



Leigh St Mary's Church of England Primary School Spiritual Development and SMSC Policy

Rooted in faith, growing in love

Date: September 2026

Review Date: September 2028

Approved by: Governing Body

Spiritual Development Lead: Sarah Watson

Headteacher: Sarah Watson

1. Our Theologically Rooted Christian Vision

Our approach to spiritual development is rooted in our school Bible verse:

"As you received Christ Jesus the Lord, so continue to live in him. Keep your roots deep in him and have your lives built on him. Be strong in the faith, just as you were taught. And always be thankful."

Colossians 2:6-7

At Leigh St Mary's Church of England Primary School, our vision is to be a flourishing Christian community where every child is inspired to learn, believes in their potential and achieves all they are called to be.

Rooted in the love and grace of God, revealed through Jesus Christ and inspired by Colossians 2:6–7, we seek to ensure that every member of our school family is “rooted and built up in Him”, growing in faith, wisdom and character.

Guided by our Christian values of Friendship, Respect, Honesty, Perseverance, Kindness and Love, we aspire to nurture a community where love shapes relationships, everyone is valued and each person knows that they belong.

Through our motto:

Inspire – Believe – Achieve

we strive to enable every child and adult to flourish spiritually, academically, socially and emotionally, equipping them to live life in all its fullness, serve others with compassion, integrity and joy and make a positive difference in God's world.

2. Our Mission

At Leigh St Mary's, we promote a lifelong love of learning. Through enriching, exciting learning opportunities and a creative, broad and balanced curriculum, children are given the foundations from which to flourish.

Our Christian values are at the heart of our school and provide a culture of happiness, respect and trust. We promote a strong sense of belonging within a warm, nurturing environment where children feel safe, known and valued.

We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness, friendship and an ‘I can’ attitude, we seek to provide children with the roots to grow and the wings to fly, equipping them with the knowledge, character, confidence and compassion to succeed in an ever-changing world.

3. Statement of Intent

At Leigh St Mary's, spiritual development is not an additional lesson or occasional activity. It is woven through the life of our school.

We recognise spirituality as something deeply personal which may be experienced and expressed differently by different people. For Christians, spirituality may be understood through relationship with God, revealed through Jesus Christ and experienced through the Holy Spirit. We also recognise and respect that members of our school community may understand spirituality through other religious traditions or through non-religious worldviews.

We therefore seek to create an inclusive and invitational culture in which pupils and adults have opportunities to explore meaning and purpose, encounter awe and wonder, ask big questions, develop self-awareness, build relationships, reflect upon experiences and consider their place and responsibility within the wider world.

Our previous policy rightly recognised that every curriculum subject can provide spiritually meaningful experiences and identified curiosity, mystery, awe and wonder, connection, belonging, prayer, self-awareness and reflection as significant opportunities for development.

This remains central to our approach.

Spiritual development happens in planned moments and spontaneous moments: in worship, lessons, play, sport, music, art, stories, conversations, Forest School, church, the natural environment, acts of service, times of difficulty and moments of celebration.

Sometimes these moments are large and memorable. Sometimes they are quiet, unexpected and deeply personal.

Our responsibility is to create a school culture in which there is space to notice them.

4. What Do We Mean by Spiritual Development?

At Leigh St Mary's, we understand spiritual development as the way pupils and adults develop a deeper awareness of:

themselves – others – the world around them – and questions of meaning, purpose and the transcendent.

We want children to become increasingly able to:

- understand themselves and reflect upon their experiences;
- recognise their own worth, gifts and potential;
- experience a strong sense of identity and belonging;
- recognise and respond to beauty, wonder and mystery;
- ask and explore big questions;
- express thoughts, feelings and beliefs;
- listen respectfully to perspectives different from their own;
- develop empathy and compassion;
- appreciate the richness and diversity of human experience;
- consider questions of meaning and purpose;
- recognise injustice and consider their responsibility towards others;
- experience stillness and reflection;

- develop hope and resilience;
- recognise that their choices and actions affect other people;
- appreciate the natural world and their responsibility towards it;
- consider how they might make a positive difference.

Spiritual development cannot be measured simply through outcomes or written work. It is evidenced through children's questions, reflections, relationships, attitudes, responses, choices and actions.

5. Mirror, Window and Door

We use the language of **Mirror, Window and Door** to help pupils and adults understand different dimensions of spiritual development.

Mirror – looking inward

The **Mirror** provides opportunities to reflect upon ourselves.

