



# CRAYKE

CHURCH OF ENGLAND PRIMARY SCHOOL

Respect | Friendship | Forgiveness | Determination

*"Follow your pathway and we grow together with confidence"*

## Spirituality Policy

Approved by:	Governing Body	Date: July 2025
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*"You did not choose me, I chose you that you might **go and bear fruit, fruit that will last** so that whatever you ask in my name the Father will give you." John 15:16*

## Introduction

Crayke CE Primary School is a Church of England School where all within our school community are encouraged to "Follow your pathway and grow together with confidence." This is rooted in our core school values of **friendship**, **forgiveness**, **respect** and **determination** and is underpinned by our Biblical reference "You did not choose me, I chose you that you might **go and bear fruit, fruit that will last** so that whatever you ask in my name the Father will give you." John 15:16

This is summarised in our Christian Vision as follows: "As a **happy and caring school family**, which **respects everyone as an individual**, our vision is to grow **compassionate, confident and resilient learners** who fulfil their unique potential and **become the best version of themselves** to thrive in an ever-changing world."

## Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils 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.

The SIAMS Framework:

Spirituality is referenced throughout the framework. It is central to the inspection questions and is referenced when evaluating evidence of vision, curriculum and worship.

## What is Spirituality?

We believe that exploring Spirituality by educating the whole child and providing full life experiences supports our aspirational vision.

We define Spirituality as an ongoing, reflective journey. It is something that teaches us about questioning, understanding and relationships: relationships with ourselves, others, the world and beyond. Christian values are firmly rooted in our approaches.

Spirituality enables our children to be happy; flourish and succeed and bear fruit, fruit that will last.

## **Rationale**

This policy outlines how spirituality is developed across school. Our children engage in many planned and unplanned development opportunities throughout their time in school. Our vision outlines a desire for us to "go and bear fruit, fruit that will last." (John 15:16)

It is also said that: "For a human being, especially a child or young person, to have full quality of life, spirituality in all its aspects must be nurtured and affirmed" (John Bradford)

Our approach towards spirituality development looks to educate the whole child in fullness across a broad and balanced, local curriculum. Spiritual development is not specific to one curriculum area or activity.

## **The four elements of spiritual development**

Spiritual development can be encouraged through a range of activities. These will include both planned and unplanned learning opportunities. Children are encouraged to ask questions and explore topics, discussing and responding to issues around them. Whilst spiritual moments can be spontaneous, at our school, we plan to provide high quality, thought provoking and purposeful opportunities for spiritual development.

The four elements of spiritual development form the basis of our work with children in developing a strong sense of spirituality. We also believe that it is vital that all of the adults in school also see the need to develop their own spirituality for their own wellbeing and so that they can effectively support and help our children help each other. We link aspects of spiritual development to our school values.



### **Where will spiritual development opportunities occur?**

Spiritual development occurs in many ways. We aim to ensure that children:

- Have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in worship, engaging in reflection activities in spaces around school...
- Will be provided with many opportunities for creativity and imagination.
- Will be provided with purposeful and regular opportunities for prayer. This can take many forms, but should include being thankful and allow the children an opportunity to open themselves up to God.
- Will have regular opportunities to explore, express and share feelings.
- Will see positive relationships modelled around school. The importance of relationships will be reaffirmed to them. This will include clear exploration of how we talk to and relate to each other.
- Have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connections and unity in the world.
- Will be encouraged to reflect on mistakes and say sorry, where appropriate.
- Will be encouraged to show perseverance, respect and trust and express these in practical ways.
- Have opportunities to explore 'Big Questions' within and across the curriculum.

### **Recording, Monitoring and Evaluation**

Governors review the policy in partnership with school leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate. Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision.

### **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 Headteacher is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the curriculum 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.

### **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 who are new to 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. It is reviewed every 3 years, or more frequently, as required.