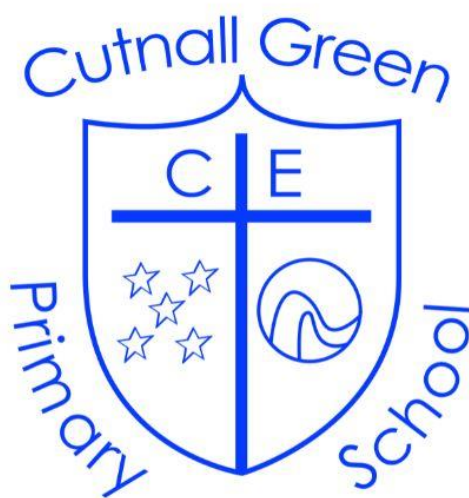


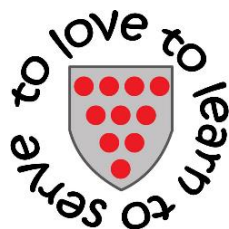
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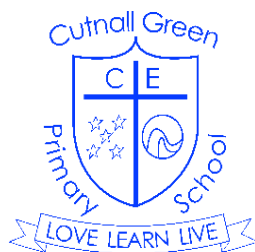
Spirituality Policy

Cutnall Green C of E Primary School





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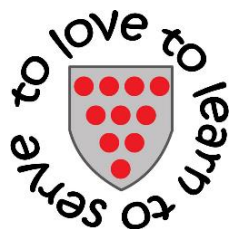


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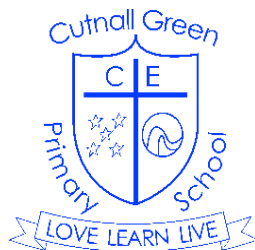
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Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, 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:

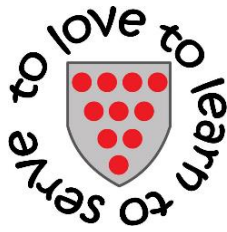
- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The SIAMS Evaluation Schedule for Schools and Inspectors, April 2018, includes the question:

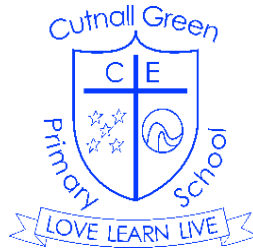
How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? (Strand 2)

Introduction

Name of School: Cutnall Green C of E Primary School
Vision: <i>"Love, Learn and be Extraordinary"</i> <i>"Love your neighbour as yourself" Mark 12:31</i> Through an extraordinary education, we empower pupils to be life-long learners and see their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests, enable pupils to flourish and be extraordinary people. Together, we spark aspiration and drive achievement, so that pupils contribute positively to society and to their extraordinary futures in an ever-changing world.



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Love your neighbour as yourself (Mark 12:32) guides everything we do at school and beyond.



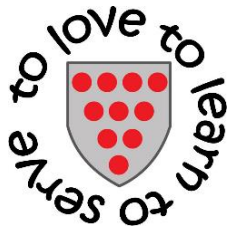
School Statement on Spirituality and Spiritual Development

In **Cutnall Green C of E Primary School**, we recognise that developing the spirituality of our pupils and adults is a fundamental aspect of enabling pupils and adults to flourish.

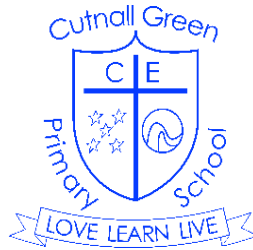
To talk about spirituality is, essentially, to talk about something which is beyond words, it is what makes us unique as individuals and connects each and every one of us with each other and the world.

To make conversations about spirituality more accessible to every member of our school community. 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.



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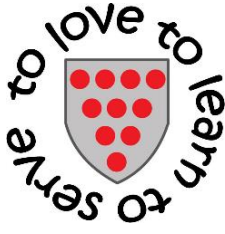
- Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

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 more beautiful. Using this metaphor, the wows, ows and nows of life offer the possibility of cracks that are filled with “**golden glue**” and make the pot even more beautiful. The “**golden glue**” in the cracks reflect a little of the wonder of spirituality and demonstrate that these cracks will become what makes each individual beautiful and what makes you you.

