



Ellingham CE VC & Woodton Primary Federation

WHOLE SCHOOL POLICY FOR Spirituality

Date Reviewed:	Agreed by Governors:	Date for Next Review:
November 2025	November 2025	November 2026

*Our vision is to love our neighbour,
enabling everyone to flourish and to
reach their full potential.*

RESPECT

CHALLENGE

INSPIRE

RESILIENCE

NURTURE

ASPIRATION

Our vision

***To love our neighbour, enabling everyone to flourish and reach their full potential.
Luke 10:27.***

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.

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. Including, searching for meaning, discovering purpose and being open to more."

(Terence Copley) & (Rebecca Nye)

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 (revised September 2024) 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 (November 2025) 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.




Page 44 Ofsted Toolkit:

- ensuring that the curriculum contributes to pupils' personal development and their SMSC development
- supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique; this includes, but is not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010
- developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

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 'reflective spaces' in our school library and outside in The Nest and by using our local church building
- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities

We explore spirituality through 3 lenses:

LENSE	 MIRRORS IN (myself)	 WINDOWS OUT (Others)	 DOORS UP (The world and beyond)
	<p>Mirrors are for looking inward and connecting to self; reflecting alone or together.</p> <p>Chance to meditate, pray and reflect on life's big questions.</p>	<p>Windows are for looking out into the world and becoming aware of its wonders from a safe place.</p> <p>Looking at the wonders - the 'wows' and the 'ows'.</p>	<p>Doors are for stepping through into the wider world.</p> <p>Thinking beyond the things we can see.</p> <p>To express ourselves or take action.</p>

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 by looking at the SIAMs SEF IQs at each meeting and through monitoring in school.
- 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' 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 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

Behaviour