



Diocese of Norwich
St Benet's
Multi Academy Trust

Alburgh with Denton C of E Primary Academy

Spirituality Policy

Approval Date:

18/10/23

Date Adopted by LGC:

18/10/23

Review Date: October

2026

Person Responsible:

Mrs Goodhew/ Mr

Richardson

Tracked Changes (in blue)

Page	Section	Changes September 2023
5	Legal Requirements	Updated policy in line with SIAMS Framework September 2023 and Ofsted Handbook September 2023
6	Other Related Policies	Reviewed to reflect current practice in schools
	Appendix One	Added to add school's vocabulary spine for Spirituality (example provided but not ordered in age groups)
	Appendix Two	Added ways and words we use to articulate Spirituality

Spirituality in School - Model Policy

Our School Vision:

“Mighty Oaks from Tiny Acorns Grow”

Our Vision is rooted in Biblical Foundation: “Mighty Oaks from Tiny Acorns Grow” is based upon the parable of the mustard seed: “The kingdom of God is like a mustard seed, that seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants”

[Matthew 13 V31-32]. This is underpinned by the common language of our core values: Hope, Forgiveness and Justice.

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality 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 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 believe that spiritual development is the development of an awareness that there is 'something more than life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to. Spirituality is an awareness of mystery and its value to human flourishing.

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 new SIAMS Inspection Framework (September 2023) threads spirituality and spiritual development throughout each of the Inspection Questions (IQS). It features as the impact of collective worship – adults and pupils flourish spiritually, but also expects that spiritual development is planned within the taught and wider curriculum offer of the school. It continues to make those strong links between vision and spirituality. Expecting a school's theologically rooted Christian vision to shape what spirituality may look like in a school and provide direction for how it is planned and developed.

Spirituality and spiritual development are best placed and most impactful in school when it is not just left to chance. Relying on ad hoc spiritual encounters in the daily life of the school and thus the pupils and adults within it, will limit development over time. It does not fully support the Church of England's vision for education (2016) where the core desire is to enable everyone to 'live life in all its fullness' (John 10.10).

The OFSTED School Inspection Handbook (September 2023) states inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual development alongside the school's provision for moral, social and cultural education. That this is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

Paragraph 322. Provision for the spiritual development of pupils 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

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 they arise

- providing 'Sacred 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, through leading collective worship and other opportunities

As a staff team:

- We have a staff understanding 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. This is done through regular ethos committee meetings, learning walks and as a governor agenda item.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum. [available on the Diocesan website].
- We ensure new staff are aware of our school policy on spiritual development.
- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors, Candle' approach.
- We have a variety of spiritual spaces both inside and outside the school building.
- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Andrew Rickett / Rebecca Nye).
- 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 use the 'Ricketts Grids' to support our understanding of progression in spiritual development in these four areas of Self, Others, Beauty and Beyond.
- 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.
- 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 others who can further support this thread.

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.

Other related policies:

Collective Worship
 Religious Education
 Teaching and Learning
 Behaviour

Referenced reading:

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

<https://www.bathandwells.org.uk/supporting-children/school-effectiveness/re-collective-worship-and-spirituality/spiritual-development/>

Appendix 1

Spirituality Vocabulary Spine

Spirituality Vocabulary Spine

faith	think	prayer
compassion	me	kindness
strength	others	truth
courage	ideas	change
humility	questions	transform
love	response	embrace
care	transform	celebrate
reflect	hope	meditate
challenge	profound	eternal
spiritual	philosophical	listen
grace	attitude	joy
rejoice	nourish	nurture
inspire	aspire	dream
contemplate	absorb	grasp
heal	peace	calm
pause	enlighten	seek
forgive	repent	unify

Appendix 2

Words and Ways we Articulate Spirituality in School

Spirituality is...



Spirituality can be seen in three layers...

