



St. John's Church of England VA Primary School
Finding the light in ourselves and each other
Inspired by the Gospel according to John (chapter 8, verse 12)

An aspirational school that encourages every child regardless of their background to 'soar on wings like eagles' in their learning and personal development (Isaiah 40:31)

Spirituality Policy

Issued:	Autumn 2025
Term:	2 Years
To Be Reviewed:	Summer 2027

*A truly inclusive school that is built upon the values of
Hope - Joy - Love - Forgiveness - Faith - Goodness*



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Our School Vision

Vision statement: Finding the light in ourselves and each other (John 8:12)

We believe that spirituality is the golden thread that runs through our school. We attach great importance to it for both children's development and for the growth and well-being of all within our school community. Spiritual development is supported through collective worship, the curriculum, the school environment and how we interact with ourselves, others, the world and God/divine being through stillness, creativity, curiosity and big questions.

Our vision at St John's is based on John 8.12, the Gospel according to John, chapter 8, verse 12. In this bible verse, Jesus said, "I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life." For us as a school, we see this universally as a journey of making good choices. Furthermore, it is a celebration of that 'light of life' and so our vision strap line is: 'finding the light in ourselves and each other.' This is achieved by celebrating our differences and accepting that we are all special.

Our vision drives and supports the ethos of our school and the policies and practices within it. We believe that spirituality is the golden thread that runs through our school. We attach great importance to it for both children's development and for the growth and well-being of all within our school community. Spiritual development is supported through collective worship, the curriculum, the school environment and how we interact with ourselves, others, the world and God/divine being through stillness, creativity, curiosity and big questions.

We aim for children, and adults, to grow in their ability to:

- celebrate the Christian faith in all aspects of our life together
- 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.

Spirituality is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of 'beyond' and 'other', searching for meaning, discovering purpose, open to more. (Rebecca Nye)



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.

To fulfil their legal obligations under section 48 of the 2005 Education Act, SIAMS inspections make judgments on spiritual, moral, social and cultural (SMSC) education in Church of England and Methodist schools.

The SIAMS Framework (2024) references spirituality implicitly and explicitly in two of the inspector questions:

IQ2: How does the curriculum reflect the school's theologically rooted Christian vision?

IQ3: How is daily collective worship enabling pupils and adults to flourish spiritually?

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 2024 states that provision for pupil's spirituality 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

Evidence may be gathered by Ofsted inspectors from anywhere relevant to ensure that schools are promoting SMSC, mental and physical development of pupils at the schools; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

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 planned moments and as they arise
- providing 'reflection spaces' in classrooms, shared areas, the woodland and sensory areas, and by using the church building.
- offering pupils opportunities to develop their own spiritual leadership, e.g through leading collective worship, being Eucharist service helpers and other opportunities.

As a staff team:

- We have a staff understanding and shared language of spiritual development
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff



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- 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 termly governor/ R.E lead meetings which may include learning walks, pupil and staff voice, collective worship visits
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum
- We ensure new staff are aware of our school policy on spiritual development
- We use models, language to support our own thinking in spirituality, using the 'Windows, Mirrors, Doors,' approach
- We have a variety of reflection areas both inside and outside the school building
- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (*Andrew Rickett / Rebecca Nye*)
- We recognise that children will have different 'Spiritual Temperaments' or 'Sacred Pathways, through the work of Gary Thomas (2010) and Myra Perrine (2007). This will influence our planning as we look to nurture spirituality across the curriculum, not just in RE and collective worship
- We have identified opportunities for spiritual development and deeper thinking across the curriculum, for all age groups
- 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 and personal worldview
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our school website
- We discuss spirituality with our Church and the Diocesan Education Team and others who can further support this golden thread

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community, supporting the development of the whole child beyond the physical and the academic.

Monitoring and Evaluation

Senior leaders, staff and governors will support pupils and adults to share their experiences and opportunities for spiritual development through e.g., discussions, focused days, spiritual journals, reflection spaces. This will impact on the opportunities and experiences that are available to children and adults across the school community enabling all to flourish.

Links to other policies

This policy links to the following policies and procedures:

- Collective Worship
- Behaviour Policy
- RE Policy

Referenced reading

Church of England Education Office (CEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)



Spirituality Policy Document Control

24 November 2025	Approved	Quality of Education Committee
24 November 2025	Created	Rachel de la Croix