Rushwick CE Primary School

'Ask, Seek, Knock'
Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7 Verse 7.

Our Spiritual Diet at Rushwick

2026/27

What spiritual development looks like in a child's experience at

Rushwick CE Primary School

Our School's Vision

'Ask, Seek, Knock'

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7.

Our Christian Vision

Inspired by the teachings of Jesus and recognising each person as a unique child of God, we work for the common good of everyone, ensuring our door is open for all to flourish. We encourage all to thoughtfully ask, graciously seek and courageously knock, so that together we can make a difference to our Rushwick School family and the wider world.

Our School Values

Respect	We treat all others with respect. Being respectful is reflected in the courtesy with which we speak, act and treat one another. Acting respectfully gives people the dignity they deserve. Respect is behaving in a way which makes life more peaceful and orderly for everyone.
Kindness	We look for ways to help each other, kindness is showing you care about anyone, knowing that everything is part of God's creation. Kindness is being concerned about the welfare of others. Kindness is showing love to someone who is sad or needs your help.
Trust	We tell the truth and can be trusted. Trust is having faith, hope and a positive outlook. It is relying on and believing in someone or something. It is having confidence that the right thing will come about, without trying to control it or make it happen. We know we are never alone and that God is always with us.
Compassion	We understand and care for someone who is in trouble or has made a mistake. It is being kind and forgiving even when others may not be sorry for that they have done. It is caring deeply and wanting to help. It is being considerate and having regard for other people and their feelings. It is also important to show compassion to others and yourself. Compassion is the most meaningful way to show love.
Gratitude	We are thankful for all we are given and all of God's creation. Gratitude is to be thankful for what you have. It is an attitude of gratitude for learning, loving and being. It is also being thankful for the little things which happen around you and within you everyday. It is an openness and willingness to receive each of God's bounties. To be grateful is to have a sense of wonder about the beauty of this world and to welcome all of life as a gift. Gratitude is a path to contentment.
Courage	We understand that showing courage is doing what needs to be done even when it is really hard and scary. Courage is personal bravery in the face of fear. Courage is going ahead even when you feel like giving up or quitting. Courage is needed in trying new things, in facing the truth and in picking yourself up after a mistake ready to try again. It comes from knowing deep down what is right for you and believing in yourself to do it. Courage can come from prayer and the trust that God will help.

Our vision and values are rooted in scripture, particularly Jesus' teaching on Kingdom principles in the Sermon on the Mount. This is a practical lesson on how to live our lives, rooted in Christian Values. At Rushwick, working with and for others, we endeavour for all our community to know how much they are valued by one another and God. Jesus teaches us to ask, seek and knock and in response, God will open our hearts and minds to receive; to find and the door will be opened to a world of opportunities.

What is Spirituality?

At Rushwick we understand spirituality as a sense of awe and wonder; a sense that there is someone or something more than 'just me'; a sense of something indescribable. Spiritual development is not about becoming more spiritual. It is about realising or becoming increasingly aware of one's natural, innate spirituality. This is sometimes a slow, gradual process; at other times there might be significant stages of realisation. In childhood, spirituality is especially about being attracted towards or responding to a call to relate to more than 'just me' – i.e. to others, to God, to creation or to a deeper inner sense of self.

Why Spirituality is important at Rushwick

All human beings are spiritual people. This is the way God has made us. Children are not only no less spiritual than adults, but they are also often, it appears, more open to their spiritual reality. There is a rich natural spiritual capacity of childhood – spirituality as something 'already there' to be cherished. This means learning to view spirituality as something we expect in every child. Taking spirituality seriously in children helps us to embrace the reality that children are made in God's image and that they are already spiritually switched on.

Spirituality at Rushwick

We recognise that spirituality is an important part of who we are and that it may be experienced and expressed in different ways. Our shared understanding of spirituality is rooted in and shaped by our **theologically rooted vision**, which guides how we understand ourselves, our relationships with others and our place in God's world. Spirituality opportunities are not only woven through RE and our daily acts of worship, but through relationships, curriculum, outdoor learning, and the wider life of school.