Children consider:

Who am I? What matters to me? What do I believe? What are my gifts? How do I feel? What have I learned about myself? What kind of person am I becoming?

Mirror moments develop self-awareness, identity, confidence, reflection and an understanding of personal values.

Window – looking outward

The **Window** enables children to look beyond themselves.

Children encounter other people, cultures, religions, worldviews, periods of history, places, ideas and the natural world.

They consider:

What can I learn from this? How might another person experience the world? Why do people believe differently? What is beautiful or surprising? What makes me wonder? What is fair or unfair?

Window experiences develop curiosity, empathy, respect, wonder and understanding.

Door – stepping out

The **Door** invites response.

Children consider:

What might I do because of what I have learned? Has this changed my thinking? How can I help? What responsibility do I have? How can I make a positive difference?

Door experiences develop agency, service, courageous advocacy, justice and responsibility.

This approach connects particularly strongly with our RIPPLE model for collective worship, where reflection is deliberately encouraged to travel beyond worship and influence the way we live.

6. Spiritual Development and RIPPLE

Our collective worship is the daily heartbeat of Leigh St Mary's, and RIPPLE provides an important structure for spiritual development.

Across each half term, pupils journey through:

Recognise → I/Me → People → Partner → Lead → Equip

This moves children from understanding a Christian value, through personal reflection and consideration of others, towards leadership and action.

The progression closely reflects Mirror → Window → Door.

We want worship to create a ripple beyond the act itself. Children are therefore encouraged to consider not simply *"What did I learn?"* but:

"When I walk out of the door, what will I do differently?"

Our six Christian values – Friendship, Respect, Honesty, Perseverance, Kindness and Love – provide a shared language through which children can explore character, relationships, faith and action.

7. Collective Worship

Daily collective worship provides significant opportunities for spiritual flourishing.

Through worship, pupils and adults experience:

- Scripture and the teachings of Jesus;
- Christian values;
- prayer;
- singing and music;
- stillness and silence;
- reflection;
- questioning;
- storytelling;
- symbolism and imagery;
- celebration;
- challenge;

- opportunities for personal response.

Our close relationship with St Mary the Virgin Parish Church provides further opportunities for spiritual encounter. Visits to church and worship connected with Harvest, Christingle, Mothering Sunday and other points in the Christian year help children develop understanding of Christian faith, tradition, sacred space and belonging.

Team Worship enables pupils themselves to contribute to and lead the spiritual life of the school.

8. Picture News and Engagement with the Wider World

Our weekly use of Picture News within class worship provides an important Window onto the wider world.

Topical local, national and global issues encourage pupils to explore current events, ask questions and encounter perspectives beyond their immediate experiences.

Children have opportunities to discuss issues relating to justice, equality, responsibility, sustainability, community, diversity and human dignity.

These conversations enable children to connect our Christian vision and values with real life. They develop the ability to listen respectfully, disagree thoughtfully, recognise complexity and consider how they themselves might respond.

9. Spiritual Development Across the Curriculum

Spiritual development is the responsibility of every adult and every curriculum area at Leigh St Mary's. It is woven purposefully through our broad and balanced curriculum and the wider life of the school.

We recognise that opportunities for spiritual development can be both carefully planned and naturally occurring. Curriculum planning creates meaningful opportunities for pupils to reflect, question, wonder, explore different perspectives and make connections between their learning, themselves, other people and the wider world. Alongside these planned opportunities, staff are encouraged to recognise and respond sensitively to spontaneous moments that invite deeper thought and reflection.

Every subject has the potential to contribute to spiritual flourishing. A child's unexpected question, the emotional response created by a beautiful piece of music, the awe of discovering something extraordinary in science, encountering questions of justice through history, experiencing the natural world at Forest School, expressing an idea through art or dance, or discussing the choices and experiences of a character within a novel can all become significant spiritual moments.

Our curriculum therefore provides opportunities for pupils to look inward, look outward and respond. Children develop greater understanding of themselves; encounter people, places, beliefs, cultures and experiences beyond their own; experience beauty, creativity and wonder; and consider how their learning might influence their attitudes, choices and actions.

We do not see spiritual development as something that can be confined to a particular lesson or time of the school day. It is found within RE and collective worship, but also within English, mathematics, science, history, geography, PSHE, art and design, design technology, music, PE and sport, computing, Forest School and the wider curriculum.

