



Spirituality Policy

Date effective: January 2025

Review cycle: 3 yearly

Review date: January 2028 (updated Autumn 2025 inline with updated vision)

Date of approval by Governors:

Author: Rebecca Gordon

Table of Contents

Legal Framework	
Academy Statement	
Aims	
Organisation	
Recording, Monitoring and Evaluation	
Roles and Responsibilities	
Staff Development and Training	
Additional Support Materials	



Spirituality Policy

Legal Framework

The OFSTED School Inspection Handbook 2024, states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement. Provision for the spiritual development of pupils 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.

The SIAMS Framework, September 2025, includes the questions:

- How is spiritual development an intrinsic part of the curriculum?
- How is daily collective worship enabling pupils and adults to flourish spiritually?
- How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?

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?

How does the trust contribute to and enhance the school's worship and spiritual life?

Academy Statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, Studley St Mary's Academy has chosen to follow ideas developed by the Education Department at the Diocese of Gloucester and then discussed and agreed



upon by stakeholders. This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the wows of life. Cracks may happen when something challenging happens and threatens the comfort of everyday – the ows of life.

Cracks can also happen in the stillness and ordinariness of everyday – the nows of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even stronger and more wonderful. The pot is never the same again. Using this metaphor, the wows, ows and nows of life offer the possibility of cracks that are filled with gold and make the pot even more wonderful. The gold in the cracks reflect a little of the wonder of spirituality.

Studley St Mary's Academy uses this language and the concepts of wows, ows and nows. These are used to explore relationships with:

- ourselves
- others - the wider natural world and beyond
- and offering the invitation to relate to God.

Aims

Our vision at Studley St Mary's Academy is 'Walking alongside to live life in all its fullness. Let us run the race that is before us, and never give up, Hebrews 12:1.

A critical element to this is to have an abundant life spiritually and to know what it means to be truly fulfilled in this area of our lives, while recognising that our spiritual journey – our race – is individual to us all.

We believe that is essential to explore Spirituality by educating the whole child, providing opportunities to be still and reflect, to explore their own spirituality and to respect others' spirituality and much more. Spirituality enables our children to be happy, flourish and succeed and live life in all its fullness.

Spiritual development differs from person to person and is a very personal experience. For this reason, it is difficult to put into words. Spirituality is not the same as having a



religion or faith; a person can be spiritual without having a particular faith. For Christians in church, spirituality is about developing a deeper understanding of and connection with God. It is about God's way of being with us and our way of being with God. Through this we are able to respond to the loving nature of God as revealed through the Trinity: Father, Son and Holy Spirit. A school is not a church, but it is a collection of people who come from a variety of backgrounds for the purpose of education. Family backgrounds may be very different and spiritual development must take account of the varied circumstances of staff and pupils.

Therefore, in light of this and in light of our school's distinctively Christian vision, at Studley St Mary's Academy, we consider that Spirituality makes us who we are. It is our ability to reflect about our beliefs. It is being able to inform our perspective on life and our interest in and respect for different people's faiths, feelings and values.

Organisation

The spiritual growth of pupils is not only dependent on learning in RE and during Collective Worship. Opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

The physical environment of the school supports opportunities for spiritual growth and reflection for pupils in a number of ways:

- Opportunities to experience spirituality through the natural environment of the school grounds, specifically in our forest school area.
- Spiritual Spaces in each classroom
- The Peace Garden
- The Prayer Shed

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life,

Spirituality in Collective Worship

Collective Worship is the beating heart of Studley St Mary's Academy. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present which are often linked to invitations to pray.



Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the ups and downs of life such as beauty and joy of the world are given, to embrace the ups, as well as time to reflect and empathise with the moments of disappointment or pain, the downs.

Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Studley St Mary's Academy is invitational, inspirational and inclusive.

Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality where appropriate.

For further details, please refer to Studley St Mary's Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality within the Curriculum

Studley St Mary's Academy's Christian vision to 'Walk alongside to live life in all its fullness, let us run the race that is before us, and never give up' is a driver for the curriculum design through opportunities to:

- Become independent
- Be curious
- Be articulate
- Be ambitious
- Be inspired
- Become knowledgeable

Our curriculum includes a range of learning experiences which encourage the all-round development of each of our pupils. Our teaching and learning take into account the personal, spiritual, social, physical, creative and intellectual development of each individual.