We use this visual to support the articulation of our shared understanding of spirituality, and how it relates to our theologically rooted vision:



Through our vision and everyday school life, we create opportunities for everyone to pause, wonder, ask questions, grow in faith and understanding, and flourish spiritually.

What does this look like…?

Across the Curriculum

Teachers intentionally create opportunities for pupils to explore big questions, 'I wonder…' moments, awe and wonder, and questions of meaning and purpose. These opportunities enable children to pause, reflect and make connections between their learning, their own experiences and the wider world.

To deepen this approach**, Science, Geography and History** lessons now include carefully planned 'Connect and Reflect' questions each week. These questions invite pupils to look beyond knowledge and facts, encouraging them to reflect, question, make connections, consider different perspectives and develop a deeper sense of themselves, others and the world they inhabit.



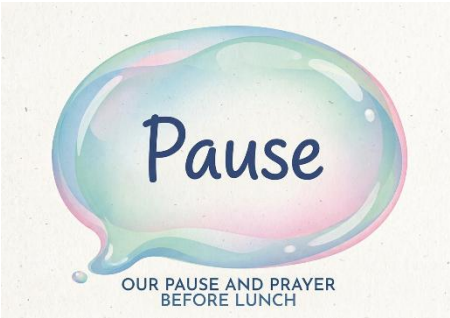
Through these deliberate opportunities, spirituality is not seen as something separate from the curriculum, but as an integral part of learning. Pupils are encouraged to develop curiosity, encounter awe and wonder, explore questions of meaning and purpose, and reflect on their place within God's world. In this way, the curriculum provides rich and authentic opportunities for spiritual development and growth, enabling pupils to develop the habits of reflection, thoughtful questioning and openness to experiences that may transform their understanding of themselves and the world around them.

Each year, every year group takes part in a series of **Forest School** sessions, providing regular opportunities to connect with nature, themselves and others. Time spent outdoors encourages children to experience awe and wonder, notice beauty, ask questions and appreciate the world around them as something greater than themselves. Through exploration, challenge and reflection, pupils develop resilience, confidence and a sense of belonging, while learning to care for creation and for one another. These experiences create natural opportunities for stillness, curiosity and 'I wonder…' moments, supporting children to grow spiritually as they discover meaning, purpose and connection beyond the everyday.

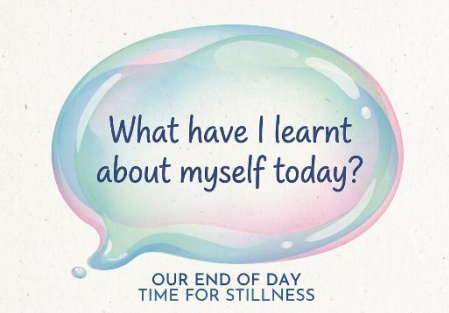
Intentional Moments for Stillness and Reflection

Alongside the planned opportunities for stillness within our acts of worship, pupils **experience two intentional moments of stillness and reflection each day**.

Before lunch, children are invited to **'pause'** for one minute, creating a calm space to be still, gather their thoughts and reflect before saying our school prayer and moving to lunch.



At the end of the school day, following the class novel, children engage in **two minutes of end-of-day stillness**, reflecting quietly on the question, *'What have I learnt about myself today?'*



These regular moments of pause provide children with valuable opportunities to slow down, be present, reflect on their experiences and develop an awareness of themselves, others and the world around them. In doing so, stillness becomes a meaningful and embedded part of our school culture and supports pupils' ongoing spiritual development.

Wider Opportunities

We recognise that spiritual growth is nurtured not only through the taught curriculum and worship, but also through belonging, participation, service and a sense of being part of something greater than ourselves.

