



Spirituality in School Policy

Approved on behalf of Governing Body:

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(Chair of Governors)

A handwritten signature in black ink, appearing to read 'R. G. G. G.', is written above the text for the Chair of Governors.

Approved on behalf of School:

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(Head teacher)

A handwritten signature in black ink, appearing to read 'E. G. G.', is written above the text for the Head teacher.

**January 2024
January 2026**

The logo for Nether Stowey Church of England Primary School is a circular emblem. It features a central cross with a red top and bottom arm, and green left and right arms. The cross is surrounded by a green wreath. The words 'Nether Stowey' are written in a yellow, stylized font around the top half of the circle, and 'Church of England Primary School' is written around the bottom half. The background of the logo is white.

Our Vision

**Nether Stowey Church of England Primary School
inspires a love of learning in all of us with
Christian values at our heart.**

**Our school community is a safe, caring friendly place where
everyone is welcome.**

**We give all children and staff the opportunity and encouragement to
aim high and develop their strengths and interests.**

**We strive to understand, respect and value each other, our school, our community
and the world we live in.**

Our vision

WE CARE WE ARE ACTIVE WE ARE OUR BEST

Nether Stowey Church of England Primary School inspires a love of learning in all of us with Christian values at our heart. Our school community is a safe, caring friendly place where everyone is welcome. We give all children and staff the opportunity and encouragement to aim high and develop their strengths and interests. We strive to understand, respect and value each other, our school, our community and the world we live in.

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.

At Nether Stowey Church of England Primary School we believe that spirituality is woven throughout our vision – we are caring, we are active, we are our best.

Every day by being present in the moment; making connections and relationships with each other and the wider world; responding to awe and wonder; being eager to explore boundaries within ourselves and taking time to reflect on what makes us come alive, all help us explore our own spirituality. For some people spirituality is expressed through or connected to faith.

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.

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 (2018) references spirituality in both the RE and Collective Worship strands but the main focus is as 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 2019 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 through regular ethos committee meetings, learning walks.
- 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 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

Teaching and Learning

Relationships and Behaviour

SMSC

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/re-collective-worship-and-spirituality/spiritual-development/>