Spiritual Development in School

Approved by:	Standards Committee	**Date:** 08/07/2026
Last reviewed	July 2026	
Next review due by:	July 2027	

Our vision

Together with love we can inspire, discover and thrive

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 we have an agreed 'understanding' of spiritual development in our school community to support us as we talk about spirituality.

At Grampound Road C of E Primary School, spirituality is about developing a sense of awe and wonder, exploring life's big questions, and growing in understanding of ourselves, others, the world and God. Through windows, children encounter new experiences and perspectives; through mirrors, they reflect on their own beliefs, values and feelings; and through doors, they are inspired to respond with compassion, courage and action.

Legal requirements:

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

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, *eg through leading collective worship,*

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.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum. Please see our diocesan webpage on spiritual development.
- We ensure new staff are aware of our school policy on spiritual development.
- We use models, language to support our own thinking in spirituality, we use: 'Windows, Mirrors, Doors
- 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

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

All subject specific curriculum policies

Referenced reading:

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