Spiritual Development Policy

St Luke's CoE Primary School

Our Vision:

Love God. Love your neighbour as yourself: Be the Good Samaritan. Luke 10. 25-37

Inspired by Jesus' parable of the Good Samaritan, we live out our love for God through collective worship and meaningful opportunities for spiritual growth. Rooted in God's unconditional love, we treat everyone with respect and compassion, nurturing a safe, loving, inclusive school where everyone belongs. Learning together, we flourish and reach our full potential. We empower each other to make positive change for the community we share.

At St Luke's, we **Love, Include, Flourish**, and **Empower** – our **L.I.F.E.** principles.

Date of implementation: November 2025
Next review: September 2027

1. How is this policy a reflection of our theologically rooted Christian vision?

At St Luke's, our Christian vision—'Love God. Love your neighbour as yourself: Be the Good Samaritan' (Luke 10:25–37)—informs every part of our life together. Our L.I.F.E. principles (Love, Inclusion, Flourishing, Empowerment) are the means by which we express and evaluate that vision. Inspired by Jesus' parable, we are committed to nurturing the spiritual development and flourishing of all members of our school community through compassion, reflection, and purposeful encounter.

2. Introduction

Our policy reflects the Church of England's Vision for Education which embraces the spiritual, physical, intellectual, emotional, moral and social development of all.

Spirituality at St Luke's is not an extra—it is *our calling*. It enables every member of our community to encounter truth, reflect deeply, and be transformed. It allows us to ask the most powerful questions—and to live the answers through being learners and community members that love, include, flourish, and empower.

3. Aims

Our aim is to establish the right learning environment to enable the spiritual flourishing 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 knowledge and understanding of the school's Christian vision and the Biblical teaching that underpins it.

Develop an awareness of and respect for other people's beliefs and the ability to articulate their own.

Foster self-awareness and encourage pupils to make informed decisions.

Develop an appreciation of what it means to be part of a community and use their gifts in service of others.

Encourage curiosity, creativity and imagination.

Develop the skills and language to reflect on big questions and life's mysteries.

Understand and make sense of feelings and emotions, including disappointment, failure, and loss.

Be given opportunities to connect with someone or something beyond themselves, nurturing a sense of the transcendent, and to grow in their understanding of what it means to love God.

4. Legal Requirements

Spiritual development is a statutory element of education. Section 78 of the Education Act 2002 requires schools to promote the spiritual, moral, cultural, mental, and physical development of pupils. SIAMS inspections evaluate how our theologically rooted vision shapes spiritual development. Ofsted's School Inspection Handbook (2019) outlines expectations for spiritual education through reflection, respect, awe, creativity, and values.

5. Shared Understanding of Spiritual Development and Provision at St Luke's

Spirituality is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of 'beyond' and 'other', searching for meaning, discovering purpose, open to more. (Rebecca Nye)

Rebecca Nye is a leading researcher and educator in the field of children's spirituality. With a background in developmental psychology and theology, she has worked extensively with schools and churches to explore how children experience and express spirituality. Nye introduced the concept of **"relational consciousness"** — understanding spirituality as an awareness of one's relationships with oneself, with others, with the world, and with God or the "beyond." Her work emphasises listening to children's spiritual voices and creating environments that nurture wonder, reflection, and connection.

Nye's definition of spirituality as "relational consciousness" (2011) helps shape our understanding, especially as found in the child's emerging awareness of themselves in relation to others, the world, and the beyond (God).. At the root of this lies the foundational understanding that the language of definition and meaning should not be a barrier for children, as spiritual awareness is not constrained by the ability to codify the experience. We also recognise the importance of exploring how children's understanding of spirituality can **progress and deepen through the course of the curriculum**. At St Luke's, we define spirituality as an ongoing, reflective journey—something that teaches us about questioning, wondering, and a sense of curiosity; something that helps us with understanding our relationships with ourselves, others, the world, and the beyond.

We explain this to children using a repeated phrase and associated visuals:

- *myself*, who I am (hands overlapping on heart)
- *my relationships with others*, and how I treat them (hold hands out to the side to link with imaginary others)
- how I understand and look after this *wonderful world* (hands draw circle from top to bottom)
- and think about everything *beyond* the everyday (Push hands away from us outwardly)

Spirituality is not an isolated subject—it's woven through different aspects of school life, for example:

Time for quiet and reflection

Quiet reflection could involve listening to a story, lighting a candle in Collective Worship, going for a walk, relaxing in the classroom calm areas, enjoying the beauty of nature with our Naturehood tutor or sitting still!

