



Lisle Marsden
Church of England
Primary Academy

**Spiritual Development
Policy**

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(adopted by Governors)

Review Date: June 2028

This procedure is non-contractual and can be amended by the academy at any time

Contents:

1. Our vision	2
2. Our aims	2
3. Organisation and implementation	3
4. Monitoring and review	8

1. Our Vision

Educating for life in all its fullness, committed to excellence and enjoyment through learning, within an enabling environment that nurtures the potential and talents of all; empowering our children with wisdom, knowledge and skills, grounded in the Christian belief that everyone is created in the image and love of God.

Spirituality is a broad concept and has many varying perspectives and definitions. However, generally it refers to a sense of connection to something bigger than ourselves and a personal inner journey to acquire an insight into purpose and meaning; it is a powerful force that determines what and who we are. Spiritual development is very important as it forms the basis of relationships and their success; forms our behaviour; impacts on our outlook on life and how we treat others and the world.

At Lisle Marsden Church of England Academy, Spirituality is not taught discretely as a subject but it is an interwoven and naturally occurring element within all aspects of school life and the curriculum: Spirituality is not synonymous with just religious education and Collective worship, even though they offer highly valued opportunities, but is explored through a range of opportunities that are planned within all areas to provide children with a broad and deeply spiritual education.

2. Our Aims

- To nurture spiritual capacities (self-awareness, resilience, imagination and creativity, intrigue, forgiveness, curiosity) through a broad and varied curriculum with opportunities for character education.
- To offer opportunities for spiritual experiences (wow moments).
- To prepare children for a life in all its fullness by helping them make sense of the difficulties, sorrow, hardship, injustice, pain and failure etc (ow moments).
- To offer challenging and thought-provoking experiences.
- To support children to make sense and develop their spiritual understanding.
- To offer opportunities for stillness and silence through reflection, meditation and prayer (now moments).
- To provide opportunities to discuss and explore their spiritual responses.
- To develop within each child a sense of self-worth stemming from the recognition that they are created in the image and love of God.
- To encourage children to take risks and, if failure occurs, to reflect, learn and grow from it.
- To ensure children have the capacities to form successful relationships within school and the wider community.
- To provide a curriculum that educates about difference and diversity which promotes equality and acceptance.
- To develop a response to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.

- To encourage a willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life.
- To promote and encourage the children's roles as caretakers of creation and their commitment and capacity to value the natural world.
- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.

3. Organisation and Implementation

Spiritual development is an important element of a child's education and fundamental to all other areas of learning; Spiritual development should influence all areas of the curriculum as it does life and enable children to flourish. Opportunities can be organised, however, spiritual development is deeply personal and experiences, for development, will naturally occur. With this in mind, it is important that teachers and other adults within school are:

Responsive – listen and allow the children to make sense of their experience without imposing their own ideas etc.

Flexible – When opportunities arise naturally, the experience is not cut short but developed.

Encouraging – Encourage curiosity through questioning and guide children to make connections.

Imaginative – opportunities are built upon creatively to enthuse the child.

Reflective- Give children the space they need to process their ideas and thoughts.

Supportive- Discuss concerns that a child may have or may need to work through in a supportive manner.

As previously stated, Spirituality cannot be explicitly taught but developed and nurtured as a natural element of the curriculum. However, the academy will provide opportunities in the hope that these experiences can reveal or build upon something that is already there or spiritual development is facilitated.

The Academy uses the, widely known, idea of Windows, Mirrors and Doors (Liz Mills,1997). This approach together with the simple language of 'Wow, Ow and Now' moments developed by the Diocese of Gloucester helps our school community develop a more shared language of spirituality to aid self-expression and understanding.



WINDOWS: The way in which we look out onto the world and see its awe and wonder (What makes us go "Wow!"). However, sometimes we see the 'awful' rather than the awe in the world (things that make us feel 'Ow') and that can also make us

ask questions. The curriculum, as a whole, needs to address both aspects of what we see when we look out.



MIRRORS: Mirrors are for looking into and reflecting. This is a personal aspect as what is reflected is our own views, ideas and thoughts. It is a time to: reflect (to see things more clearly); to ask important questions; to make sense of what we are experiencing. At times, children may want to share and reflect as part of a group.



DOORS: Doors are for looking through in order to act, make choices, to move on and to take steps forward. It is the way the children respond such as: actively, purposely, creatively, a change in attitude or behaviour.

