



# Lancaster Christ Church C of E Primary School

*Have Faith... In yourself... In others... In God.*

## Spirituality Policy

### **Our vision:**

Lancaster Christ Church is a caring school with a strong sense of community. We value the uniqueness of every child and are committed to a fully inclusive learning environment.

With Christ at our centre, we encourage all children to grow and learn surrounded by love and a feeling of belonging. We strongly believe that every child matters, value all individuals and celebrate diversity.

We want our children to become confident, resilient, independent learners with a strong sense of self-worth and a caring attitude towards others.

We encourage everyone in our school to *'Have faith...in yourself...in others... in God'*, because **"Nothing will be impossible with God." Luke 1:37**

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
- 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

(From David Smith's work on Spiritual Capacities)

### **Our working definition of 'spirituality':**

**"For nothing will be impossible with God" Luke 1:37**



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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.

***Spirituality is those small yet transformative moments.***

***It is about finding awe, wonder and meaning in the world around us.***

***It is about getting to know ourselves – what inspires us, moves us, challenges us?***

***It can also be about God and building a relationship with him, but that is just one part.***

## **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 (Revised September 2024) references spirituality in both the Curriculum (IQ2) and Collective Worship (IQ3) strands. The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

From November 2025, schools in England will follow a refreshed Ofsted Education Inspection Framework (EIF) which puts greater emphasis on pupil emotional health, personal development and inclusion.

## **We support pupils in their spiritual development by:**

- 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
- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities

## **As a staff team:**

- We have a shared 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.
- Our governors monitor the impact of our spirituality focus.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum.
- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors, Candle' approach.



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- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Andrew Rickett / Rebecca Nye).
- We recognise that children will have different 'Spiritual Temperaments' or 'Sacred Pathways, through the work of Gary Thomas (2010) and Myra Perrine (2007). This will influence our planning as we look to nurture spirituality across the curriculum, not just in RE and Collective Worship.
- We encourage staff who are specialist subject leads to identify opportunities for spiritual development in their subject, and to share them with colleagues.
- We use the 'Ricketts Grids' to support our understanding of progression in spiritual development in these four areas of Self, Others, Beauty and Beyond.
- 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 us.

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.

## **Other related policies:**

- Collective Worship
- RE
- SCARF (PHSE & RSE)
- Behaviour
- Subject specific curriculum policies

## **Referenced reading:**

[Church of England Education Office \(CEEO\) Spiritual Development – Interpretations of Spiritual Development in the Classroom \(2019\)](#)

**This policy was reviewed and agreed by the Board of Governors of Christ Church Church of England Primary School on: 2<sup>nd</sup> December 2025**

**The scheduled review date of this policy is: December 2026**

**Signed:**

**(Chair of Governors)**

**Date:**



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## **REVIEW**

*The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).*

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
1	Original	September 2025