



Inspired by Christ - Reaching out to all - Being the best we can be.

ALL SAINTS' C of E PRIMARY SCHOOL (N20)

As Christ the Sower offered his love freely and for all, so at All Saints' we seek to nurture Christ's love and his image in all of our children. Working in partnership with each student, their families and carers, we pledge to help them grow into happy, confident, and independent young people, whose enquiring minds will flourish in the world, seek after the truth, and serve others.

Spiritual Development Policy

Ratified by the Board of Governors:

Signed Headteacher Breda McKelvey

 Chair of Governors Elaine French

Review Date: November 2026

1. How is this policy a reflection of our theologically rooted Christian vision?

At All Saints' School, we believe that we are all unique, created in the image of God and equal in the eyes of God. As a Church of England primary school our policy is based on Christian values as defined by the children, staff and governors of All Saints'.

Our Spiritual Development Policy shaped by the Christian vision of Christ the Sower reflects a theology in which God sows generously and invites every child and adult in the school community into relationship with Him. Rooted in the parable, it promotes an open and inclusive approach to spirituality, offering pupils rich opportunities for prayer, reflection, stillness, worship, and questioning, while recognising that each learner grows at their own pace and in their own way. By cultivating a nurturing school environment grounded in Christian values such as forgiveness, love, kindness, friendship, honesty and equity, the policy seeks to prepare "good soil" in which pupils' faith, character, and sense of purpose can flourish. It emphasises spiritual formation rather than measurable outcomes, trusting that genuine growth is the work of God. Finally, it encourages pupils to express their spirituality through service, justice, kindness, and responsibility within the school and beyond, reflecting the belief that the harvest of a well-nurtured spiritual life is one that blesses the whole community.

2. Introduction

The Church of England Vision for Education is rooted in Jesus' desire that we should have 'life in all its fullness' (John 10:10). As our spiritual nature is such a fundamental part of our humanity, spiritual development is a key part of this holistic view of education.

Spiritual development is intrinsic to every part of our work: "I would strongly contend that in all schools, and certainly in Church schools, spiritual development is not something you should hide away in a couple of curriculum boxes or treat as an afterthought. It must be something that should influence all areas of education as it does all areas of life."

Derek Holloway et al: 'Spiritual Development : Interpretations of spiritual development in the classroom' (The Church of England Education Office April 2019).

We believe that spiritual development is a core thread that runs through our school, and we see it as vital for the flourishing of all within our school community. In Acts 17:28, the Apostle Paul says that in God "we live and move and have our being"; becoming more aware of our innate spirituality is a life-long journey and it is our desire that all at All Saints' move forward on that journey during their time here.

3. Aims

Our aim is to establish the right learning environment to enable the spiritual flourishing of all pupils through the following objectives:

- Develop an appreciation of their uniqueness and value as a child made in the image of God.
- Develop knowledge and understanding of our school's Christian values and the Biblical teaching that underpins them, as well as the context, language and symbolism of the Christian faith.
- Develop an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own.
- Foster self-awareness and encourage children to make informed decisions.
- Develop an appreciation of what it means to be a part of a community, understanding the value of difference and diversity through involvement with others.

- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life, and upon experiences of awe, compassion, beauty etc.
- Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life, including an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth.
- Encourage curiosity, creativity and imagination.

These objectives will enable the children to have a quality of life that encompasses respect, awareness, compassion, curiosity, and understanding, and relationships that reflect order, reason, balance, and integrity within the context of Christian faith.

As overarching aims, our approach to spiritual development will:

- Reflect the school's Church of England status.
- Reflect and strengthen the school's Christian vision and ethos.
- Take place within a school environment which enables pupils and adults to flourish.

5. Legal Framework

The importance of spiritual development in schools is recognised in legislation. This policy has due regard to legislation and guidance, including, but not limited to, the following:

• Education Act 2002

Section 78 states as follows:

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.

• Education Act 2005 (as amended by the Education Act 2011)

Spiritual development is a particular focus of Church school inspections under Section 48 of the Education Act 2005 (SIAMS) which asks the following questions:

- How do the theologically rooted Christian vision and the Anglican foundation of the school shape worship and spirituality in the school?
- How is collective worship enabling children and adults to flourish spiritually?
- How is spiritual development an intrinsic part of the curriculum?
- In the context of the school as a Church school, what do children 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?

OFSTED School Inspection Toolkit November 2025

Inspectors evaluate personal development and well being of pupils and will consider pupil's spiritual, moral, social and cultural development, which can be seen across the school's activities.

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to personal development and well-being. These factors **include**:

- ensuring that the curriculum contributes to pupils' personal development and their SMSC development
- supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique; this includes, but is not limited to, an ageappropriate understanding of the protected characteristics defined in the Equality Act 2010
- developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

SIAMS Evaluation Schedule for Schools and Inspectors September 2024

The Statutory Inspection of Anglican and Methodist Schools (SIAMS) is the Church of England and Methodist Church's outworking of the requirements of section 48 of the Education Act 2005. It is a key element of the life of all Church of England and Methodist schools in England.

SIAMS explores ways in which each school's theologically rooted Christian vision drives its work and enables the school to live up to its foundation as a Church school. It does so by seeking to answer six or (in the case of Voluntary Aided schools) seven Inspection Questions (IQs).

IQ1: How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

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

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

IQ4: How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

IQ5: How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?