Through these experiences, we seek to nurture pupils who are curious, reflective, compassionate and hopeful; children who have the confidence to ask big questions, appreciate the wonder and complexity of the world, understand perspectives beyond their own and recognise their capacity to make a positive difference.

In this way, our curriculum actively supports our Christian vision by enabling every child to be rooted, nurtured and equipped to flourish – spiritually, personally and academically.

10. Religious Education

RE makes a distinctive contribution to spiritual development.

Through our Manchester Diocese RE Syllabus, pupils encounter Christianity as a diverse, global and living faith alongside other religions and non-religious worldviews.

Children ask increasingly challenging theological, philosophical and ethical questions and consider what people believe, why they believe it and how those beliefs influence the way they live.

RE provides a safe space for children to explore meaning, purpose, identity, belonging, faith, belief, non-belief, morality, suffering, hope, justice and what it means to live a good life.

Children are encouraged to reflect upon their own developing worldview while respecting the integrity of others.

11. PSHE

PSHE is central to children's personal, moral and social development.

Through PSHE, pupils develop emotional literacy, self-awareness, healthy relationships, resilience, confidence and understanding of themselves and others.

They learn to recognise and express emotions, understand relationships, make informed choices, manage difficulties, respect boundaries, resolve conflict and consider their responsibilities within communities.

PSHE creates valuable Mirror opportunities by helping children understand themselves, while discussion of relationships and society creates Window and Door opportunities to consider how we live well alongside others.

12. English, Reading and Oracy

Literature provides some of our richest opportunities for spiritual development.

High-quality texts allow children to experience lives, cultures, dilemmas and perspectives beyond their own. Through characters and stories they encounter friendship, loss, courage, injustice, belonging, difference, hope and transformation.

Our whole-school texts are particularly significant. At the beginning of the school year and during World Book Week, the English Subject Leader carefully selects high-quality texts which bring the entire school community together around a shared story.

Different year groups engage at age-appropriate levels, creating a common language for discussion while enabling increasingly sophisticated responses.

These texts are chosen not only for literary quality but for their capacity to provoke thought, discussion, empathy, curiosity and understanding.

Our strong emphasis upon oracy enables pupils to articulate ideas, listen to others, debate respectfully and recognise that another person's interpretation may differ from their own.

13. Science – Wonder, Curiosity and Responsibility

Science provides extraordinary opportunities for awe and wonder.

Children encounter the complexity of living things, the human body, forces, space, light, sound, materials, evolution and the natural environment.

Science encourages children to ask:

How does this happen? Why? What don't we know yet? How extraordinary is this? What responsibility do humans have?

Scientific enquiry nurtures curiosity, perseverance and humility. It also creates opportunities to explore ethical questions relating to the environment, human impact, living things and scientific development.

We value those moments when a scientific discovery causes a child simply to say "Wow."

Those moments matter.

14. History – Identity, Empathy, Justice and Remembrance

History enables children to understand how the lives and choices of people in the past have shaped the world they inherit.

Pupils encounter different societies, beliefs, achievements, injustices, conflicts and experiences and learn to consider events through the perspectives of others.

Our annual Remembrance Project each November is particularly important.

Through carefully planned, age-appropriate learning, children develop historical understanding while exploring themes of service, sacrifice, conflict, loss, peace, justice, reconciliation and hope.

The project enables children to move beyond simply knowing that Remembrance takes place. They develop empathy for people whose lives have been affected by war and conflict and consider why peace matters and what responsibility individuals and communities have for building peaceful relationships.

Silence, remembrance, historical sources, stories and reflection provide powerful spiritual opportunities.

15. Geography – People, Place and God's World

Geography provides important opportunities to develop children's sense of connection with people, place and planet.

Through local, national and global studies, pupils encounter different communities, environments and ways of life.

Children explore human impact, sustainability, climate, resources and environmental responsibility and consider questions of inequality and justice.

Fieldwork is particularly valuable because children experience geography rather than simply reading about it.

Exploration of our local environment and community develops belonging and helps children understand that they are participants within their community, with the capacity to contribute to its future.

16. Art and Design

Art provides children with opportunities to express ideas and feelings which may sometimes be difficult to capture through words.

Through encountering artists, artistic traditions and works from different cultures and periods, children experience beauty, challenge, emotion and alternative ways of seeing the world.

They are encouraged to look closely, notice detail, interpret, respond and create.

Art enables pupils to explore identity, culture, faith, emotion, imagination and beauty and provides important opportunities for personal expression.

