



# **Spiritual Development Policy**

**Adopted by Governing Body: October 2024**

**Due for review: October 2027-28 (or earlier if required)**

Trinity CofE Primary School  
Spiritual Development Policy

**Our Vision & Values**

Trinity CofE Primary School fulfils the Church of England's vision "Deeply Christian, serving the common good" by "Educating for life in all its fullness". This is transpired through the school's theologically rooted Christian scripture, motto, vision and values (as detailed below).

Our vision is underpinned by our theologically rooted scripture: "Whatever you do, work at it with all your heart" Colossians 3:23 which forms our motto: "Be the best you can be".

Our Christian vision:

*Our school, as part of the Christian community, will value and nurture each individual. We aim to ensure children reach their full potential - building resilience and gaining the knowledge and experience to become compassionate and respectful global citizens. Children will be encouraged to lead a healthy lifestyle, become confident in their abilities and talents and be given opportunities to be inquisitive through an ambitious curriculum.*

Our values:

Our children, staff, parents and school community will be encouraged to be...

1. *Respectful*
2. *Resilient*
3. *Inquisitive*
4. *Ambitious*
5. *Healthy*
6. *Compassionate*
7. *Global Citizens*

*Note: Even though our school values are not directly Christian values, they are rooted within our theologically rooted Christian vision/scripture to allow everyone in our school community to flourish and 'be the best we can be'.*

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.

## **What is Spiritual Development?**

### **Education Act**

The Education Act 1988 states that all state schools should 'promote the Spiritual, Moral, Social and Cultural development of pupils'.

The Education Act 2002 also 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'.

### **Ofsted**

For Ofsted to judge a school to be 'Good' for Personal Development, as stated in the Ofsted Inspection Handbook 2023, 'the curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality'.

Ofsted has also defined spiritual development as 'the spiritual development of pupils is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences'.

### **Church of England**

The conviction at the heart of the Church of England Vision for Education is that children who are part of a school community formed around our vision will discover an education that embraces excellence and academic rigour within the wider framework of spiritual, physical, intellectual, emotional, moral and social development and enables them to flourish.

The Church of England explores various research and interpretations of what spiritual development is within Spiritual Development Interpretations of Spiritual Development in the Classroom October 2019.

## Our Shared Understanding

At Trinity CofE Primary School, after considering the Education Act, Ofsted's definition, SIAMs Framework, Church of England's research, and training with the Diocese, we have chosen a shared understanding of what spiritual development is: **'A growing awareness of Self, Others, Beauty and Beyond'**.

This is based on the work of Andrew Rickett and provides a clear definition for all in our school community to understand.

This shared approach to spiritual development provides clarity and a range of opportunities for children to develop spiritually through 4 clear concepts:

**Self** – Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

**Others** – Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

**Beauty** – Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

**Beyond** – Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

## Spiritual Styles

The work of researchers such as Lisa J Miller explains and argues that 'everyone is born with a spiritual side' and that it is important to facilitate a range of opportunities to develop this.

The work of David Csinos develops this further and explains the idea of **Spiritual Styles**:

**Mind (Word)** – value knowledge, know God through knowing God's message, learning centred based on talking and reading. Value stories and didactic teaching.

**Heart (Emotion)** – feelings are the core of the individual’s spirituality, favour creative, personal expression of their faith. Music and the arts are central to these, especially singing. Musical worship enables them to be expressive in their emotions.

**Soul (Symbol)** – value quiet and silence, solitude. Prayer is their key strength, and they love to be in nature to experience what the divine has made and to be inspired by it. Also reflect on mysteries, use of symbols to represent what cannot be explained.

**Strength (Action)** – acts of compassion and justice, the impact of their spirituality is acted out, often in the community.

At Trinity CofE Primary School, we have taken this research into consideration to ensure that we have provided a whole spectrum of opportunities for pupils to spiritually flourish through varying spiritual styles.

### **Windows, Mirrors & Doors**

At Trinity CofE Primary School, we use the **Windows, Mirrors & Doors approach**, a concept developed by Liz Mills, to support pupils’ spiritual development, particularly in collective worship.

