

Church Hill C of E Junior School

'Let Your Light Shine' (Matthew 5:16)



Together Everyone Achieves More Spiritual Development Policy 2026

Signed by: 

Date: 2/3/26

Approved by Governor

Date: 2/3/26

Signed on behalf of the Governing body 

Next Review Date: March 2029

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Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED State Funded School Inspection Toolkit 2025:

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 the following relating to spirituality:

- ensuring that the curriculum contributes to pupils' personal development and their SMSC (Spiritual, Moral, Social and Cultural) 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 age appropriate 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

The SIAMS Framework revised September 2024

Although Spiritual development is prevalent throughout the whole SIAMS framework, Inspection Question 3 includes the following:

IQ3 How is daily collective worship¹ enabling pupils and adults to flourish spiritually?

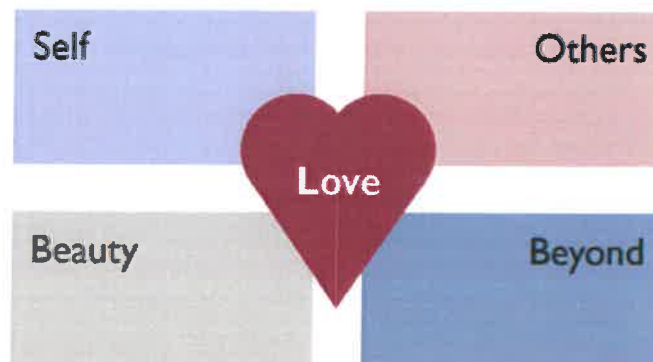
- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of 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?

Intention

Let Your Light Shine (Matthew 5:16)

Through spiritual revelation, all members of the Church Hill family are better able to let their light shine. There will be positive changes within their soul, a contentment; an inner peacefulness achieved by understanding and self-reflection. Spiritual growth will lead to a significant glow about an individual that changes their character, service to others and resilience. Through spiritual development the light can also symbolise a growing sense of self-realisation and the burning desire to make positive changes to the world.

Spirituality is the act of being fully human by discovering and revealing ourselves through love. We realise this through the personal stories that hold meaning for us and help us to become who we are. The more that we explore these and therefore journey to this land of the spirit, the more natural it becomes. Spirituality can be described through the four elements below: self, others, beauty and beyond. It is relationships that bind each of the four aspects together and can be seen at the heart. What connects them is love.



Self

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being.

Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others.

Spiritual learners reflect on how their values and principles affect their relationships with others.

Beauty

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity.

Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

Beyond

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday.

Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Implementation

Opportunities for enhancing the spiritual well-being of learners, including pupils, staff, governors and families, are developed in every aspect of our school life. Through our vision, "Let your light shine," (Matthew 5:16), we take delight in learning through a broad and balanced curriculum with inspirational teaching and we are passionate about the pursuit of wisdom. We believe academic excellence is equal and complementary to strong development of character, and spiritual revelation is central to this. Our curriculum embeds the seven Christian values of Courage, Fairness, Kindness, Koinonia, Responsibility, Thankfulness and Truthfulness. Through these values, as well as the five British values of Democracy, Mutual Respect, Individual Liberty, Tolerance and the Rule of Law, we invite our school community to explore Christianity, their own spiritual development and the meaning of faith.

We have identified specific areas which contribute to the spiritual revelation: reflection areas in each classroom, the school hall where daily acts of collective worship take place and where we come together as a school community and the outdoor reflection area.

To support all stakeholders to shine spiritually, we use ten capacities within the curriculum. These will allow children, staff, governors and families to further develop their understanding of themselves and others. These will also underpin a growing appreciation of beauty and experiences beyond everyday life.

The ten spiritual capacities are as follows:

- 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

Spirituality in Collective Worship

Collective Worship is the beating heart of Church Hill C of E Junior School. 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 the Church Hill family 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 are given to reflect on their sense of self, to empathise with others people's joy and success as well as disappointment or pain. Opportunities to appreciate beauty and creativity are given through collective worship. Collective worship also inspires the school community to look beyond, to look at the world beyond our local community and to look beyond ourselves towards the divine.

We are given time to consider our 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 the Church Hill family is offered time to be able to contemplate and develop spiritually. Collective Worship in Church Hill C of E Junior School is invitational, inspirational and inclusive.

