



The Beacon

Church of England (V.A.) Primary & Pre-School *Living life in all its fullness (John 10:10)*

Spiritual Development in School Policy

- Agreed at the meeting of the Curriculum and Learning Committee: Tuesday 8th July 2025
- Date of next review: Summer 2028

Our vision

In our school our Christian vision shapes all we do.

Our vision is for 'Living life in all its fullness' (John 10:10). The bible teaches us that God wants all his children to flourish, and that community and living well together are of the utmost importance in achieving this aim. We call our community 'One Big Beacon Family', together we focus on achieving our Vision for all members of our community. Working with parents and carers, we provide learning and play experiences which engage children's interests; inspire them to want to know more; motivate them to persevere with their learning and empower them to develop skills of independence. We aim that our children will become:

- **Confident individuals** who can positively face the successes and challenges of life.
- **Successful learners** who can take their place in a constantly changing world.
- **Responsible citizens** who are able to make a positive contribution to today's diverse society.
- **Appreciative and respectful of other people's uniqueness and talents** and recognised and celebrated for their own.

We want each child, member of staff and our wider community to learn to live life in all its fullness, develop wonderful life-long memories of their Beacon years and the knowledge, skills and understanding to be able to continue to flourish throughout their lives.

Throughout our lives, we face tough challenges, difficult times and great joy. We can read examples of all these, and how to manage them, in the Bible. In order to live life in all its fullness, we all need support to learn to understand, develop and use strategies which keep us safe, care for and promote our mental health and wellbeing and empower us to be our best selves.

'Collective Worship in a Church school should enable every child and adult to flourish and to live life in all its fullness. (John 10:10). It will help educate for wisdom, knowledge and skills, hope and aspiration, dignity and respect, and developing community and understanding of living well together.

Further information about our Vision statement can be found on our school website.

Our vision drives and supports the ethos of our school and the policies and practices within it. We believe that spirituality is the golden thread that runs through our school. We attach great importance to it for both children's development and for the growth and well-being of all within our school community. Spiritual development is supported through collective worship, the curriculum, the school environment and how we interact with ourselves, others, the world and God/divine being through stillness, creativity, curiosity and big questions.





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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 definition of 'spirituality'

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. We also have actions which help us understand.

"Spirituality is about how we relate to ourselves, others, the world and beyond."

"Spirituality was generally viewed as enriching individuals in their understanding of and ability to relate to, others and of society as a whole". Education for Adult Life (SCAA 1996)

Spiritual development is not about becoming, more spiritual (in a measurable or expansive sense). It is about realising or becoming more and more aware of one's natural, innate spirituality. This is sometimes a slow and gradual process, at other times there might be significant stages of realisation, which are part of the ongoing 'developing' process. Unlike the development of a photograph, people don't reach a finished state of spiritual development, but participate in the ongoing process of spiritual realisation. If spirituality were something which developed or grew in a quantifiable sense, then surely adult would be more spiritual than children. Many would argue that children seem to be far more spiritually aware than adults, Perhaps as a part of growing older, the pressures of life can distract our distort our interests so that as adults, our spiritual awareness is dulled and we do not 'realise it' to the full.

Legal requirements:





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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.

To fulfil their legal obligations under section 48 of the 2005 Education Act, SIAMS inspections make judgments on SMSC education in Church of England and Methodist schools.

The SIAMS Framework (2024) references spirituality implicitly and explicitly in two of the inspector questions:

IQ2: How does the curriculum reflect the school's theologically rooted Christian vision?

b) How is spiritual development an intrinsic part of the curriculum?

IQ3: How is daily collective worship enabling pupils and adults to flourish spiritually?

a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?

b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?

c) In what ways is the worship life of the school inclusive, invitational, and inspirational?

d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?

e) How does the trust contribute to and enhance the school's worship and spiritual life?

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 2024 states that provision for pupil's spiritual includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, 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



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Evidence may be gathered by Ofsted inspectors from anywhere relevant to ensure that schools are promoting SMSC, mental and physical development of pupils at the schools; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

We support pupils in their spiritual development by:

- providing opportunities for spiritual development in collective worship
- providing opportunities for spiritual development in RE
- providing opportunities for spiritual development in the wider curriculum
- capturing opportunities for awe and wonder as planned moments and as they arise
- providing 'reflection spaces' in classrooms, public spaces, outside, and by using the church building, and through the 'Prayer Spaces in School' website
- offering pupils opportunities to develop their own spiritual leadership, *give school specific examples eg through leading collective worship, Ethos group/worship ambassadors and other opportunities*

As a staff team:

- We have a staff understanding and shared language of spiritual development.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We revisit spirituality as an area for consideration in our staff meetings and offer training.
- Our governors monitor the impact of our spirituality focus. *You may like to outline here how they do this. Is it through regular ethos committee meetings, learning walks, a governor agenda item?*
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum. *Please see our diocesan webpage on spiritual development if you would like to download the guidance, resources and reading to a staff folder.*
- We ensure new staff are aware of our school policy on spiritual development.
- We use models, language to support our own thinking in spirituality, *eg 'Windows, Mirrors, Doors, Candle' approach or the school model/language*
- We have a variety of reflection areas both inside and outside the school building. *You could show examples or photographs*
- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Andrew Rickett / Rebecca Nye).



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- We recognise that children will have different 'Spiritual Temperaments' or 'Sacred Pathways, through the work of Gary Thomas (2010) and Myra Perrine (2007). This will influence our planning as we look to nurture spirituality across the curriculum, not just in RE and Collective Worship. *We encourage staff who are specialist subject leads to identify opportunities for spiritual development in their subject, and to share them with colleagues.*
- We have identified opportunities for spiritual development and deeper thinking across the curriculum, for all age groups.
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context and personal worldview.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- We discuss spirituality with our church and the Diocesan Education Team and others who can further support this golden thread.
- *You may also have decided as a school to create posters, a charter, or other school specific visual reminders in your school environment.*

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community, supporting the development of the whole child beyond the physical and the academic.

Monitoring and Evaluation

Senior leaders, governors and children will support pupils and adults to share their experiences and opportunities for spiritual development through *eg discussions, focused days, spiritual journals, reflection spaces*. This will impact on the opportunities and experiences that are available to children and adults across the school community enabling all to flourish.

Other related policies:

Collective Worship

Teaching and Learning

Relationships and Behaviour

SMSC

Curriculum Statement (annual)

Referenced reading:

Church of England Education Office (CEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)



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