



Kirkby and Great Broughton School Spirituality Policy

Our vision

"You will shine among them like stars lighting up the sky."

(Philippians 2:15-16)

Our Christian vision is for every member of our school community to shine:

Shine within themselves

Shine for our community

Shine out to the world

Together, we light the way for others.

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
- shine within themselves, 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



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 to wonder at and it is about being absorbed into the present moment. Spiritual moments can be about ourselves, others, the world and things beyond what we can see. These moments help us to live our vision of shining for ourselves, others and the world.

Unlike the development of a photograph, we understand that people don't reach a finished state of spiritual development.

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 asks:

“How do the theologically rooted Christian vision and the Anglican foundation of the school shape worship and spirituality in the school?” and

“In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals’ spiritual development?”

The OFSTED framework 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:

- using consistent language. **Pause Think Go**
- 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’ through the ‘Prayer Spaces in School’ website
- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities
- Having a ‘Worship Team’

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.
- 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 (**Pause**), Mirrors (**Think**), Doors, (**Go**)’ approach.
- We have a variety of spiritual spaces both inside and outside the school building.

We are aware of spiritual development shown across four key areas of Self (Shine within themselves), Others, (Shine for our community) Beauty and Beyond (Shine out to the world Together, we light the way for others.)



- will influence our planning as we look to nurture spirituality across the curriculum, not just in RE and Collective Worship. Subject leaders find opportunities for spiritual development in their subject, and to share them with colleagues.
- We have developed the 'Ricketts Grids' to support our understanding of progression in spiritual development.
- 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.