Sharing big questions

Building in time to ponder. This could be through the teaching of P4C, religious education ,PSHE, in worship or based on the children's wonderings at any time!

Zones of regulation
Our framework and language to capture our feelings encourages self-awareness and resilience.

Child led Outdoor Space
Providing a child led outside space for reflection, wonder and contemplation. This is part of our curriculum in EYFS and we are embedding more into Year 1.

Experiencing Stillness on the inside and the outside
This is particularly important during Collective Worship. Observing the impact this can have on emotions, thoughts and feelings

Using music

Music is a powerful way to nurture spirituality because it helps children to express emotion, connect with others, and experience a sense of awe and wonder. At St Luke's, singing together is an important part of our school life — it creates unity, joy, and belonging. Through shared songs in Collective Worship, classroom learning, and celebrations, children encounter moments of reflection and inspiration that deepen their sense of connection to themselves, to others, and to God.

Relationships and Ethos

Our school is built on high moral and theological principles, embodied in our Ready, Respectful, Safe, and Loving expectations as part of our St Luke's Way. Our shared principles—love, include, flourish and empower—guide us on our journey. They are how we live the Gospel daily.

Inclusivity and Individual Response

Spirituality is for everyone. At St.Luke's we believe that every child can grow and learn spiritually Whether a child has deep religious belief, is exploring faith, or holds no faith background, our school offers space to respond personally and meaningfully.
We invite, not impose.

Provision is inclusive and adaptive, recognising that spiritual development looks different for every child. We ensure full access for SEND pupils and are respectful of all faith backgrounds and worldviews. Our clergy have started to implement adaptive and immersive collective worship experiences for our non-verbal children. Our offer is to be inclusive of all: All children regardless of the level of language they have will be given the opportunity to connect with someone or something beyond themselves, including the transcendent, and to grow in their understanding of what it means to love God (See aims)

In the Early Years, spirituality is explored in the environment either through sensory play, storytelling, imagination, and relationship, laying the foundation for deeper reflection as children grow.

Partnerships That Enhance Our Spiritual Life

Our partnerships do more than extend our provision—they align deeply with our Christian vision and enable every child and adult to experience spiritual development in community, through service, and with purpose. These include:

Local Clergy from St Giles', St Clement's, and Wesley's Chapel lead worship, offer pastoral support, and connect us to living church communities.

The Diocese of London (LDBS) provides training, resourcing, and evaluation tools that help us sharpen our spiritual intent. These relationships support alignment, staff development, and theological reflection across our family of schools.

Ambassadors and Football Ambassadors play an active role in promoting leadership, service, and peer support. These pupils are trained to embody the values of L.I.F.E. and serve as role models during worship and wider school life, helping foster moral reflection, inclusion, and mutual encouragement.

The St Luke's Centre, based locally, provides tailored enrichment, therapeutic intervention, and a strong values-driven curriculum. Its work with some of our most vulnerable learners is grounded in care, dignity, and empowerment—directly reflecting the spiritual ethos of the school and helping every child flourish.

7. CPD and Training

All staff are supported in developing confidence to promote spiritual development. CPD includes diocesan training, worship planning, reflective practice, and sharing best practice across LDBS networks. New staff are inducted into the theological vision of the school.

Spirituality is not an isolated subject—it's woven through all aspects of school life, especially within opportunities for reflection, creativity, and connection. At St Luke's, we use the 'Ricketts Spiritual Progression' developed from the Salisbury Diocese as a framework to audit our spiritual encounters, reflections, and transformations. This process supports ongoing staff professional development (CPD) and ensures that our provision for spiritual growth remains intentional, reflective, and continually evolving across the curriculum and wider school life.

8. Monitoring and Evaluation

We evaluate spiritual development through:

- • Pupil and staff voice, observation, and reflective dialogue.
- • Monitoring collective worship and classroom practice.
- • Learning walks and evidence from RE, PSHE, and Art.
- • Governor and LDBS reviews aligned with our Christian vision and ethos.

9. Opportunities for Spiritual Flourishing of Adults

Spirituality is nurtured in staff through reflective meetings, school worship, church partnerships, and professional dialogue. Opportunities for stillness, prayer, and theological engagement are valued.

Evaluation/Review

This policy is reviewed regularly by the Headteacher and ratified every three years by the Christina Ethos Committee.