Our curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base, and an extensive understanding of key concepts and the world as global citizens. The curriculum promotes long-term learning, and we believe that progress means knowing more and remembering more. As pupils learn the content of the curriculum, they are making progress.

The curriculum is enhanced by the carefully chosen educational visits that take place throughout the year and all children's participation in a range of enrichment activities, such as Forest School.

As a school, we intend that pupils will not only be able to develop spiritually and engage in spiritual opportunities, but that they will begin to reflect on the importance of these experiences for their lives.

We aim for children to be able to:

- share their own beliefs and values and know that they can take a stand to defend them
- be self-aware and show empathy to the experience of others in and out of school
- be loving towards themselves and believe in their own potential
- be imaginative and creative
- be comfortable with taking part in reflection, prayer and being still
- be forgiving and able to say sorry
- respond creatively across a range of subjects
- be inspired to take action and often link actions to their beliefs or school values
- understand that mistakes are a part of learning and growth
- be able to share what difference reflection makes to them
- be curious and open minded
- be able to explore and articulate spiritual and ethical issues in age appropriate ways
- appreciate of the goodness in their own lives

Conversations around spirituality will be included in classroom teaching when appropriate and staff carefully plan for such conversations within the curriculum as well as allowing them to develop organically from the children's responses and questions.

Maths Points to consider:

- The wonder of number patterns
- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes.



- That there are often more than one way to solve a problem, these ways are different, but both correct.

Reading Points to consider:

- How do you frame questions around a text? For example
 - o What inspired you in this text?
 - o How did a character cope with a challenge in life?
 - o How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment?
 - o What do you think makes these words so powerful/beautiful/painful? Writing Points to consider:
 - o How might we use books for spiritual growth. This could be during Ow, Wow, or Now times within our lives.
- If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

DT Points to consider:

- What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?
- What should we value within designs? Are cheaper alternatives a good thing, or should we all pay fairly for what we require?

Music Points to consider:

- What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)?
- What styles of music have the opposite effect?
- How does music encourage creativity, delight, and curiosity?
- How can music add to our spiritual development? Do we require different music during our Ow, Wow, or Now moments?



MFL Points to consider:

- What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?
- What does it feel like to genuinely communicate with someone in a new language?
- What barriers does not understanding a language produce?

Geography Points to consider:

- The wow of physical geography

The wow of discovering different physical regions do not provide the same opportunities.

- What options/opportunities are there to respond and take responsibility in a challenging world?
- The 'nows' of living within other areas of the world.

History Points to consider:

- Which stories tell historical wows?
- Which stories tell historical ows?
- What lessons for future decisions and choices do they provide?
- The 'nows' of living within another historical time.

PE Points to consider:

- How do you celebrate a new skill?

How does it feel to be proud of your whole self?

- What does it feel like to be completely focused on a task or challenge?
- How do you recognise the delight in movement, connectedness, and creativity?
- Encourage the awareness of one's own strength and limitations.
- Recognise/celebrate equality, freedom, respect and trust.
- Understand how to respond to loss – the Ows in PE.



Science Points to consider:

- Delight in discovering how things work – the Wows.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

Art Points to consider:

- How does art invite you to explore the mystery that dances within your soul?
- What are the wows and ows in the stories behind the artists you study?
- How do you celebrate and respect different responses to art?

All Subjects Points to consider:

- **How do you celebrate the achievement and break-through wows of success?**
- **How do you support the ows of difficulty and frustrations?**
- **How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?**

Spirituality in the Ethos of Daily Life

Spirituality within the Ethos of the Daily Life of the School In Studley St Mary's Academy, we view spiritual growth as becoming more and more aware of one's natural, innate spirituality.

These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. For this reason, every member of the school community, including lunchtime and administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that they will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the golden glue of spirituality.

Our behaviour policy is based on a restorative approach and allows children to reflect on how their actions impact on others and how things could be done differently. The approach to spirituality is supported by the academy's Christian values, which serve as vehicle to discuss when things have gone wrong and moments of awe and wonder.



Recording, Monitoring and Evaluation

The Academy Governance Committee review the policy every 3 years in partnership with Senior/ Middle Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate. Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision.

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

The Head Teacher is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life, This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process

Staff Development and Training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to Studley St Mary's Academy will receive training and support from the staff member identified as leading on spirituality.

This policy is shared on the school's website and is part of the induction pack for new staff and new governors. This policy is reviewed every 3 years, or more frequently, as required.