirituality area on the school field has been co-constructed with children and provides a meaningful space for reflection and regulation.

### **Inclusion and Respect**

As a Church of England school serving a diverse community, spirituality is inclusive and respectful of all backgrounds and beliefs. Children are encouraged to explore meaning, values and reflection in ways that honour difference and promote understanding.

Visuals, consistent language and practical experiences support accessibility, including for children and families with English as an additional language.

### **Monitoring and Review**

Spiritual development is supported through:

- Relational practice and emotionally attuned environments.
- Emotional literacy provision.
- Collective Worship.
- Forest School and outdoor learning.
- Staff modelling and consistent approaches.

This policy is reviewed regularly to ensure it continues to meet the needs of our children, staff and wider community.