Subject			
Religious education	○ Ultimate questions of meaning and purpose. ○ Ideas of the divine/questions of God. ○ The idea of mystery and questions with no clear answers. ○ Forms of worship. ○ People, places, things, books, actions and ideas held by religious believers to be holy. ○ Use of music, art and drama to express beliefs. ○ Varieties of beliefs, celebrations and rituals including world faiths. ○ Ideas of commitment and belonging.	○ Time for reflection ○ Through stillness, prayer or meditation. ○ Challenge children to ask searching questions. ○ Guide children to consider some possible opportunities for response ○ Encourage children to think about inspirational experiences. ○ Allow children to acknowledge and accept their feelings from the experience. ○ Encourage children to learn and grow from their experiences.	○ Giving children opportunities to respond and make sense of their experiences. ○ Provide opportunities to act upon experiences in a creative manner as a means of expressing, applying and further developing their thoughts and convictions. ○ Encouraging children to apply learning from experiences and put into action what they are coming to believe and value. ○ Guiding children and encourage them to guide others.
Collective worship	○ Opportunities for reflection and response are planned into worship. ○ Weekly big questions (whole school) ○ Personal and collective beliefs are respected ○ Sharing and celebrating common beliefs ○ Celebrating success. ○ Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc. ○ Common activities such as singing, listening, laughing, praying, reflecting on a theme.		

	- o Remembering and celebrating the lives of people of spiritual significance. - o Emphasising common purpose and values. - o Experiencing emotions.		
Courageous advocacy	- o Experiencing community cohesion links at a local, national and global level. - o Engaging in charity-based activities. - o Allow children to follow passions, beliefs and causes. - o Ignite sense of purpose and worth through social action. - o To experience the 'greater good'. - o Altruism		
Literacy	- o Escaping and transporting into other worlds through literature. - o The element of wonder in literature. - o Imagining oneself as someone else. - o Personal investment in characters from stories and plays. - o Emotions and experiences in writing. - o Valuing great works of literature. - o The beauty and depth of words.		
Mathematics	- o Problem solving - o Making sense of mathematical concepts. - o Number systems. - o Pattern and order. - o Shape and regularity. - o Truth, certainty and likelihood. - o The wonder of numbers, formulae and equations. - o The universality of mathematics over time and space.		
Science	- o Questions of beginning, creation and evolution. - o I wonder if... - o Variables - o Discovering the limits of experimentation. - o Exploring ideas and sense of proof - o Achieving the impossible - o Birth, life, death and renewal.		

	○ The universe and beyond. ○ Beliefs in science and the faith of scientists. ○ The impact of scientific achievements.		
ICT	○ The wonder of worldwide instant communication. ○ The speed of the growth of knowledge. ○ The accessibility of knowledge and contact with other people worldwide. ○ Exploring worlds through virtual reality. ○ Use of programming to control machines.		
PSHE	○ Jigsaw PSHE ○ Have a sense of purpose ○ Value self and others ○ Form relationships ○ Make and act on informed decisions ○ Communicate effectively ○ Work with others ○ Respond to challenge ○ Be an active partner in their own learning ○ Be active citizens within the local community ○ Explore issues related to living in a democratic society ○ Become healthy, value and fulfilled individuals		
History	○ Learning about the experiences, cultures, beliefs of people in history. ○ Learning about successes and failures in history. ○ Being part of history. ○ Having a sense of where they have come from through family history. ○ Handling artefacts. ○ Visiting places of historical interest and interactive experiences. ○ 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.		
Geography	○ Questions about the care of the environment. ○ Diversity of environments and people around the world. ○ Diversity of environments and plants, animals and other species around the world. ○ The beliefs behind particular causes and campaigns. ○ World (economic) development. ○ Land formation. ○ The role geography plays in natural disasters. ○ The impact of humans on the natural world.		
Creative Arts	○ Expressing, interpreting and exploring deep feelings and profound beliefs. ○ The effects of the arts on emotions and senses. ○ The work of creative artists from a variety of times and places. ○ Experiencing different forms of beauty, truth and goodness. ○ Artistic creativity. ○ 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. ○ Sense of achievement from performances. ○ Self confidence ○ Connecting with others in a variety of ways.		
Art and Technology	○ Discovery of how things work. ○ Appreciating genius. ○ Beauty in design. ○ Perseverance to solve problems. ○ Personal achievement when something is successful.		

	○ Learning from others and nature. ○ Impact of inventions and what came before.		
Physical education	○ Being a team member. ○ Pushing yourself to the limits. ○ Extremes of skill, endurance and achievement. ○ Emotion in sport. ○ Personal limitation and failure. ○ Accuracy and control of skills. ○ Sense of achievement and pride. ○ Sportsmanship.		
Wider opportunities	○ Music lessons ○ Visitors ○ Visits ○ Performances ○ Wide range of clubs ○ Participation in a wide range of events and activities, involving a range of outside agencies, coaches, etc.		

4. Monitoring and Review

Provision for spiritual development is monitored and reviewed by:

- Monitoring of teaching and learning and work scrutiny by curriculum leaders, senior leadership team and governors.
- Assessment of pupils through observations, discussions and successes (sense of enjoyment and fascination; creativity and imagination in learning; beliefs (religious and non-religious); attitudes and behaviour towards others and their willingness for reflection.
- Discussions at staff and Governing Body meetings.
- Audits of policies and schemes of work.
- RE and Collective Worship Development Plans.
- Monitoring of lesson plans and teaching and learning by leaders, senior management and or/governors.
- Sharing of classroom work and practice.
- Evidence from pupils' work.