



All Saints C of E Primary School and Nursery

Spiritual Development Policy

How is this policy a reflection of our theologically rooted Christian vision?

At All Saints C of E Primary School and Nursery, our theologically rooted Christian vision, 'Let your light shine' (Matthew 5:16), shapes all that we do. We believe that every member of our community is created in the image of God and uniquely gifted to shine their light through learning, service, and love.

Spiritual development helps each person to recognise their light and to see and nurture the light of others. Our school values of curiosity, courage, community, and compassion provide the framework through which this light is expressed—encouraging all to explore life's big questions, face challenges with faith and resilience, grow together in community, and respond to the world with empathy and hope.

Introduction

The Church of England Vision for Education is rooted in Jesus' desire that we should have 'life in all its fullness' (John 10:10). Spiritual development is central to this holistic view of education:

“Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people... one that embraces excellence and academic rigour, but sets them in a wider framework.”

As Derek Holloway writes: 'Spiritual development... must influence all areas of education as it does all areas of life.'

We believe that spirituality is a thread that runs through our school life and is vital for the flourishing of all within our community. In Acts 17:28, Paul reminds us that in God 'we live and move and have our being.' Becoming more aware of our innate spirituality is a lifelong journey, and it is our desire that all at All Saints move forward on that journey during their time with us.

Aims

We aim to create an environment in which the spiritual flourishing of all pupils is enabled through the following objectives:

- Develop an appreciation of their uniqueness and value as children made in the image of God.
- Deepen understanding of the school's Christian values and the Biblical teaching that underpins them.

- Develop awareness of and respect for the beliefs of others and the ability to articulate their own.
- Foster self-awareness and informed reflection in decision-making.
- Encourage pupils to use their gifts in service to others.
- Provide opportunities to reflect on life's big questions and experiences of awe, compassion, and beauty.
- Develop resilience through reflection on disappointment, challenge, and loss.
- Encourage curiosity, creativity, and imagination.

These aims will help pupils live lives characterised by compassion, integrity, and understanding, reflecting the light of Christ in all they do.

Legal Requirements

The importance of spiritual development in schools is recognised in legislation.

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.

Section 48 of the Education Act 2005

Spiritual development is a particular focus of Church school inspections under Section 48 of the Education Act 2005 (SIAMS) which asks:

- *How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?*
- *How is collective worship enabling pupils and adults to flourish spiritually?*
- *How is spiritual development an intrinsic part of the curriculum?*
- *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?*
- *How does the trust contribute to and enhance the school's worship and spiritual life?*

The OFSTED School Inspection Handbook (2019) states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities ...

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.*

Shared Understanding of Spiritual Development

Philip Sheldrake writes:

“In Christian terms, spirituality refers to the way our fundamental values, lifestyles, and spiritual practices reflect particular understandings of God, human identity, and the material world as the context for human transformation... We shall see that all Christian spiritual traditions are rooted in the Hebrew and Christian scriptures, particularly in the gospels and in the life and teachings of Jesus Christ. Christian spirituality is fundamentally concerned with following the way of Jesus Christ.”¹

As a church school, it is this Christian framework that shapes our shared understanding of spirituality and spiritual development. We recognise the importance of engaging with our linked church/es in determining this shared understanding in the context of our school’s Christian vision and values.

To make conversations about spiritual flourishing more accessible to every member of our school community, All Saints C of E Primary School has chosen to use Windows, Mirrors and Doors as our model for understanding and nurturing spirituality:

- Windows – Opportunities to look out at the world in wonder, to notice beauty, mystery, and difference.
- Mirrors – Opportunities to look inward and reflect on personal beliefs, values, and experiences.
- Doors – Opportunities to look beyond ourselves and act—showing courage, compassion, and hope in response to what has been seen and felt.

This model enables all members of our community to see, be, and do in response to the presence of God in their lives and in the world. Spirituality at All Saints is both personal and shared; it is the stillness, curiosity, reflection, and response that help each of us let our light shine.

This approach to spirituality is fully aligned with Frays Academy Trusts core vision, ‘..... finding connection with ourselves, others, the world and God.’

- Strength in Partnership: We create nurturing communities where all are encouraged to grow spiritually in partnership with families, churches, and local networks and in partnerships across the Trust
- Investment in Character: We instil Christian values—such as love, perseverance, forgiveness, and hope—that guide our pupils toward becoming compassionate and principled individuals.
- Excellence in Learning: We embed opportunities for spiritual reflection across the curriculum and in daily worship, enabling children to explore meaning, identity, and purpose with depth and honesty.

Provision

We pursue our aims by ensuring that:

- The curriculum and school life reflect our Christian vision and values of curiosity, courage, community, and compassion.
- Opportunities for spiritual development are actively planned and celebrated.
- Collective worship provides moments of stillness, story, prayer, and reflection.
- Pupils develop an understanding of God as Father, Son, and Holy Spirit.
- Spaces for quiet reflection and prayer are available inside and outdoors.
- Awe and wonder are encouraged through art, music, nature, and creativity.
- Pupils engage with big questions across the curriculum.

¹ Philip Sheldrake, *Spirituality, A Brief History*. (Wiley-Blackwell, 2013) p.7

- The needs of all pupils, including those with SEND, are considered.
- Moral and emotional development are linked to spiritual understanding.

Examples include:

- RE and Worship exploring Christian belief and other faiths.
- PSHE nurturing empathy and reflection.
- Outdoor learning and environmental projects.
- Creative arts providing space for imagination and expression.

CPD and Training

Staff are supported to grow in understanding of spirituality through:

- Diocesan training and courses on worship and spirituality.
- Whole-staff reflection and worship sessions.
- Induction for new staff on our vision and approach.

Monitoring and Evaluation

Spiritual growth cannot be measured, but we monitor opportunities and outcomes through:

- Observations of classroom and worship practice.
- Pupil voice and reflective discussions.
- Review of planning and displays.
- Inclusion of spirituality in SEF and SIAMS evaluation.
- Discussion at staff and governor meetings.
- Evidence from reflective writing, RE books, and artwork.

Provision for spiritual development is monitored by the RE Lead through planning reviews, learning walks, and pupil discussions.

Opportunities for the Spiritual Flourishing of Adults

The spiritual flourishing of staff and governors is also valued. Opportunities include:

- Collective worship and prayer.
- Reflection and well-being sessions.
- Participation in church and community events.
- Professional learning

All adults are encouraged to nurture their own spirituality and to let their light shine in their service to others.

Evaluation and Review

This policy is reviewed regularly by the Headteacher and/or RE Lead and ratified every three years by the Governing Body.