

Aspire Academy Trust



St Uny C of E Academy Spirituality Policy

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Review date: 01.09.2026

Revision Log (last 5 changes)

Date	Version No	Brief detail of change

Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

Our vision:

We aim to be a positive, loving school where children are equipped to live well with Jesus Christ and with others.

Our guiding Bible verse:

'Let your light shine before others...' Matthew 5:16

Our Christian values guide our relationships in and out of school.**Friendship:**

'Encourage one another and build each other up.' 1

Thessalonians 5.11 **Forgiveness:**

'Just as the Lord has forgiven you, so you must also forgive others.' Colossians 3.13 **Respect:**

'Do unto others as you would have them do to you.' Matthew 7.12

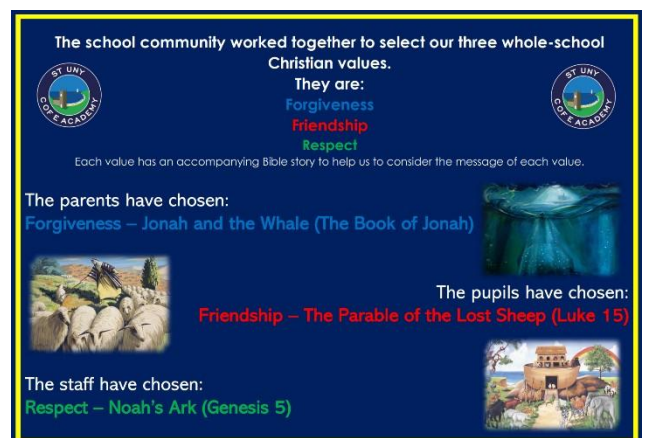
Our golden rule:

Treat others as you would like to be treated!

At St Uny we expect good behaviour in and out of the classroom. Put simply, this means keeping our golden rule.

We aim for children and adults at St Uny C of E Academy 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 Understanding of Spirituality

It is very difficult to put into words what 'spirituality' actually is because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Spirituality can link to faith but is not reliant on faith.

Our definition of 'Spirituality' is that it is an on-going, reflective journey. It is something that makes us ask big questions, deepens our understanding of the world around us and encourages us to consider our relationships. Relationships with ourselves, others, the world and beyond. Spirituality enables our children to be happy, flourish, succeed and live life in all its fullness.

Visual Models of Spirituality

We use the language of 'Windows, Mirrors & Doors' to help us plan and articulate spiritual moments. This language is referred to regularly in Collective Worship, RE lessons and across the curriculum.

St Uny C of E Academy: Spirituality		
		
Window Moments	Mirror Moments	Door Moments
These challenge us to look out at the world and people around us.	These challenge us to look in at ourselves.	These challenge us to look ahead and act upon our thoughts and reflections.
<u>What are the important facts?</u> <u>How do other people feel about this?</u> <u>Are their feelings similar / different to mine?</u>	<u>What is my view on this?</u> <u>How do I feel about this?</u> <u>What can I learn from others about this?</u> <u>What is inspiring me about this?</u>	<u>What can I learn and take away from this today?</u> <u>How can I respond to this matter?</u> <u>What action can I take?</u> <u>Where can I find out more information about this?</u>

Legal Requirements:

To fulfil their legal obligations under section 48 of the 2005 Education Act, SIAMS inspections make judgments on SMSC education in Church of England and Methodist schools.

The SIAMS Framework (2024) references spirituality implicitly and explicitly in two of the inspector questions:

IQ2: How does the curriculum reflect the school's theologically rooted Christian vision? b) How is spiritual development an intrinsic part of the curriculum?

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

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) 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?
- e) How does the trust contribute to and enhance the school's worship and spiritual life?

The OFSTED framework 2024 states that provision for pupil's spiritual 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

Evidence may be gathered by Ofsted inspectors from anywhere relevant to ensure that schools are promoting SMSC, mental and physical development of pupils at the schools; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

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 planned moments and as they arise.
- Providing 'reflection spaces' in classrooms and in our outdoor forest school area.
- Offering pupils opportunities to develop their own spiritual leadership by becoming a worship leader or representing the school at various church services throughout the year.

As a staff team:

- We have a staff understanding and shared language 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 Christian Ethos Committee monitor the impact of our spirituality focus through learning walks, monitoring of collective worship, lessons and pupil conferencing.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum.
- We ensure new staff are aware of our school policy on spiritual development.
- We use language to support our own thinking in spirituality, We use our own logos to represent Windows, Mirrors, Doors.
- We have reflection areas in every classroom.

- We are aware of spiritual development shown across four key areas of Self, Others, The World and Beyond (Professor Ursula King & 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. All staff identify opportunities for spiritual development in the subjects they are teaching.
- We have identified opportunities for spiritual development and deeper thinking across the curriculum, for all age groups – particularly in Art and Forest School.
- 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 and personal worldview.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.

Our awareness and understanding of spiritual development will enrich what we offer to the children and staff in our school community, supporting the development of the whole child beyond the physical and the academic.

Monitoring and Evaluation

Senior leaders, governors and children will support pupils and adults to share their experiences and opportunities for spiritual development through collective worship sessions, discussions in the classroom based on Ricketts Spirituality Grids, focused days, spirituality folders, reflection spaces. This will impact on the opportunities and experiences that are available to children and adults across the school community enabling all to flourish.

Other related policies: Collective
Worship
Religious Education
Positive Behaviour
SMSC
Curriculum

Referenced reading:

Church of England Education Office (CEEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)

Key text: Developing Children's Spirituality by Rebecca Nye Useful Websites:

Diocese of Salisbury: www.salisbury.anglican.org

Developing a Theologically Rooted Christian Vision in Schools by Paul Rusby and David Tait.

Diocese of Norwich: www.dioceseofnorwich.org

Diocese of Bristol: www.bristol.anglican.org (good SMSC lesson plans)

Review

The Head of School & Christian Ethos Committee will review this policy, formally, two years from the date of its adoption. Informal Review may be necessary in the interim and should take place as and when required

Date of last review: 01.09.2025

Headteacher signed: 

Date: 01.09.2025