



Spirituality Policy

Date Written:	October 2025
Date Approved by the Board:	2025
Date of Next Review:	October 2030

1. Introduction

Do Everything in Love (1 Corinthians 16 v14)

Our vision includes being a school that celebrates, nurtures and expands the innate resilience in our children, staff, families and communities, through the respect, love and honesty in all of our relationships and interactions.

Children will thrive within this school, into secondary school, and beyond, with a life-long love of learning.

Our school will be a community hub, rooted in Christian values, that welcomes, supports and improves family engagement.

Pickwick Collective Vision

- a. Our vision is to work together to provide the best schools and outcomes for our children.
- b. Our vision, strategy and mission is underpinned by our moral purpose to provide the best education and curriculum for the children we serve, and is based on the values of: aspiration; collaboration; inclusion; employment and nurturing relationships with the intention of empowering children to become lifelong learners, global citizens and **deep thinkers**.

Church of England Collective Vision

- c. The Church of England Vision for Education is *deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart.*

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

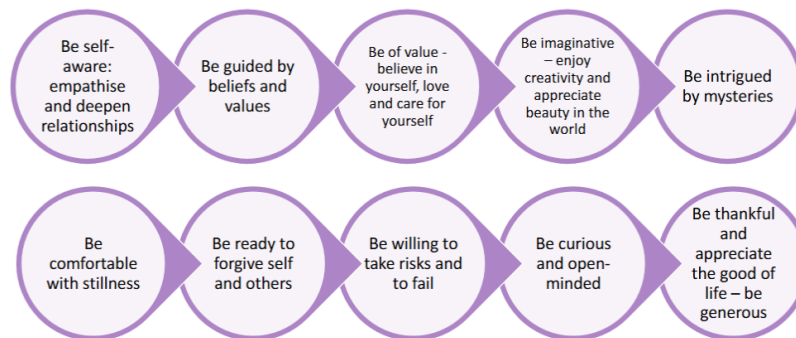
***'The spiritual child is a child who is in touch with their sense of wonder, curiosity and connection...
When we practice our spiritual life, we literally strengthen our brain.'***

Dr Lisa Miller

2. Spirituality in Schools: Ofsted and SIAMS Expectations

- a. Both Ofsted and SIAMS emphasise the importance of spiritual development as a core aspect of a school's provision. Ofsted expects schools to promote pupils' spiritual, moral, social, and cultural development, preparing them for life beyond school. This includes fostering reflection on personal beliefs, respect for diverse values and faiths, curiosity about the world, creativity in learning, and thoughtful engagement with experiences.
- b. SIAMS builds on this by focusing on how a school's theologically rooted Christian vision enables both pupils and adults to flourish. It expects spiritual development to be embedded within the curriculum and nurtured through daily collective worship, ensuring that spirituality is not peripheral but central to the life and ethos of the school.

5. Pickwick Shared Language and Understanding of Spirituality



- a. Spirituality is a very personal experience. It differs from person to person and often spirituality changes within people during their lifetime. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith.
- b. As a school and as part of Pickwick Academy Trust, we have a shared understanding of spirituality that involves integrating Christian values and teachings into the curriculum while also respecting the diverse backgrounds and beliefs of students and their families.

6. Our shared understanding of Spirituality

- a. The concept of spirituality as a "mirror, window, and door" provides a metaphorical framework for understanding the role of spirituality in our lives and how it relates to self-awareness, connection with others, and personal growth.



- b. **Window: Experience**

The window metaphorically represents spirituality as a lens (a window) through which we perceive, experience and connect with the world around us. Opportunities to gaze at our world, to wonder and become aware of the world in new ways; to wonder.



c. **Mirror: Reflection**

The 'learning from life' by exploring their own insights and perspectives, and those of others. Opportunities for children to look inward and reflect on their experiences, to consider some of the BIG questions of life and consider some possible answers. To explore their own insights and those of others.



d. **Door: Growth**

The open door symbolises spirituality as a pathway to transformation and transcendence. It represents openness to new possibilities, growth, and change.

7. How do we promote Spiritual Development?

- a. We nurture spiritual development through a shared language and consistent approach, embedding reflection across RE, collective worship, the wider curriculum and beyond. Pupils are encouraged to become deeper thinkers, exploring meaning, purpose, identity and self-worth. By engaging with existential questions and fostering a fuller understanding of self, we support their spiritual flourishing and holistic growth—enabling every pupil's spiritual being to thrive.
- b. Spirituality opportunities are planned for across the curriculum such as staring at the clouds, or appreciating the wildlife around us eg bees and red kites. Pupils also take place in spontaneous moments such as catching snowflakes on a snowy day or enjoying sowing seeds that have been collected.

8. How do we nurture spirituality?

We nurture spirituality in our school through the quality of our relationships with one another and by creating space within the pace of classroom life for spiritual opportunities to arise naturally. Our Christian vision and values, along with collective worship, provide a strong foundation, which is enriched by carefully planned opportunities across the curriculum. We also make use of our natural environment and our close links with the community and the church to deepen children's spiritual awareness. In addition, one-off impromptu experiences, reflection areas and events linked to the church calendar, together with the displays and images throughout our school, serve as powerful reminders of God's presence in everyday life.

9. How do we monitor spirituality?

Spirituality is monitored through a range of approaches, including PCSF (Pickwick Church Schools Flourishing) visits and Church school reviews, governor monitoring activities, pupil and teacher feedback and assessment, our faith explorer team, and SIAMS inspections.

10. Equal Opportunities

Spirituality in schools is for everyone—it nurtures inner growth, compassion, and purpose without promoting any organised religion. It's a universal path to understanding ourselves and others equally.

11. References, acknowledgements and associated documents

- a. Church of England guidance document: [Spiritual Development: Interpretations of spiritual development in the classroom](#)
- b. Liz Mills' article on Spiritual Development - [Spiritual Development WMD](#)
- c. Rebecca Nye's 2009 book '[Children's Spirituality – What it is and why it matters](#)'
- d. Bath and Wells '[Talking and Writing about Spiritual Ideas](#)'
- e. Theos Think Tank '[Faith in the Nexus](#)' research and videos.
- f. NATRE [Spirited Arts](#) Gallery and Annual Competition
- g. Imaginor : <https://www.imaginer.co.uk/wp-content/uploads/2020/01/Spiritual-Capacities-Appendix-1-v2.pdf>
- h. Salisbury Diocese : <https://www.salisbury.anglican.org/schools/worship-spirituality-rhse/spirituality/>
- i. <http://www.spiritualchild.co.uk/schoolreflection.html>