



# Spirituality Policy

**Hope: building for a brighter future**

*“Now faith is a confidence in what we hope for and assurance about what we cannot see” (Hebrews 11:1)*

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<b>Review Date:</b>	<b>Executive Headteacher</b>
<b>Person Responsible:</b>	

Signature

Headteacher

Date:

Signature

Chair of Governors Date:

## Our Vision

*“Hope: building for a brighter future”*

Our vision influences the ethos of our school and the policies and practices within it. Supporting children’s spiritual development so that they can flourish is a core thread that runs through our school and we attach great importance to it for both children’s development and for the growth and well-being of all within our school community.

### We aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life’s big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

(From David Smith’s work on Spiritual Capacities)

### Our working definitions of ‘spirituality’ and ‘spiritual development’

As a staff and governor team, we have agreed on a definition of spiritual development in our school community to support us as we talk about spirituality.

**Spirituality** is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of ‘beyond’ and ‘other’, searching for meaning, discovering purpose, open to more. It can be defined as a relational awareness, encompassing a person’s relationship with:

- themselves (being a unique person and understanding self-perception)
- others (how empathy, concern, compassion and other values and principles affect relationships)
- the world and beauty (perceiving and relating to the physical and creative world through responses to nature and art)
- the beyond (relating to the transcendental and understanding experiences and meaning outside the ‘everyday’)

(Rebecca Nye)

**Spiritual development** is the development of an awareness that there is “something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to.” (Terence Copley). Its building blocks are:

- **Self-awareness or self-knowledge** – being aware of our own thoughts, feelings, values and self-worth
- **Forming relationships** – recognising the thoughts, feelings, values and worth of others
- **Asking (ultimate) questions** – searching for the meaning and purpose of life through responses to events
- **Uncertainty, awe and wonder** – recognising and embracing the wonders and mysteries of the world today, yesterday and tomorrow
- **Beliefs and values** – developing personal beliefs and values, whether religious or not
- **Creativity** – exercising the imagination to express inner thoughts
- **Feelings and emotions** – understanding, fostering and controlling emotions, accepting themselves and others

### Legal requirements:

Section 78 of the Education Act 2002 states:

*“The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”*

The SIAMS Schedule (amended September 2021) references spirituality in both the RE and Collective Worship strands but the main focus is part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for Education has a core desire for ‘Life in all its fullness’ (John 10:10) which requires educating the whole person.

The OFSTED framework 2021 states that pupil’s spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people’s faith, feelings, and values
- sense of enjoyment and fascination in learning about themselves, others, and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

### **We support pupils in their spiritual development by:**

- developing and maintaining our own knowledge and understanding of spirituality and spiritual development, including the four key areas of self, others beauty and beyond (Nye, Rickett)
- using shared language to promote, record and share moments of awe and wonder, or that that provide a window to the beauty of the world around us
- providing opportunities for spiritual development in:
  - Collective worship
  - RE
  - The wider curriculum (see Appendix)
  - Capturing moments of awe and wonder as they arise
- providing reflection spaces in school, outside, and by using the church building

### **Roles and Responsibilities**

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

Emma Lee is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life, This role also includes: (amend as appropriate)

- Ensuring personal knowledge and expertise are kept up-to-date
- Working with SLT to ensure all staff share the Federation understanding of spirituality and are familiar with the shared language, providing training as necessary
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through learning walks, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process particularly around Strand 2
- Reporting to Governors

Governors ensure that this policy is fully implemented and that practice is consistent with the school’s Christian vision, in line with the school’s monitoring policy and schedule for governors.

### **Other related policies:**

Collective Worship                      Behaviour  
Curriculum                                All subject-specific curriculum policies

## **Appendix – Considerations for spirituality in the curriculum**

These lists are not exhaustive and each example is not appropriate for every lesson in every classroom. It is a matter for staff's professional judgement as to which of these considerations best fits the lessons and the class.

Subject	Considerations
All subjects	<ul style="list-style-type: none"> <li>- Celebrating achievements and supporting with challenges</li> <li>- Understanding how we learn best and why</li> </ul>
Art & Design	<ul style="list-style-type: none"> <li>- Using art to explore natural phenomena (e.g. Northern Lights)</li> <li>- Using art to express our purest, innermost thoughts and feelings</li> </ul>
Computing	<ul style="list-style-type: none"> <li>- Wonder at the power of the digital age</li> <li>- Understand how ICT can help and hinder big life issues</li> </ul>
DT	<ul style="list-style-type: none"> <li>- Reviewing, evaluating and appreciating created things, both own and 'professional/commercial'</li> <li>- Understand the drivers behind product design</li> </ul>
Geography	<ul style="list-style-type: none"> <li>- Understanding the vastness of Earth, both size and variety</li> <li>- Comparing physical and human geography, e.g. locally to globally</li> </ul>
History	<ul style="list-style-type: none"> <li>- Understanding our place in <i>time</i></li> <li>- Speculating about the importance of certain events, their consequences and subsequent chronologies to get us to today</li> </ul>
Languages	<ul style="list-style-type: none"> <li>- Exploring the beauty of language, it's history and construction</li> <li>- Understand what motivates learning languages and how it feels to speak them</li> </ul>
Maths	<ul style="list-style-type: none"> <li>- Patterns, order, symmetry and scale in the natural world as well as man-made</li> <li>- Appreciating the beauty of shape and space</li> <li>- Understanding that somethings (e.g. kindness) cannot be quantified</li> </ul>
Music	<ul style="list-style-type: none"> <li>- Understanding how music is made and can affect our feelings</li> <li>- Delighting in creative expression</li> </ul>
PE	<ul style="list-style-type: none"> <li>- Delighting in movement, connectedness and the human body's abilities</li> <li>- Understanding our strengths and limitations, and the possibilities in teamwork</li> </ul>
PSHE/RHSE	<ul style="list-style-type: none"> <li>- Valuing self and others as unique individuals and cherishing relationships</li> <li>- Developing an awareness of, and responding to, others' needs and wants</li> </ul>
RE	<ul style="list-style-type: none"> <li>- Exploring spiritual practices of people of different faiths (and no faith)</li> <li>- Asking and responding to 'big' questions of meaning and purpose</li> </ul>
Reading	<ul style="list-style-type: none"> <li>- Providing rich stimuli of diverse genres, topics, cultures etc</li> <li>- Developing empathy for diverse characters in different situations</li> </ul>
Science	<ul style="list-style-type: none"> <li>- Taking delight in how things connect, inter-depend and work</li> <li>- Explore questions that cannot be answered by science</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- Appreciating the beauty of language</li> <li>- Valuing children's views/work</li> </ul>