Our investment in a high-quality Art and Design curriculum reflects our belief that the arts are an essential part of a broad education and of children's cultural and spiritual flourishing.

17. Design and Technology

Design Technology enables children to recognise themselves as creative problem-solvers capable of changing and improving the world around them.

Children identify needs, generate ideas, create, test, evaluate and improve.

The subject develops perseverance, creativity, collaboration and responsibility while encouraging pupils to consider the needs of users.

Questions about materials, sustainability, purpose and ethical design provide further opportunities for moral and spiritual reflection.

The design process itself reinforces an important message:

Something does not have to work perfectly the first time. We can reflect, learn, adapt and grow.

18. PE, Sport, Dance and Active Learning

Physical activity is a particularly important aspect of life at Leigh St Mary's.

We are passionate about providing excellent opportunities through PE, sport, dance and active learning because flourishing encompasses body, mind, relationships and character.

Sport develops perseverance, teamwork, leadership, fairness, discipline, resilience and respect. Pupils experience both success and disappointment and learn how to respond appropriately to each.

Dance provides opportunities for creativity, expression, movement and emotion, enabling pupils to communicate and experience ideas in ways beyond spoken or written language.

Our Sports Captains develop leadership by organising activities and competitions for younger pupils, demonstrating that sporting leadership involves service, encouragement and responsibility.

Participation in clubs, competitions and sporting events provides opportunities for belonging, achievement and representing the school community with pride.

19. Music and Performance

Music can create profound spiritual moments.

Listening, singing, performing and creating together enable children to experience emotion, beauty, unity and belonging.

Our investment in specialist music provision and opportunities throughout Key Stage 2 enables children to discover and nurture talents while experiencing the joy of making music together.

Performances, celebrations, dance, drama and school events develop confidence and create shared memories which contribute to the identity and cultural life of our school family.

20. Forest School, Nature and the Local Environment

Our Forest School, school grounds and local environment provide rich opportunities for spiritual development.

Time outdoors allows children to notice seasonal change, experience beauty, explore living things, take appropriate risks, solve problems and experience the natural world directly.

These experiences develop curiosity, independence and stewardship.

Trips, visits, visitors, fieldwork and workshops extend children's experiences further and create opportunities for discovery and awe beyond the classroom.

Our grounds themselves provide moments to notice, pause, wonder and reflect throughout the school day.

21. Clubs, Events and the Wider Life of School

Spiritual, moral, social and cultural development extends far beyond formal lessons.

Our programme of clubs, sporting opportunities, performances, celebrations, workshops, trips, visitors and community events enables children to discover interests, develop talents and build relationships with pupils and adults beyond their immediate classroom.

These opportunities help children experience achievement in different forms.

We recognise that for some children, the place in which they discover "I can do this" may be the sports field, stage, dance floor, art room, Forest School, choir or club rather than a traditional academic lesson.

That discovery is an important part of flourishing.

22. Transition, Belonging and Change

Transitions are important spiritual and emotional moments.

At Leigh St Mary's, we invest significant time and care in ensuring that children experience transition as something they are supported through rather than expected simply to manage.

Well-established transition activities help children joining Reception develop familiarity, relationships and belonging before they begin school.

Transition between year groups is carefully supported, while Year 6 pupils are prepared thoughtfully for their move to secondary education.

Our Year 6 Reception Buddies demonstrate this culture beautifully. Older children help our youngest pupils establish themselves within the school family, developing responsibility, compassion and leadership while giving Reception children security and friendship.

Transition provides opportunities to reflect upon change, identity, memories, hope and new beginnings.

23. Leadership, Service and Responsibility

Children are given meaningful opportunities to contribute to the life of the school through:

Team Worship, Sports Captains, Eco Council, Junior Leadership Team and Year 6 Reception Buddies.

The Archbishop of York's Young Leaders Award in Year 4 further develops pupils' understanding of service, justice and responsibility.

These roles help children understand that leadership is not simply about holding a title. Leadership is service.

Pupils experience the responsibility of listening to others, representing views, helping younger children, caring for the environment and making decisions which affect their community.

24. Justice, Community and Courageous Advocacy

Our Christian vision calls us to look beyond ourselves.

Children are therefore encouraged to move from awareness → reflection → action.

This includes Harvest collections for our local foodbank, relationships with local care homes, community planting and litter picking, the Archbishop's Young Leaders Award and involvement in local projects.

Children have contributed ideas to the regeneration of Leigh Town Hall Square, giving them an authentic experience of influencing the future of their own community.