**Windows – Looking outwards...** – are for looking out onto the world and becoming aware of its wonders, both the ‘wows’ and ‘ows’; things that are ‘awe-full’ and make us wonder and be grateful and things that are ‘awful’ and make us wonder and ask questions. The whole curriculum and life itself are full of opportunities to recognise this sensitively.

**Mirrors – Self reflect...** – are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other’s responses. In schools we must allow time for this for individual and group reflection and sharing of perspectives. Some subjects and times allow for this specifically, such as religious education and collective worship but in all subjects, there will be opportunities, unexpected or planned, when things just ‘crop up’. Handled sensitively, it is possible to make the most of all these times, if there is ongoing deliberate and corporate staff and pupil support.

**Doors – Open and share...** – are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response. This can simply be done through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.

## **Big Questions**

The use of 'Big Questions' provides further opportunity to allow pupils to spiritually develop within the classroom.

We have **mapped out (in development September 2024)** the **Diocese of Hereford's Spirituality Big Questions (Appendix A)** to fit our class structure and to match our curriculum each half-term/term over a 2 and/or 4-year rolling programme.

These allow pupils to contemplate some of life's big questions and spiritually develop through a growing awareness of self, others, beauty and beyond.

## **How & When does Spiritual Development occur?**

We will support children's spiritual development by providing them with as many opportunities as possible to spiritually flourish.

Spiritual development opportunities will occur through specifically planned activities but also through ad-hoc day-to-day experiences within school.

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 'Worship Spaces' in classrooms, public spaces, outside, by using the church building, and other places of worship
- providing outdoor provision/spiritual space through forest school
- carrying out invitational end-of-day prayer/reflection
- engaging in local church services, gatherings, workshops, etc.
- providing trips and visits that provide awe and wonder
- providing opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities
- capturing spiritual development through records, displays, etc
- maintaining spiritual development as a key focus area in school development – through triangulation, staff meetings, link governor involvement, etc

- sharing and developing best practice with local schools
- etc.

### **Spiritual Development Record**

We record and capture ad-hoc spiritual development occurrences throughout school on the **Spiritual Development Occurrences Record Sheet (Appendix B)**.

This is updated by the headteacher and class teachers half-termly/termly.

### **References:**

Education Act 1988 & 2002

Ofsted Inspection Framework Handbook – September 2023

Ofsted Guidance – January 2012

Diocese of Hereford – Spiritual Development Training – October 2024

Church of England – Spiritual Development Interpretations of Spiritual Development in the Classroom – October 2019

The Spiritual Child by Lisa J Miller

Children's Ministry that Fits: Beyond One-size-fits-all Approaches to Nurturing Children's Spirituality by David Csinos

Growing Together by Liz Mills

## Appendix A

Spiritual Domain	Reception	KS1	LKS2	UKS2
<b>Self</b>	<ul style="list-style-type: none"> <li>What makes me happy?</li> <li>What do I do in my spare time that I like?</li> <li>What things do I value?</li> </ul>	<ul style="list-style-type: none"> <li>Who am I?</li> <li>What am I worth?</li> <li>How do I decide what is right and wrong?</li> </ul>	<ul style="list-style-type: none"> <li>What are feelings?</li> <li>Don't we deserve to be happy?</li> <li>What should I do about right and wrong?</li> <li>What do I deserve in life?</li> <li>Who should I look up to?</li> <li>What type of person do I want to be?</li> <li>What difference does being loved make?</li> <li>Is belief in something important?</li> <li>What rights do I have?</li> </ul>	<ul style="list-style-type: none"> <li>Should you respect yourself over all other things?</li> <li>Where does your identity come from?</li> <li>Does more mean happier?</li> <li>Is my understanding self a selfish concept?</li> <li>Are the opinions of my friends important to me?</li> <li>Are my beliefs important?</li> </ul>
<b>Others</b>	<ul style="list-style-type: none"> <li>What makes a good friend?</li> <li>Why are my friends important to me?</li> <li>What do I like about my friends?</li> <li>How do my friends make me feel?</li> <li>How do I look after my friends and family?</li> </ul>	<ul style="list-style-type: none"> <li>Why do people bully others?</li> <li>How do I treat others?</li> <li>Do I treat other people in the same way?</li> <li>Should I treat my friends differently from others?</li> <li>Why do we fight and argue?</li> <li>Should we always be loyal to our friends?</li> <li>How can I demonstrate compassion?</li> </ul>	<ul style="list-style-type: none"> <li>Why do people ignore others when they need help?</li> <li>Is being a good friend easy?</li> <li>Why do we sometimes hurt the feelings of our friends?</li> <li>How sincerely can I care for those who may be in need but whom I have never met?</li> <li>Why should we care for them?</li> <li>Will we ever live in a world without fighting?</li> <li>What responsibilities do I have for others?</li> </ul>	<ul style="list-style-type: none"> <li>Is it better to please oneself first; or others?</li> <li>Why do people have to suffer?</li> <li>What is pain?</li> <li>Is there such a thing as a bad person?</li> <li>What is worth striving for?</li> <li>Why isn't life always fair?</li> <li>Is being fair always the right thing to do?</li> </ul>