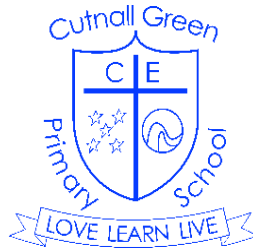
Our school’s distinctively Christian vision, is to teach our pupils to love, learn and live as global citizens and to follow Jesus’ example by valuing and cherishing all God’s children in an ever-changing world. We teach our children that they are loved so that we can **love**, we **learn** so we can grow and therefore live our lives to the full, flourishing in the eyes of God today and in the future to be **extraordinary** humans. The ows, wows and nows give the staff and pupils in our school opportunities to recognize and deal with things that happen throughout our lives, both good, bad and different. It helps us to reflect, inspires awe and wonder and allows us to develop and flourish in the eyes of God today and in the future.

Following our Biblical underpinning, “**Love your neighbour as yourself (Mark 12:32)**”, we strive to give children rich opportunities and broad learning experiences to enable them to flourish as unique individuals and appreciate, understand and value all beliefs, both in their local community and in the wider world. Our school vision and Christian values - **Compassion** (linked to the STARS value, Sharing), **Trust** (linked to the STARS value, Trust), **Perseverance** (linked to the STARS value, Achievement), **Respect** (linked to the STARS value, Respect), **Hope** (linked to the STARS value, Safety) - guide all decisions about our school curriculum, ensuring every child can flourish and meet their full potential.

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



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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.

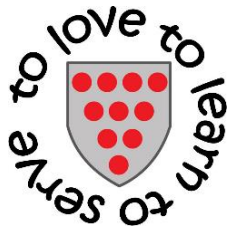
At **Cutnall Green C of E Primary School**, we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. For this reason, every member of the school community is 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 their references to **wows**, **ows** and **nows** 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 which holds all of these things together.

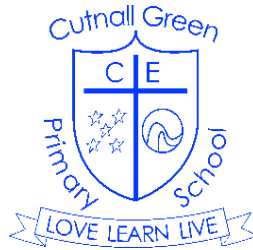
Aims and Guiding Principles

Through establishing the right learning environment in which spiritual development can be fostered, we aim to support pupils and adults to:

- develop an appreciation of their uniqueness and value as a child made in the image of God
- develop an understanding of the distinctive ethos of this church school, as well as the context, language and symbolism of the Christian faith
- develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them
- develop an awareness of, and respect for, other people's beliefs and faiths, and the ability to articulate their own
- develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others)
- develop strategies to build good mental health
- foster self-awareness and the ability to make informed decisions
- develop the skills and language required to enable them to reflect upon the big questions and mysteries of life
- begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life



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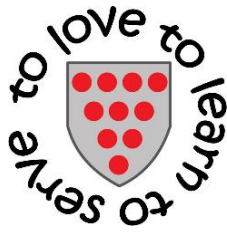
- develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth
- understand the value of difference and diversity through involvement with others
- develop a love of curiosity, creativity and imagination
- develop the ability to reflect upon experiences of awe, compassion, beauty etc.
- develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

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

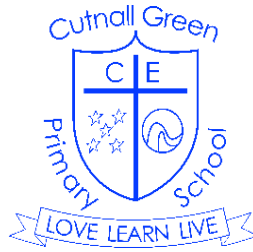
Guiding principles

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas:

- **Self**
 - Awareness of feelings: 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**
 - Empathy and understanding: respect.
 - To love and be loved (loving your neighbour).
 - Making a difference: duty.
- **Transcendence (Beyond)**
 - Encountering / experiencing God (having a sense of what lies beyond the material / physical).
 - Ability to ask and discuss the 'Big Questions' (e.g. about life, death, suffering, nature of God).
 - Opportunities for prayer, connecting with God.
 - Making sense of the world.
- **Nature**
 - Developing a sense of awe and wonder.



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- Enjoying the miracles of everyday life.
- Taking time for what really matters.
- Appreciating beauty in art, music, nature, etc.