Visits to Hourigan House care home enable children to give something particularly valuable: their time, friendship and joy.

We want children to understand that making a difference is not always about fundraising. It can mean noticing, listening, serving, speaking, caring, giving time and taking responsibility.

25. Moral Development

Our moral development is rooted in our Christian vision and values and supported by our *Diamond Rules*:

Show respect and good manners at all times.

Follow instructions with thought and care.

Care for everyone and everything.

Our existing policy describes these rules, alongside our Christian values, as forming part of the school's moral code.

Children are supported to understand right and wrong, consider consequences, make reasoned judgements, take responsibility, repair relationships and consider the needs of others.

Our approach is relational. Adults model the compassion, honesty, respect and kindness we expect from pupils.

High expectations are delivered with high levels of warmth, nurture and care.

26. Social Development

Social development is rooted in relationships and belonging.

Children learn how to cooperate, communicate, listen, negotiate, resolve disagreements and contribute to groups.

Partner work, collaborative learning, team sport, clubs, pupil leadership, performances, trips and community engagement provide authentic opportunities to practise these skills.

We want pupils to recognise themselves as important members of overlapping communities:

class → school → church and local community → Britain → global community.

Our existing policy rightly emphasises cooperation, leadership, participation in community life and opportunities for children to exercise responsibility.

27. Cultural Development

We want children to develop appreciation of their own heritage while becoming curious and respectful towards the cultures, traditions, beliefs and creative expression of others.

Cultural development occurs through RE, history, geography, English, art, music, dance, PE, literature, trips, visitors, performances, worship and community experiences.

Children encounter religious festivals and traditions, literature, art, music, historical perspectives and different ways of life.

The existing policy identifies participation in literature, drama, music, art and cultural events and encounters with museums, galleries and external partners as important ways of nurturing children's gifts and broadening cultural awareness.

Our intention is not simply that pupils know diversity exists, but that they develop curiosity about it and learn to encounter difference with respect and confidence.

28. British Values and Life in Modern Britain

Spiritual, moral, social and cultural development contributes to pupils' preparation for life in modern Britain.

Through the curriculum and wider school life, children develop age-appropriate understanding of: democracy; the rule of law; individual liberty; mutual respect; and respect for people of different faiths and beliefs.

Pupil leadership, voting, discussion and debate provide opportunities to experience democracy.

Our Diamond Rules and behaviour expectations support understanding of rules, responsibility and consequences.

RE, Picture News, PSHE, history and geography enable children to encounter different perspectives and develop informed respect.

The school's existing policy recognises these principles as essential to pupils' preparation to participate fully and positively in modern Britain.

29. Inclusion and Pastoral Care

Our Christian vision is founded upon the belief that every person is valued and should know that they belong.

Spiritual flourishing therefore cannot be separated from inclusion and pastoral care.

The Glade, our sensory room, trusted adults and our Pastoral Manager provide spaces and relationships through which children can feel safe, regulate, talk and be supported.

Reasonable adjustments enable children with differing needs to participate fully in the curriculum and wider life of school.

Adults are cared for too. We recognise that the spiritual flourishing of children is supported by adults who themselves feel known, valued, trusted and supported.

30. Spiritual Development of Adults

Spiritual development is not solely for pupils.

Leigh St Mary's seeks to be a flourishing community for children and adults.

Staff are encouraged to reflect upon the purpose and meaning of their work, celebrate the difference they make, develop professionally, support one another and participate in the spiritual life of the school with integrity.

Collective worship, shared celebrations, professional relationships, church events and moments of reflection provide opportunities for adult spiritual flourishing.

Our culture of open-door leadership, care and pastoral support recognises the humanity and worth of adults as well as children.

31. Spontaneous Spiritual Moments

While much of our provision is carefully planned, we recognise that some of the most meaningful spiritual moments cannot be timetabled.

A child may ask an unexpected question.

A class may become fascinated by something in nature.

A story may provoke an emotional response.

A scientific discovery may create wonder.

A historical account may provoke sadness or a powerful sense of injustice.

A sporting achievement may reveal unexpected perseverance.

A conversation may require time to consider loss, friendship, forgiveness or hope.

Teachers are trusted to recognise these moments and, where appropriate, give them space rather than rushing past them.

This is an important part of the culture of Leigh St Mary's.

32. Roles and Responsibilities

Spiritual development is the responsibility of the whole school community.

