



Overleigh St Mary's CE St Mary's CE Primary School

Spiritual Development Policy

*Love the Lord your God with all your heart and
with all our soul and with all your mind.*

Love your neighbour as yourself.

Matthew 22: 37 and 39

Love God, Love Ourselves, Love People

Approved by	FGB
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Our Vision Statement

All members of our school will be aspirational for themselves and everyone in our community.

Love the Lord your God with all your heart and with all our soul and with all your mind.

Love your neighbour as yourself.

Matthew 22: 37 and 39



At Overleigh St Mary's we develop positive and respectful relationships. Our school is a safe, happy and supportive environment where all can thrive. We ensure a caring and empathetic ethos where children, families and the community are known and valued as individuals and are at the centre of all we do.

These are the Christian foundations on which our curriculum choices are rooted, underpinned by our values and inform the experience of all. Throughout their time with us, we equip our children with the necessary skills, attitudes and knowledge empowering them to make a positive contribution and navigate the next phase of their life journey.

Love God, Love Ourselves, Love People

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.

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)

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 Framework (2023) references Spirituality in in both the RE and Collective. 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

Experiential learning opportunities in the wider curriculum enable children to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others. Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum:

In Physical Education:

- Being a team member
- Pushing yourself to the limits
- Extremes of skill, endurance and achievement
- Emotion in sport
- Personal limitation and failure
- Sportsmanship

In Design and Technology:

- Discovering how something works
- Appreciating genius
- Beauty in design
- Perseverance to solve problems
- Personal achievement
- Learning from others and nature

In English:

- Empathy with authors and the characters in stories and plays
- The appreciation of beauty in language
- Emotions and sentiments in writing and speech
- The values of great works
- Heroes and heroines in literature
- Imagining oneself as someone else
- Escaping into other worlds through literature
- The element of wonder in literature

In Maths:

- Infinity and nothing
- Pattern and order
- Shape and regularity
- Truth, certainty and likelihood
- The universality of mathematics over time and space
- The wonder of numbers, formulae and equations

In Science:

- Wonder as the basis of science
- Questions of beginning, creation and evolution
- Discovering the limits of experimentation
- Birth, life, death and renewal
- The universe and beyond

- Regularity and order in science
- Beliefs in science and the faith of scientists
- The impact of scientific achievements

In Computing:

- The wonder of worldwide instant communication
- The speed of the growth of knowledge
- The accessibility of knowledge and contact with other people worldwide.

In the Creative Arts (Art, Music, Drama and Dance):

- Beauty, truth and goodness
- Expressing, interpreting and exploring deep feelings and profound beliefs
- Artistic creativity
- The effects of the arts on emotions and senses
- The arts as means of expressing mood
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms
- Effects on the emotions and senses
- Personal response and preference

In Geography:

- Wonder at the diversity of environments and people
- Questions about the care of the environment
- The beliefs behind particular causes and campaigns
- World (economic) development
- Land formation
- Empathy with people from other parts of the world

In History:

- Being in touch with past people, things and ideas
- Being part of history
- Handling artefacts
- Influential events and people
- The commitment of significant people in history
- War and peace
- Interpretation in history
- The nature and importance of invention and exploration
- Empathy with people from other times in history

In Religious Education:

- People, places, things, books, actions and ideas held by religious believers to be holy
- Ultimate questions of meaning and purpose
- Ideas of the divine/questions of God
- Forms of worship
- Use of music, art and drama to express beliefs
- Varieties of beliefs, celebrations and rituals
- Ideas of commitment and belonging to groups and institutions
- The idea of mystery and questions with no clear answers

In Collective Worship:

- Opportunities for reflection and response are planned into worship
- Stillness
- Personal and collective beliefs are respected
- Sharing and celebrating common beliefs
- Celebrating success
 - Sharing happiness, sorrow, hurt, excitement, anticipation and fear
- Common activities such as singing, listening, laughing, praying, reflecting on a theme
- Remembering and celebrating the lives of people of spiritual significance
 - Emphasising common purpose and values
- Experiencing emotions
- Adopt a growth mindset
- Recognising that relationships with others are key
- Understanding that everyone has value
- Learning to love and accept ourselves as well as loving and responding well to others

In addition, as part of the curriculum the children have opportunities:

- To visit places of beauty, interest and challenge
- To admire and wonder at the natural environment and human creative efforts
- To work out personal relationships in unusual and challenging situations
- To experience community cohesion links at a local, national and global level
- To engage in charity based activities

In order to facilitate spiritual development, the organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is valued
- Policies and ensuing practices are clearly seen to reflect the worth of individuals
 - Behaviour and people management policies and practices are collectively arrived at and discussed regularly
- All adults recognise the need to set good examples of mutual respect and considerate behaviour
 - The quality and nature of the learning environment and displays reflect the value placed on pupils and staff
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong
- The achievements, successes and efforts of everyone are recognised and celebrated

Assessment

Spirituality will be assessed as an integral part of curriculum practice and the children's involvement in the life of the school community. These are areas in which children are expected to grow as part of their spiritual development:

- Reflect on their experiences with increasing sensitivity
- Question and explore the meaning of different experiences
- Understand and evaluate a range of possible reasons and interpretations
- Develop personal views and insights
- Apply insights gained with increasing degrees of perception to their own lives in line with the school's Anglican status and history
- Know that belief is valuable and that the Christian belief is endorsed by the whole school community

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 feedback from the relevant leads
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum. All staff are attending the Spirituality training on offer from Chester Diocesan Board of Education.
- We ensure new staff are aware of our school policy on spiritual development.
- We have a variety of spiritual spaces both inside and outside the school building.
- Spirituality 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 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.
- We use the model of Windows, Mirrors & Doors in all our classrooms and hall to support development of spirituality.

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

Good Behaviour

SMSC

All subject specific curriculum policies