

## Spirituality at Boutcher

### Introduction and Our Vision

At Boutcher School, our Christian vision is at the heart of *our approach* to spirituality and is rooted in Jesus' command to love one another. By nurturing the mind, body, and soul, we help children develop hearts and minds shaped by love, purpose, and wonder. This approach invites everyone to explore big questions of meaning, identity, and purpose and is not dependent on holding a particular religious belief.

As a Church of England school, we recognise spirituality as an intrinsic part of a holistic education and therefore plan for it explicitly across our curriculum and wider school life. We develop spirituality through deepening relationships with self, others, the world, and the beyond, using the shared language of Wows, Ows and Nows to help children recognise, articulate, and reflect on spiritual moments in their lives.

### Theological and Educational Foundations

We have been influenced by Andrew Rickett's model because it provides a clear, inclusive, and child-centred framework that aligns with our Christian vision, supports spiritual development for all regardless of belief, and helps children recognise and articulate spiritual moments across the curriculum and in everyday life. The model of Self, Others, World and Beyond helps children make sense of themselves and their experiences. Reflecting on the self builds self-awareness and identity, while engagement with others nurtures empathy, compassion, and moral values. Encountering the world fosters wonder, appreciation of beauty, and a sense of responsibility, and exploring the beyond invites reflection on meaning, purpose, and faith.

Our spirituality model is underpinned by the understanding that every child is uniquely created and deeply valued by God, like a pot shaped from clay by a potter (Isaiah 64:8). At the same time we know that life experiences can create 'cracks' in the pot of everyday life which can offer moments of spiritual awareness and growth. These moments are described as the Wows, Ows and Nows and help us to make sense of our developing spirituality. We consider the Wows, Ows and Nows in relation to self, others, the world and beyond.

Using the metaphor of Kintsugi, the Japanese art of repairing broken pottery with gold, we recognise that the cracks created by the Wows, Ows, and Nows of life can be places of growth and beauty. When filled with reflection, compassion, faith, and hope, these moments help children grow spiritually and flourish as whole people .

### Our Framework for Spiritual Development (Wows, Ows, Nows)



## **Self**

Spirituality (and faith) is nurtured as we reflect on Wows, Ows and Nows within ourselves.

- Wows help us recognise joy, achievement, and awe, building confidence and a sense of being uniquely valued.
- Ows support us in understanding and processing difficult emotions such as sadness, disappointment, or fear, helping them develop resilience and self-awareness.
- Nows create space for stillness, mindfulness, and reflection, enabling us all to listen to our inner thoughts and recognise what matters most.

Through these experiences, we each develop a growing understanding of who we are and how our thoughts, feelings, and beliefs shape our identity.

## **Others**

Spirituality (and faith) deepens as we encounter Wows, Ows and Nows in relationships with others.

- Wows arise in moments of friendship, kindness, forgiveness, and shared celebration.
- Ows occur when relationships are challenged by conflict, injustice, or hurt, prompting reflection on empathy and compassion.
- Nows allow us to pause, listen, and reflect on how our actions and choices affect others.

These experiences support us in developing values rooted in love, respect, and service, following the example of Jesus.

## **World**

Spirituality (and faith) is awakened as we experience Wows, Ows and Nows in the world around us.

- Wows are found in moments of wonder and awe in nature, creativity, and human achievement.
- Ows arise when we encounter environmental damage, inequality, or suffering in the world.
- Nows provide opportunities to reflect on humanity's responsibility to care for creation.

Through this lens, we develop an emotional and ethical response to beauty, injustice, and stewardship of the world.

## **Beyond**

Spirituality (and faith) is enriched as we explore Wows, Ows and Nows that point beyond the everyday.

- Wows may be moments of deep awe, worship, or transcendence that prompt questions about God and meaning.
- Ows can include experiences of loss, uncertainty, or questioning that challenge beliefs and understanding.

- Nows offer quiet moments of prayer, reflection, or contemplation where children become open to the presence of God.

These experiences encourage children to search for meaning and consider their place in the bigger story of life and faith.

### Opportunities for Spiritual Development across the Curriculum

As stated in our Curriculum Statement, children will, ‘develop personal, moral and spiritual values, including respect for others through carefully taught values, including respect for others and the consistent implementation of the school ethos. This happens across the whole of our curriculum.

*Examples of questions to develop spirituality in some curriculum areas:*

<b>Reading</b>	<p><b>Self:</b> How does this story make you feel, and why do you think you felt that way?</p> <p><b>Others:</b> How do you think the main character felt when this happened? What clues in the text tell you that?</p> <p><b>World:</b> What does this story teach us about how people live or behave in the world?</p> <p><b>Beyond:</b> What message do you think the author wants readers in the future to learn from this story?</p>
<b>Science</b>	<p><b>Self:</b> How do you use your senses to explore and learn about the world around you?</p> <p><b>Others:</b> Why is it important for people to work together when doing science experiments?</p> <p><b>World:</b> How does this scientific idea help us understand how plants, animals, or Earth work?</p> <p><b>Beyond:</b> How might scientists use this knowledge in the future to help the planet or people?</p>
<b>Geography</b>	<p><b>Self:</b> How does where you live affect the way you travel, play, or go to school?</p> <p><b>Others:</b> How might life be different for children who live in another country or place?</p> <p><b>World:</b> How do rivers, mountains, or weather shape the way people live around the world?</p> <p><b>Beyond:</b> Why is it important to care for the Earth so future generations can enjoy it?</p>

### The Spiritually Developed Individual

The following twelve characteristics are widely recognised as observable in a spiritually developed person. By intentionally providing opportunities for spiritual growth across all aspects of school life, every day, we aim to nurture these qualities so that our children increasingly demonstrate them in their learning, relationships, and actions.

- A sense of awe, wonder, mystery
- A sense of transience and constant change
- A sense of pattern, order, purpose
- An awareness that there is often more to things than meets the eye - a sense of transcendence.
- A sense of the quality of silence, reflection: ability to listen; concentrated attention
- A sense of self worth
- A sense of the worth of others
- A sense of community - its demands, values, rituals, celebrations
- A sense of the joy of life, achievement, play
- Awareness of limitation, loss, the darker side of life
- Awareness of the natural world; dark, light, bread, water, wind, earth, etc: its capacity to point beyond itself
- Sense of the human, capacity for choice, decision, responsibility.