



Spirituality Policy

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Together, pursuing life in all its fullness

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1.0 Introduction

“Life in all its fullness” - John 10:10

‘Becoming and realising...’

The Diocese of Coventry Multi Academy Trust recognises that there is not one single definition of spirituality; spirituality is an innate human capacity.

Spiritual development is not about becoming more spiritual (in a measurable or expansive sense). It is about realising or becoming more and more aware of one’s natural, innate spirituality. This is sometimes a slow and gradual process, at other times there might be significant stages of realisation, which are part of the ongoing ‘developing’ process.

We recognise the power of intentionality, and our academies must set intentions for spiritual development that span curriculum, collective worship and physical spaces. As such, spiritual development is both intentional and open to the unplanned and spontaneous opportunities flourishing church schools provide as normative.

The promotion of spiritual development is a requirement of all schools in England as part of their offering of a ‘broad and balanced’ curriculum. Church of England schools are recognising the need to work this out with integrity, recognising that whilst having a Christian foundation they are inclusive and diverse communities of children, staff and families.

The new 2023 SIAMS Framework (<https://www.churchofengland.org/sites/default/files/2022-11/siams-framework-september-2023.pdf>) has a direct focus upon the importance of spirituality within a school’s curriculum, how this is enhanced in Collective Worship and the role of the Trust as overseer of these elements.

This resonates with the [Church of England’s Vision for Education](#) (2016), at the heart of which is education for human flourishing and Jesus’ words in John’s Gospel: ‘I have come that you might have life, life in all its fullness’ (John 10:10).

The Trust’s theologically rooted vision is based on “life in all its fullness” (John 10:10). Spiritual development allows for everyone within the Trust to prioritise and develop not only their own spirituality but also the development of colleagues and pupils. Opportunities are available for all to develop spiritually in supportive and nurturing schools. This is inspired by the Trust’s vision and lived out through the Trust’s Christian values.

The Trust recognises that every school is unique in its context and its distinctive Christian vision. However, the Trust believes that by using the same language and models for how it recognises spiritual development as it happens both pupils and staff will develop and grow in this key area.

The Trust works closely with the Coventry Diocesan Board of Education (DBE) and as such uses the common language from the DBE to frame everyone’s understanding of spiritual development through the lens of the following ideas and concepts. These include, but are not limited to:

- Relational consciousness
- MOG’s (Moments of Ordinary Grace)
- Windows, Mirrors and Doors
- Spiritual Pathways

Examples of these can be found in the academy Spirituality Progression document.

2.0 Collective Worship

Collective Worship is fundamental to, and prioritised by, each school in the Trust and should be felt as the heartbeat of the academy. It provides the opportunity within the Trust community to share experiences, ideas and understanding. It is the context within which Trust colleagues teach, use, and develop a common language of spirituality. This means that it is used regularly and explicitly.

Collective Worship provides the opportunity for pupils/students to become aware of the importance of reflection and how positive and negative experiences can be formative. Spiritual development connects Collective Worship with the curriculum, along with other times and spaces in school. Leaders ensure that what happens in Collective Worship extends out into classrooms, corridors and the curriculum, including enrichment.

3.0 Spiritual Development

3.1 Intentional Spiritual Development Opportunities: Curriculum

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education in Church of England Schools and guides the approach of the Trust and the academies within it to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe place to explore their own religious spiritual/philosophical worldviews. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality.

However, the Trust recognises that spirituality and its development is not just learning in RE. There are many and varied opportunities for enhancing the spiritual wellbeing of learners in every aspect of school life and colleagues recognise this. Where possible, and appropriate, they make these links explicit in all subjects, with more sophisticated opportunities for Spiritual Development planned as pupils get older and their understanding of the world and complex issues develop.

3.2 Other Opportunities for Spiritual Development

Incidental opportunities for spiritual development are nurtured throughout the academies within the Trust. A questioning culture is promoted, and pupils are encouraged to question in all elements of their time at school. It is important that colleagues can sit with pupils in the questions and be comfortable with exploring possible answers together. The notions of being intentional yet speculative, developing confidence yet being comfortable with doubt and uncertainty are of significant importance. School and Trust leaders, alongside our DBE colleagues, offer support with this through training and development.

4.0 Roles and Responsibilities

Recognising that there are opportunities for enhancing the spiritual well-being of learners in every aspect of school life, every colleague must be committed to supporting this spiritual growth wherever appropriate.

While it is recognised that spiritual development is individual, there are members of the academy and Trust who will naturally be involved in supporting and leading spiritual

development. The academy Spirituality Lead is responsible for supporting and leading spiritual development in the academy, including creating opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the academy.

Senior and subject leaders should identify the opportunities for spiritual development within their subjects and use monitoring to ensure those opportunities are being taken by classroom teachers. School and Trust leaders, alongside our DBE colleagues, offer support with this through training and development.

These roles also include:

- 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

The Trust Leadership Team and Trust Chaplain lead this across the organisation, with support of DBE colleagues, namely the RE and Spirituality Officer.

5.0 Staff Development and Training

The Trust recognises that spiritual development is key for flourishing adults. The Trust will ensure that all colleagues, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups and teams. ECT's and staff who are new to the team will be supported in this by all colleagues, in particular a named lead for spirituality in each academy.

6.0 Links

This policy also links with the following documents:

- Church of England Vision for Education
- Valuing All God's Children
- Spiritual Development Interpretations of Spiritual Development in the Classroom
- Mental Health and Wellbeing: Towards a Whole School Approach
- SIAMS Evaluation Schedule
- Academy Spirituality Policy and/or progression document(s), examples are available from the Info Hub at: *Information Hub/Education/Spirituality Documents/Example Academy spirituality documents*
- Academy RE Policy
- Academy Collective Worship Policy
- DBE resources available from the Information Hub at: *Information Hub/Education/DBE Resources*