



Wateringbury Church of England Primary School

Spirituality Policy

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WATERINGBURY CE PRIMARY SCHOOL SPIRITUALITY POLICY

Our Vision and Values

Guided by our Christian values and nurturing culture, we aspire to enable everyone to grow green leaves to meet the challenges of our ever-changing world and to send out our roots to the wider community.

Every child is seen as a unique learner, loved by God and is equally valued and championed to grow and achieve their very best in all they do.

LOVE FORGIVENESS JOY RESILIENCE RESPECT COURAGE

Our vision

[Write your school vision here.](#)

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.

[Choose from one of the following or come up with something that resonates with your school:](#)

[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." \(Terence Copley\)](#)

[Spirituality is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of 'beyond' and 'other', searching for meaning, discovering purpose, open to more. \(Rebecca Nye\)](#)

Spirituality is an awareness of mystery and its value to human flourishing.

“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)

“The term spiritual and moral development needs to be seen as applying something fundamental in the human condition which is not necessarily experienced through the physical senses and /or expressed through everyday language. It has to do with relationships to other people and for believers, with God. It has to do with the universal search for individual identity – with our responses to challenging experiences, such as death, suffering, beauty and encounters with good and evil. It is to do with the search for meaning and purpose in life and for values by which to live.” SCAA discussion paper

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 adults 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 or distort our interests so that as adults, our spiritual awareness is dulled and we do not ‘realise it’ to the full.

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 SIAMS Schedule (amended September 2021) references spirituality in both the RE and Collective Worship strands but the main focus is part of strand two on Wisdom, Knowledge and Skills. 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 2021 states that pupil’s spiritual development is shown by their:

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

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)

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