Approaches to Spiritual Development

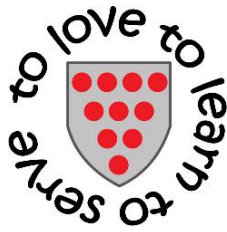
In **Cutnall Green C of E Primary School**, we seek to find ways in which all areas of the curriculum can contribute to pupils' spiritual development and to highlight opportunities for these in our planning by:

- seeking to foster spiritual capacities, e.g. imagination, insight and empathy
- allowing pupils the security and opportunity to explore and express feelings and emotions and to celebrate diversity
- providing opportunities for prayer including silence and stillness
- sharing feelings and experiences that foster hope, joy, reassurance and encouragement
- encouraging pupils to develop relationships based on the school's Christian vision and associated values
- enabling pupils to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today
- providing an environment that promotes space to reflect, think and wonder.

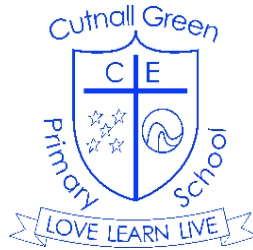
Planning, Recording, Monitoring and Evaluation

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- the curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values
- opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life
- unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and / or celebrated by staff and pupils
- Collective Worship celebrates the love of God for every individual and provides opportunities for pupils to respond and reflect on this
- a solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed
- the school building and outdoor environment provides appropriate spaces for silence, stillness and prayer
- that pupils' spiritual capacities, such as imagination, empathy and insight, are fostered through the creative arts and interactive multi-sensory teaching



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strategies making use of the outdoor environment and relevant educational visits

- opportunities are provided for pupils to listen attentively and observe carefully, to listen with discernment, to value what is good and worthwhile and to make judgements through discussion and exchange of views and ideas
- support is provided for learning to live with success and failure for themselves and with others
- that the outstanding RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives
- that pupils are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected
- strategies for positive mental health are promoted.

Monitoring and evaluation

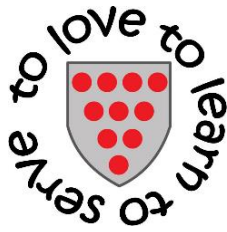
Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to pupils for spiritual development will be monitored and evaluated in the following ways:

- observing and listening to pupils
- 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' work
- regular inclusion in the SEF
- CPD opportunities and sharing examples of good practice with other schools
- regular diocesan Spirituality review.

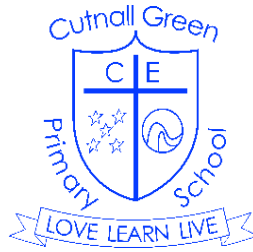
Roles and Responsibilities

The Governing Body will:

- provide a statement within the school prospectus which makes clear that the aims of spiritual development within the school are based on its Christian foundation, but are inclusive in practice
- in conjunction with the Headteacher, monitor the effectiveness of spirituality within the school and make recommendations for its development in accordance with the SIAMS Schedule.



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The Headteacher will:

- co-ordinate timetabling / themes across the year(s) into long, medium and short-term planning, in conjunction with the school and church community, so that spirituality can be embedded throughout the curriculum
- ensure that the school prospectus, welcome / induction pack and website have clear statements about the school's ethos for developing spirituality and its distinction from moral, social and cultural development
- be a part of the SIAMS inspection process
- support other members of staff
- know where to access good resources to support spiritual development
- lead staff meetings or provide quality CPD other sources that have a focus on development of spirituality.

Staff will:

- support the crucial role that spiritual development plays within the school
- plan and lead activities for the development of spirituality when required
- provide opportunities for pupils to reflect, question and be inspired
- understand the school's definition of spirituality and promote it where possible.

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. This support is provided by Diocese of Worcester Education Team. Training needs for staff may be identified through regular subject leader audits as well as performance management cycles.

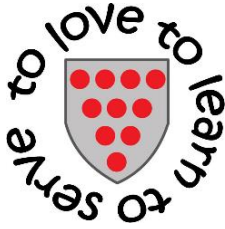
Resources

A number of resources are available to support the development of spiritual development within school including:

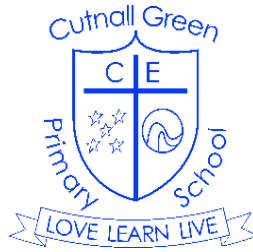
- Roots and Fruits
- Diocesan Wellbeing and Spirituality Compendium
- Diocesan Prayer Area resources.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the Governing Board annually. Furthermore, there may



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be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in the SIAMS Schedule for Inspections
- a change in the understanding of spiritual development.

Headteacher signed: B.King

Date: 01/09/2025

Date of next review: 01/09/2026