IQ6: Is the religious education curriculum effective (with reference to the expectations set out in the Church of England’s Statement of Entitlement for Religious Education)?

IQ7: What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

The policy is implemented in conjunction with the following school policies:

- Religious Education Policy
- Collective Worship Policy

5. Shared Understanding of Spiritual Development

As a church school, it is this Christian framework that shapes our shared understanding of spirituality and spiritual development. We recognise the importance of engaging with All Saints’ Church in determining this shared understanding in the context of our school’s Christian vision and values.

To make conversations about spiritual flourishing more accessible to every member of our school community, All Saints’ has chosen to use the following shared understanding of spirituality and spiritual development.

The four elements of spiritual development form the basis of our work with children in developing a strong sense of spirituality. We also believe that it is vital that all of the adults in school also see the need to develop their own spirituality for their own wellbeing so that they can effectively support and help our children help each other.

The Four Elements of Spiritual Development	
Self	<ul style="list-style-type: none"> • Awareness of feeling the ability to reflect and express • Awareness of our uniqueness; happiness with who we are • Gratitude for the things we have and the person we are • Exploration of personal faith • Development of imagination and creativity
Others	<ul style="list-style-type: none"> • Empathy and understanding’ respect, tolerance • To love and be loved • Making a difference; duty, change makers
World	<ul style="list-style-type: none"> • Developing a sense of awe and wonder • Enjoying the miracles of everyday lif • Taking time for what really matter • Appreciating beauty in art, music, nature
Beyond (transcendence)	<ul style="list-style-type: none"> • Encountering/experiencing God (having a sense of what lies beyond the material/physical) • Ability to formulate and discuss the ‘Big Questions’ (e.g.

	<ul style="list-style-type: none"> about life, death, suffering, Nature of God) ● Opportunities for prayer, connecting with God ● Making sense of the world
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6. Opportunities to develop and support spirituality

Opportunities for spiritual development are both planned and unplanned for. Children are encouraged to reflect on their own development using the 'Windows, Mirrors and Doors. Framework.

<p style="text-align: center;">Windows (learning about life)</p>	<ul style="list-style-type: none"> ● Opportunities to look out on the world to gaze and wonder. The 'wow' and 'ows' moments. The things we find amazing and bring us up short. ● We can wonder at the world, technology, art, music, scientific advances all around us. We may work outside, visit places of interest, and celebrate inspirational people. We can reflect on injustice and inequality in the world.
<p style="text-align: center;">Mirrors (learning from experiences)</p>	<ul style="list-style-type: none"> ● Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others. ● This could be compared with looking in the mirror. Look at yourself in a situation...How would you react, what would you say or do? These are questions which may arise through class discussions.
<p style="text-align: center;">Doors (learning to live out our values and beliefs)</p>	<ul style="list-style-type: none"> ● Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions. ● Children would be living out our Christian values, considering how our own beliefs and faiths drive changes in the wider world.

Spiritual development occurs in many ways, both planned and unplanned. However, at All Saints', we aim to ensure that children:

- Have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in worship, engaging in reflection activities in spaces around school.
- Will be provided with many opportunities for creativity and imagination.
- Will be provided with purposeful and regular opportunities for prayer. This can take many forms, but should include being thankful and allow the children an opportunity to open themselves up to God.
- Will have regular opportunities to explore, express and share feelings.
- Will see positive relationships role modelled around school. The importance of relationships will be reaffirmed to them. This will include clear exploration of how we talk to and relate to each other (always living our school values).
- Have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connection and unity in the world.

- Will be encouraged to reflect on mistakes and say sorry where appropriate, through a restorative approach.
- Will be encouraged to show perseverance, respect and trust and express these in practical ways.
- Have opportunities to explore 'Big Questions', particularly through RE learning.

Promoting positive mental health

Spirituality often becomes more important to people in times of emotional stress and physical and mental illness, loss, bereavement and the approach to death. A person with a religious belief may need support which acknowledges and gives space to their faith as part of their support. Schools should therefore look to provide opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing.

Opportunities for Spiritual Flourishing in Adults

Under the SIAMS framework, it is also the intention that the spiritual flourishing of adults should be enabled and enhanced by the work of the school. We consider ways in which our routines and practices (e.g. staff meetings, CPD, collective worship, class worship, church services and wellbeing opportunities) can contribute to the spiritual life of adults in our community.

7. CPD and Training

This is a complex area and staff should be trained and equipped to provide for the spiritual development of pupils within the context of a Church of England school. We access diocesan-led training for those with a particular role in planning for and evaluating spiritual development.

8. Monitoring and Evaluation

Spiritual development cannot be measured and continues throughout our lives; however, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways:

- observing and listening to children;
- regular discussion at staff and governor meetings alongside the school's Christian vision and values;
- sharing of classroom work and practice;
- ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training;
- evidence from pupils' learning, e.g. a reflective diary, RE books, PSHE learning, creative writing, art;
- regular inclusion in the school's Self-Evaluation Form ('SEF');
- CPD opportunities and sharing examples of good practice with other schools; and
- seeking to evaluate, formally and informally, with children and adults, activities with a particular focus on spirituality and spiritual development (e.g. collective worship).

Provision for spiritual development is monitored internally by the Headteacher and Deputy head (who is also the RE Leader), through book looks, learning walks and pupil voice.

Provision for spiritual development is independently inspected by law under Section 48 of the Education Act 2005 (SIAMS).