

# Spiritual Development Policy

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**Name of School: Hartlebury Church of England (Voluntary Controlled) Primary School**

**School's Vision: Through love, we recognise everyone as a unique child known to God.  
We will walk with you on your journey to reach your full potential.**

### Introduction

Rooted in our Christian vision, this policy recognises the importance of spiritual development as integral to the flourishing of the whole person. It is underpinned by our core values of compassion, respect and forgiveness, which are woven through all aspects of school life and contribute to the creation of a nurturing and inclusive environment.

### Legal Framework

In the UK, the legal framework for spiritual development in primary schools, particularly within the context of SIAMS (Statutory Inspection of Anglican and Methodist Schools), is grounded in several key documents and principles. These documents guide our policy and practise:

1. Education Act 2002: This act mandates that all schools in England, including Church of England and Methodist schools, must provide a broad and balanced curriculum that promotes the spiritual, moral, social, and cultural (SMSC) development of pupils. Spiritual development is thus a legal requirement, not just an option.
2. SIAMS Framework: This framework, specifically designed for Church schools, sets out the expectations for spiritual development within a distinctively Christian context. It emphasizes the importance of a school's Christian vision and how it enables pupils and adults to flourish. SIAMS inspections evaluate how effectively schools are promoting spiritual development in line with their Christian vision.
3. Church of England's Statement of Entitlement for Religious Education: While focused on RE, this document also highlights the connection between RE and spiritual development. It emphasizes the importance of exploring Christian faith and its implications for life, which contributes to pupils' understanding of themselves and their place in the world.
4. Ofsted Inspection Framework: Although Ofsted primarily inspects maintained schools, their framework also includes aspects of SMSC development, which encompasses spiritual development. Ofsted inspections evaluate how well schools are promoting pupils' personal development, including their spiritual growth.



5. Human Rights Act 1998: This act ensures that all pupils have the right to freedom of thought, conscience, and religion. Schools must respect this right and provide a safe and inclusive environment where pupils can explore their own spirituality, regardless of their background or beliefs.

These frameworks inform the aim of the policy guiding us to:

- Actively promote the spiritual development of all pupils.
- Provide a curriculum that supports spiritual growth.
- Create a school ethos that promotes spiritual well-being.
- Respect the diversity of beliefs and values.
- Ground spiritual development in our Christian vision and values

### School Statement on Collective Worship

At Hartlebury C of E Primary, we are committed to nurturing the spiritual growth of every child, recognising its vital role in their holistic development. Through our rich and engaging curriculum, grounded in Christian values, we strive to empower pupils to explore their own spirituality, develop a strong moral compass, and contribute positively to the world around them

### Aims and Guiding Principles

- Inclusivity: Spiritual development is accessible to all pupils, regardless of their background or beliefs. Our school creates an inclusive environment where all pupils feel valued and respected.
- Respect diversity: our school respects the diversity of beliefs and values within our community. We provide opportunities for pupils to learn about different faiths and worldviews, promoting understanding and tolerance.
- Christian distinctiveness: Spiritual development is rooted in our Christian vision and values. Our school provides opportunities for pupils to explore Christian faith and its implications for their lives.
- Holistic development: Spiritual development is interconnected with other aspects of pupils' development, including their moral, social, and cultural development. We promote the holistic development of pupils, recognizing the interconnectedness of these dimensions.



## Planning and Recording

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- the curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values.
- opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life.
- unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and / or celebrated by staff and pupils.
- Collective Worship celebrates the love of God for every individual and provides opportunities for pupils to respond and reflect on this.
- a solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed.
- the school building and outdoor environment provides appropriate spaces for silence, stillness and prayer.
- that pupils' spiritual capacities, such as imagination, empathy and insight, are fostered through the creative arts and interactive multisensory teaching strategies using the outdoor environment and relevant educational visits.
- opportunities are provided for pupils to listen attentively and observe carefully, to listen with discernment, to value what is good and worthwhile and to make judgements through discussion and exchange of views and ideas.
- support is provided for learning to live with success and failure for themselves and with others.
- that the outstanding RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and worldview perspectives.
- that pupils are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.
- strategies for positive mental health are promoted.



### Monitoring and evaluation

Spiritual development cannot be measured and continues throughout our lives.

However, opportunities offered to pupils for spiritual development will be monitored and evaluated in the following ways:

- observing and listening to pupils / pupil voice.
- regular discussion at staff and governor meetings alongside the school's Christian vision and values / staff voice.
- sharing classroom work and practice.
- SLT monitoring of teaching and learning and Collective Worship.
- ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training.
- evidence from pupils' work, e.g. reflective tasks, RE books, SMSC work, creative writing, art.
- regular inclusion in the SIP and SEF.
- CPD opportunities and sharing examples of good practice with other schools.
- Regular diocesan Spirituality review.

### Roles and Responsibilities

#### The Governing Body will:

- in conjunction with the Headteacher, provide a statement within the school prospectus which makes clear that the aims of spiritual development within the school are based on its Christian foundation, but are inclusive in practice
- in conjunction with the Head of School, monitor the effectiveness of spirituality within the school and make recommendations for its development in accordance with the SIAMS Schedule.

#### The Headteacher will:

- coordinate timetabling / themes across the year(s) into long, medium and short-term planning, in conjunction with the school and church community, so that spirituality can be embedded throughout the curriculum
- ensure that the school prospectus, welcome / induction pack and website have clear statements about the school's ethos for developing spirituality and its distinction from moral, social and cultural development



- be a part of the SIAMS inspection process
- support other members of staff
- know where to access good resources to support spiritual development
- lead staff meetings or provide quality CPD other sources that have a focus on development of spirituality.

### **Staff will:**

- support the crucial role that spiritual development plays within the school
- plan and lead activities for the development of spirituality when required
- provide opportunities for pupils to reflect, question and be inspired
- understand the school's definition of spirituality and promote it where possible.

### **Staff Development and Training**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. The Diocese of Worcester Education Team provides this support. Training needs for staff may be identified through regular subject leader audits as well as performance management cycles.

### **Resources**

A number of resources are available to support the development of spiritual development within school including:

- Roots and Fruits
- Diocesan Wellbeing and Spirituality Compendium
- Diocesan Prayer Area resources
- Strong links and liaison with St James' Church and clergy and other local places of worship



### Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the Governing Board every two years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in the SIAMS Schedule for Inspections
- a change in the understanding of spiritual development.

### **Approval / review by Governing Body:**

**Executive Headteacher signed:**

**Date:**

**Head of School signed:**

**Date:**

**Chair of Governors signed:**

**Date:**

**Date of next review:**

**Date:**