



Spirituality Policy 2026/27

Queen Elizabeth's Church of England School/Academy

Our Vision: "You will be secure because there is hope" Job 11:18

Job teaches us that for Christians they are secure in hope- for them a belief that God is always with them guiding and supporting them in life. Ultimately their security lies in faith, heaven is the reward. Their 'expectation' of life after death and eternal happiness with God.

As a school we too share in the hope of Job and set high expectations of all our students to achieve their potential. There will be challenges for students and staff and sometimes things can seem hard, but we believe in the value of everyone. We work towards a common goal, setting expectations high for happy and fulfilled students.

Our theological root in hope is seen through our Christian values of community, kindness, respect and love; these underpin all we do as a school. They shape our curriculum and our behaviours towards students and all those in the school community. We hope to live out these values in our everyday lives and believe that they underpin all we do.

At Queen Elizabeth's School, we describe spirituality as:

Spirituality enables us to become aware of God, one another, the world around us and ourselves. It enables and embraces student's questions, doubts and wonder of existence.

Spiritual development: the universal search for individual identity: with our responses to challenging experiences, such as death, suffering, beauty and encounters with good and evil. It is linked to the search for meaning, purpose in life and for values by which to live. It involves an increasing awareness of the concept of others. A growing sense of empathy, concern and compassion and an ability to reflect on how their values and principles affect their relationships with others.

Our aim is to: establish the right learning environment to enable the spiritual development of all pupils through the following objectives;

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- Develop an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own; Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- Develop strategies to build good mental health (see mental health policy);
- Foster self awareness and encourage pupils to make informed decisions;
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;



- Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;
- Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- Understand the value of difference and diversity through involvement with others;
- Encourage curiosity, creativity and imagination;
- Develop the ability to reflect upon experiences of awe, compassion, beauty etc
- Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

These objectives will enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of Christian faith.

Teaching and Learning: the school pursues the aims and objectives by ensuring:

- The curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values;
- Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life;
- Unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and children;
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;
- The school building and outdoor environment provides appropriate spaces for silence, stillness and prayer;
- That children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits;
- The provision of opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Support for learning to live with success and failure for themselves and with others;
- That the RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and worldview perspectives;
- That children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;
- Promotion of strategies for positive mental health (see Appendix).



Approaches: we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning

- Seeking to foster spiritual capacities, e.g. imagination, insight and empathy;
- Allowing children the security and opportunity to explore and express feelings and emotions and to celebrate diversity;
- Providing opportunities for prayer including silence and stillness;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop relationships based on the school's Christian vision and associated values;
- Enabling children to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today;
- Providing an environment that promotes space to reflect, think and wonder.

Self, Others, World, Beyond:

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.
World: 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 <u>affect</u> 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.

Relationships link each of the four aspects together and are at the heart. What connects them all is love and hope.

We describe a relationship with ourselves: we talk about self identity, we talk of knowing ourselves. The real 'me' is not the colour of my hair or what I wear or what I do. These things belong in the country of the body and, however much they help to create 'me', they don't capture the essence of what makes me act and the choices that I make.



We describe a relationship with others: we talk of our feelings towards others we know but also of the recognition that we are bound to people whom we have never met. It is that wider connection that deepens our humanity. We are only fully human through our relationship with other people. A popular African saying is 'I am a person through other people.'

We describe a relationship with beauty: we talk of stunning views, stirring words, art that compels us, music that consoles us. Children and adults have a broad capacity to respond to beauty, but we have to ensure that when students are given these experiences, they explore these for themselves to find their own point of meaning and significance.

We describe a relationship with the beyond: This is the hardest aspect to articulate, mainly because there is nothing tangible to hold on to. However, children can have a growing awareness of their place in the world and a sense that life has a process. If children or adults do mention God in relation to any of the four aspects, then they most commonly include it in this box'. One of the things that we need to do is take God out of this box and ensure that he is equally apparent throughout each aspect.

Monitoring and evaluation: spiritual development cannot easily be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Use of the transformation progression and observing and listening to children;
- Regular discussion at staff and governor meetings alongside the school's Christian vision and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training;
- Evidence from pupils' work, e.g. reflective diaries, RE books, SMSC work, creative writing, art;
- Regular inclusion in the SEF;
- CPD opportunities and sharing examples of good practice with other schools.

Planning for spiritual opportunities: we are aware that spirituality cannot be taught or forced. As a school we have focused on providing opportunities for spiritual growth which are explicitly planned for in our MTP. Providing opportunities for spiritual reflection is not limited to CW or RE but intrinsic throughout all areas of the curriculum. Staff have training on Inset days to support understanding of both the concept of spirituality and how this could be developed in specific subject areas. CW and DACW give planned opportunities for spiritual reflection and growth, offering students quiet moments to reflect. This enables both staff and students to become increasingly confident in discussing spirituality and using the shared language of self, others, world, beyond.



Appendix Extract from the Mental Health and Wellbeing Guidance; Advice for Schools and SIAMS Inspectors 2018

Spirituality and Mental Health: The Royal College of Psychiatrists has published some useful guidance on spirituality and mental health where they identify ways in which some aspects of spirituality can offer real benefits for mental health. They identify spirituality as being within and beyond formal religion and recognise that it often becomes more important to people in times of emotional stress and physical and mental illness, loss, bereavement and the approach to death.

They recommend that a person with a religious belief may need support which acknowledges and gives space to their faith as part of their support. Schools should therefore look to provide opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing. Religious Education which offers the opportunity for young people to engage with a diversity of people can support this. Schools would also benefit from building relationships with the religious leaders in their community.