During Soft Start each morning, children in each year group **listen to a piece of music** on a specific theme, exposing them to a wide variety of genres, cultures, traditions, composers and performers. Music provides a calm and welcoming opportunity for pupils to pause, listen and become present at the start of the day. Through experiencing beauty, creativity, awe and wonder, children can connect with their feelings, imagination and memories, sometimes encountering something that is difficult to put into words. Listening to a range of music also encourages curiosity, appreciation and connection with people, cultures and experiences beyond themselves, making music a meaningful part of our pupils' spiritual diet.

Our **residential experiences** provide further opportunities for pupils to grow spiritually through independence, challenge, adventure and shared experiences. In Year 3, the Hall Sleepover gives children an opportunity to step outside their usual routines, develop confidence and experience a strong sense of belonging. In Years 4 and 5, camping on the school field encourages pupils to connect with nature, build resilience and work together, while creating opportunities for wonder, reflection and appreciation of the world around them. In Year 6, adventurous activities at the Pioneer Centre challenge pupils to step beyond their comfort zones, face fears and discover strengths they may not have known they had. Across all three

experiences, children develop courage, trust, compassion and a sense of connection with others, themselves and the wider world.

Visitors to school enrich our pupils' spiritual diet by helping them connect their learning to the lives and experiences of people beyond our school community. Foe example, through Severn Trent Water assemblies and workshops, pupils consider their responsibility for caring for the world and its resources; NSPCC Speak Out Stay Safe workshops develop courage, self-worth and the confidence to speak up for themselves and others; and visits from Maggs, a local homeless charity, encourage compassion, empathy and an understanding of social justice and the needs of others. Financial Education sessions led by a Financial Adviser help pupils develop a sense of responsibility, decision-making and stewardship, considering how our choices can affect ourselves and others. These experiences broaden pupils' perspectives, encourage meaningful questions and help them to understand their place, responsibilities and opportunities within the wider world.

Children have extensive opportunities to contribute to the life of our school and wider community through **pupil leadership** roles:

- House Captains and Vice Captains
- School Council
- Worship Leaders
- Wellbeing Champions
- Representing the school at sporting events
- Participation in a wide range of after-school clubs
- Y4/5 - Archbishop of Canterbury's Young Leaders Award (AYLA).

These experiences enable pupils to develop meaningful connections with others, discover their own strengths and responsibilities, and recognise the contribution they can make to the lives of others. Through opportunities to serve, lead, collaborate and act justly, children develop an increasing understanding of their responsibility towards others and the wider world, fostering a sense of belonging and purpose that extends beyond themselves.

How do we know our spiritual diet is making a difference?

We listen to pupils, staff and families and look closely at the experiences children encounter across school life. We consider whether pupils can talk about moments of awe and wonder, ask thoughtful questions, reflect on themselves and others, appreciate different perspectives, recognise their responsibilities and describe ways in which they have made a difference.

We use pupil voice, discussion, learning walks, curriculum monitoring and review of wider opportunities to evaluate and develop our provision. However, much of the evidence of impact is necessarily anecdotal. It is found in the small, authentic moments that happen throughout the school day — in the way children behave towards others, the choices they make, the questions they ask and the things they notice.

Some of the most telling evidence comes through unplanned conversations between children and adults. In these informal exchanges, children often reveal what matters to them, how they see themselves and others, what they value and how they are developing as individuals. We notice the kindness, empathy, curiosity,

thoughtfulness and sense of responsibility that emerge naturally in children's interactions, rather than only when they are specifically asked to demonstrate these qualities.

We also capture and celebrate examples where the opportunities provided in school influence children beyond the school gates, connecting their learning, values and sense of responsibility with the wider community. For example, following learning about litter picking, a child may choose to sign up for an Adopt A Street opportunity with the Council, or pupils may organise a cake sale to raise money for a local charity they feel passionate about.

In this way, we look not only at what children can say about spiritual development, but at **how they live it** — in their everyday choices, relationships, conversations and actions, both within school and beyond it.