<b>Beauty</b>	<ul style="list-style-type: none"> <li>What types of weather do you like the most and why?</li> <li>What is your favourite colour and why?</li> <li>What sounds do you like to listen to?</li> <li>What makes you afraid?</li> <li>What is your favourite time of day/season?</li> </ul>	<ul style="list-style-type: none"> <li>Do different colours have different moods?</li> <li>What gives them these moods?</li> <li>What is the most beautiful thing in the world?</li> <li>Why should I care about animals and plants?</li> <li>How/why does the weather affect our mind?</li> </ul>	<ul style="list-style-type: none"> <li>How do we know we've found all the colours in the world?</li> <li>What seasons do you feel most reflect your personality?</li> <li>What is the difference between hearing and listening?</li> <li>Should we try to tame nature?</li> <li>What does it mean that beauty is in the eye of the beholder?</li> <li>What would it be like without seasons?</li> </ul>	<ul style="list-style-type: none"> <li>What is a perfect world?</li> <li>Why is there ugliness in the world?</li> <li>Can you love something ugly?</li> <li>Why do you like certain types of music?</li> <li>What response do you get when you look at a piece of art?</li> <li>Is beauty something that you can learn, or do you just have to feel it?</li> <li>What is the point of being creative?</li> </ul>
<b>Beyond</b>	<ul style="list-style-type: none"> <li>What are the stars for?</li> <li>Why do we have rainbows?</li> <li>How big is the sky?</li> <li>What is the smallest thing there is?</li> <li>Why are people different?</li> <li>What does God look like?</li> </ul>	<ul style="list-style-type: none"> <li>Where is God?</li> <li>What might heaven be like?</li> <li>Is there such a thing as an angel?</li> <li>If you can't see something, is it still real?</li> <li>What is true happiness?</li> <li>When have you experienced moments of awe and wonder?</li> </ul>	<ul style="list-style-type: none"> <li>What is the purpose of the earth?</li> <li>Is God alive now?</li> <li>Why is there illness?</li> <li>Why do destructive things, like earthquakes, have to happen?</li> <li>Which is stronger- love or hate?</li> <li>Is it good that scientists can't explain everything?</li> <li>Why are there religions?</li> <li>What is beyond the universe?</li> </ul>	<ul style="list-style-type: none"> <li>Do we come back after death as a different being?</li> <li>Is there life after death?</li> <li>Where do our spirits go when we are dead?</li> <li>Do we have a soul? If so, what happens to it after death?</li> <li>Why do we love? What lasts forever?</li> <li>What is unknowable? What else is there to discover?</li> <li>How do we know what we don't know?</li> <li>What is worth dying for?</li> </ul>

Adapted from Salisbury DBE 2012 Andrew & Sarah Rickett/Derek Holloway.





Appendix B



Spiritual Development Record



Date	Spiritual Space	Spiritual style	Experience – Window 	Reflection - Mirror 	Growth - Door 