Opportunities for spiritual revelation in collective worship are in exploring the following:

- Opportunities for reflection and response are planned into worship.
- Stillness.
- Personal and collective beliefs are respected.
- Sharing and celebrating common beliefs.
- Celebrating success.
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Common activities such as singing, listening, laughing, praying, reflecting on a theme.
- Remembering and celebrating the lives of people of spiritual significance.
- Emphasising common purpose and values.
- Experiencing emotions.

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.

Opportunities for spiritual revelation in RE are in exploring the following:

- People, places, things, books, actions and ideas held by religious believers to be holy.
- Ultimate questions of meaning and purpose.
- Ideas of the divine / questions of God.
- Forms of worship.
- Use of music, art and drama to express beliefs.
- Varieties of beliefs, celebrations and rituals.
- Ideas of commitment and belonging to groups and institutions.
- The idea of mystery and questions with no clear answers.

For further details, please refer to Church Hill C of E Junior School's Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality in Personal, Social and Health Education, including RSHE

Personal, Social and Health Education (PSHE) is a subject through which pupils develop the knowledge, character and attributes needed to manage their lives, now and in the future so they can let their light shine. At Church Hill C of E Junior School, we use the Go Givers scheme. Go-Givers aspires to give children of primary age a foundational understanding of how people care for each other and for the wider world, in the expectation that they will, in the long term, play an active role in the caring society.

Through RSHE, children explore families, relationships, safety, respect and equality. At Church Hill C of E Junior School, we use the Christopher Winter Project scheme for RSHE. This resource encourages children to develop skills of listening, empathy, discussions about feelings, relationship

with families and friends. These subjects are essential when nurturing a positive sense of self and their connections to others as well as an appreciation for the beauty of relationships and love.

We also use some resources from Pol-Ed ([A positive force in education](#) | [Pol-Ed - A positive force in education](#)) to supplement our PSHR and RSHE curriculum.

Opportunities for spiritual revelation across in PSHE are in exploring the following:

- Discussion and debate regarding social and moral issues
- Knowledge of society, rights and responsibilities, including discrimination and prejudice
- Empathy for those who suffer
- Asking big questions
- Emotional understanding and shared language
- Positive sense of self

Spirituality across the Curriculum:

Opportunities for spiritual revelation across the curriculum are in exploring the following:

In English

- Empathy with authors and the characters in stories and plays.
- The appreciation of beauty in language.
- Emotions and sentiments in writing and speech.
- The values of great works.
- Heroes and heroines in literature.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.

In Maths:

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

In Science:

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.

- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

In Physical Education (PE):

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievements.
- Emotion in sport.
- Personal limitation and failure.
- Appreciation of perfection.
- Sportsmanship.

In Design and Technology (D&T):

- Discovering how something works.
- Appreciating genius.
- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.

In Computing:

- The wonder of worldwide instant communication.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

In the Creative Arts (Art, Music, Drama and Dance):

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.
- Mood.
- Skill.
- Pattern.
- Formulae.

In Geography:

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.

In History:

- Being in touch with past people, things and ideas.
- Being part of history.
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace – interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.

In Languages

- The appreciation of beauty in language.
- Empathy and joy of communication
- Understanding of other cultures

In addition, as part of the curriculum, pupils have opportunities to:

- visit places of beauty, interest and challenge
- admire and wonder at the natural environment and human creative efforts
- work out personal relationships in unusual and challenging situations
- experience community cohesion links at a local, national and global level
- engage in activities that promote courageous advocacy
- participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.

Impact

To measure the impact of spiritual growth, staff and governors will listen to the voice of stakeholders through pupil interviews, the governor questionnaire to parents and staff voice. Governors, staff and pupils monitor the impact of collective worship and recommendations are fed back to the Senior Leadership Team and actioned appropriately. Some recommendations will be included in the Learning Improvement Plan.

The governing body review the policy every three years in partnership with the Head Teacher and RE/Collective Worship Leader. Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

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 Senior Leadership Team and RE/Collective Worship Leader are 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 particularly around Strand 2

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/governors who are new to Church Hill C of E Junior School 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.

Worcester Diocesan Board of Education Guidance notes for Model Spiritual Development Policy in Church Schools, April 2021

Church of England Education Office Spiritual Development Interpretations of spiritual development in the classroom

Model Policy for Spirituality in Church of England Primary Schools Guidance from the Diocese of Gloucester's Board of Education

Church of England Vision for Education

The SIAMS Framework, Sept 2024

The OFSTED School Inspection Toolkit 2025