



Spiritual Development in School

**It is the vision of the First Federation Trust that all of our schools, whether Church or Nonchurch schools, will ensure that:
Every individual will aspire, flourish and achieve within the heart of their community**

Our School Vision

Write your school vision here.

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.

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. Spirituality is a powerful force that determines what we are, and our self-understanding. It forms the basis for

successful relationships, and shapes our behaviour and outlook on life, others and the world. Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences which are of enduring worth. 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)

Within our schools and academies, the Trust vision and school's ethos enables and encourages all children to grow and flourish spiritually. It is our aim that the children's individual spiritual development is fostered as an integral element of the range of learning opportunities and experiences they encounter as part of the curriculum, and that it permeates all strands of school life.

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.

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 2025 states that provision for pupil's spiritual development 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

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 through leading *collective worship and involvement in vision groups*.

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 and Trust monitor the impact of our spirituality focus. This is done through flourishing trails, monitoring visits and vision meetings.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum.
- 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.
- 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 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.

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

Developing spirituality is the responsibility of all staff and directors, as it will have a fundamental impact on the quality and nature of the education offered by our schools. The Head of School is responsible for evaluating the effectiveness of Spirituality. Together with the Head of School, the Vision Leads have responsibility for ensuring that all staff and parents understand how the school interprets spirituality and to ensure that regular, appropriate professional development is provided. Leaders will liaise with all stakeholders to monitor and evaluate the impact of opportunities for spirituality across the curriculum.

This will be achieved by:

- auditing curriculum policies and schemes of work to ensure that the Trust vision and the school's values are the starting point for curriculum design.
- sharing good practice from within our school with other schools where appropriate

Other related policies:

Collective Worship

Teaching and Learning

Relationships and Behaviour

SMSC

All subject specific curriculum policies

Referenced reading:

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