The Headteacher and Spiritual Development/SMSC Lead provide strategic leadership and ensure spiritual development remains central to school improvement.

Subject leaders identify meaningful opportunities within their curriculum areas and support colleagues in understanding their subject's contribution.

Teachers and support staff create opportunities for reflection, model respectful relationships and recognise spontaneous spiritual moments.

The Collective Worship Lead and Team Worship support spiritual development through RIPPLE and daily worship.

The RE Subject Leader ensures high-quality opportunities for theological, philosophical and worldview thinking.

Governors monitor how effectively the school's Christian vision enables pupils and adults to flourish.

Clergy, parish and diocesan partners contribute to the spiritual life of the school.

33. Monitoring and Evaluation

We recognise that spiritual development cannot be reduced to a checklist.

We therefore evaluate the richness of opportunities and their impact upon pupils and adults, rather than attempting to assign numerical measures to spirituality.

Evidence may include:

- pupil voice;
- staff voice;
- governor monitoring;
- worship monitoring;
- RIPPLE Reflection Journals and class floorbooks;
- curriculum planning and work;
- displays and photographs;
- RE and PSHE outcomes;
- participation in leadership and service;
- examples of courageous advocacy;
- engagement in clubs, sport and cultural activities;
- children's questions and reflections;
- community projects;
- observations of relationships and behaviour;
- evidence of how pupils articulate the school vision and values.

The previous policy used Reflection Portfolios to capture experiences across RE, PSHE and SMSC. This principle will continue through a broader range of evidence, with particular emphasis upon pupil voice and meaningful reflection rather than collecting evidence for its own sake.

Monitoring should ultimately help us answer:

Where do pupils encounter opportunities for spiritual development?

Can pupils talk about experiences which have made them think deeply, wonder or reflect?

How does our curriculum open windows onto the world?

How are pupils encouraged to respond and take action?

How does our Christian vision enable pupils and adults to flourish?

What difference does all of this make?

34. Intended Impact

By the time children leave Leigh St Mary's, we want them to have deep roots and strong wings.

We want pupils to:

- know that they are valued and belong;
- recognise their gifts and potential;
- be curious and capable of wonder;
- ask meaningful questions;
- reflect thoughtfully;
- understand and manage their emotions;
- demonstrate empathy and compassion;
- respect people whose experiences, cultures or beliefs differ from their own;
- appreciate beauty, creativity, nature and human achievement;
- demonstrate resilience and perseverance;
- understand responsibility and justice;
- recognise that their actions affect others;
- develop the confidence to make a positive difference;
- have hope for their future.

We want them to flourish personally and academically, carrying with them the knowledge, character, relationships and confidence to meet the next stage of their journey.

35. Inspire – Believe – Achieve

Our approach to spiritual development can ultimately be understood through our school motto.

INSPIRE

We open windows.

We provide rich experiences, beautiful environments, great literature, sport, music, art, worship, nature, faith, science, history, geography, people, places and ideas which inspire curiosity and wonder.

BELIEVE

We provide mirrors.

Children learn about themselves, recognise their gifts, develop confidence, explore beliefs and values and know that they are loved, valued and capable of making a difference.

ACHIEVE

We open doors.

Children are equipped to act: to persevere, serve, lead, create, participate, care for others and use what they have learned to make a positive difference.

Inspire – Believe – Achieve therefore becomes not simply our motto, but a journey of flourishing:

look outward with wonder → look inward with understanding → step forward with hope and purpose.

36. Review

This policy will be reviewed every two years, or sooner where developments in Church of England, Manchester Diocese or SIAMS guidance make this appropriate.

It should be read alongside the school's:

Theologically Rooted Christian Vision; Collective Worship Policy; Religious Education Policy; Curriculum Policy; PSHE Policy; Relationships/Behaviour Policy; SEND Policy; Equality Policy; Teaching and Learning Policy; and Safeguarding and Child Protection Policy.

At Leigh St Mary's, we believe that education should do more than fill children's minds with knowledge. It should help them wonder, question, create, belong, understand, care, hope and act.

Our Christian vision calls us to nurture the whole person.

Through worship and prayer, stories and books, science and nature, history and remembrance, geography and community, RE and PSHE, art and design, music and dance, PE and sport, Forest School, clubs, visits, relationships, service and the countless unexpected moments of school life, we seek to create opportunities for pupils and adults to encounter something deeper.

Some moments help children understand themselves.

Some open a window onto another person's life or the wonder of the world.

Some invite them to step through the door and do something differently.

