



Spiritual Development Policy

"Love thy neighbour" (Luke 10:27)

'Rooted in the parable of the Good Samaritan, our vision calls us to act with compassion, dignity, and service. We believe every individual is made in the image of God and called to flourish. Through an inclusive, nurturing environment and a focus on our termly Christian values—Hope, Love, Service, Faith, Wisdom, and Forgiveness—we develop the whole child: spiritually, morally, socially, emotionally, and intellectually. This reflects the Church of England's aim to pursue 'life in all its fullness' and prepares pupils to become courageous advocates for others.'

Approved by:	FGB	Date: 9th July 25
Last reviewed on:	July 2025	
Next review due by:	July 2027	

Each half term we focus on a different Christian value, linking our curriculum and collective worship to these themes:

- Autumn 1: Hope
- Autumn 2: Service
- Spring 1: Love
- Spring 2: Faith
- Summer 1: Wisdom
- Summer 2: Forgiveness

These values underpin our work and help children connect deeply with spiritual, ethical, and communal understanding. As part of this, our Year 6 House Captains also serve as our Christian Values Committee. Each week, they select a Bible passage that links to the school's current Christian value—and identify pupils across the school who embody this value in their actions. This encourages pupil-led reflection, celebrates lived-out values, and helps embed scripture into the daily life of the school community.

1. Introduction

The Church of England Vision for Education is rooted in Jesus' desire that we should have "life in all its fullness" (John 10:10). Spiritual development is central to our work as a church school, influencing all areas of education and life. As stated in Acts 17:28, "In Him we live and move and have our being." At St Peter's, we create space for children and adults alike to grow spiritually throughout their journey with us.

2. Aims

We aim to:

- Celebrate each individual as a unique child of God
- Promote our Christian values and Biblical teaching
- Enable children to reflect on their own beliefs and appreciate the beliefs of others
- Foster self-awareness and moral courage
- Encourage respect for diversity and service to others
- Develop a reflective approach to life through awe, beauty, silence, and stillness
- Equip children to cope with experiences of disappointment, failure, and loss
- Inspire curiosity, imagination, creativity, and spiritual language across all subjects

3. Legal Requirements

This policy supports the requirements of:

- Education Act 2002 (Section 78) promoting the spiritual, moral, cultural, mental, and physical development of pupils
- Education Act 2005 (Section 48) Church school inspections (SIAMS)

Spiritual development is evaluated under SIAMS through questions related to the school's vision, worship, and how spirituality is nurtured across the curriculum.

4. Shared Understanding of Spirituality

We define spirituality as the connection between the inner life and something greater than ourselves.

At St Peter's we use this model:

- Looking Inward: Reflecting on thoughts, emotions, values, and identity
- Looking Outward: Engaging with the world, nature, relationships, and global responsibility
- Looking Upward: Exploring big questions about life, God, and meaning

Spiritual development is unique to each child and can be expressed through prayer, reflection, creativity, wonder, compassion, and response.

5. Provision

At St Peter's Eaton Square, spiritual development is at the heart of school life and intentionally nurtured through the following:

- **Curriculum:** All subjects are planned with opportunities to inspire awe, curiosity, and ethical reflection. For example, in Science, pupils marvel at the life cycle of butterflies; in History, they discuss fairness and justice when studying significant individuals; in Forest School, they experience the wonder of God's creation first-hand.
- **Religious Education:** Our LDBS RE curriculum explores Christianity as a global faith while valuing diversity. Children explore "Big Questions" such as *Why do we forgive?* and *What makes a place sacred?* They are encouraged to reflect, express empathy, and link beliefs to real-life action. Children's RE workbooks and prayers capture these spiritual insights.
- **Collective Worship:** Worship is inclusive, invitational, and grounded in our vision: "*Love thy neighbour.*" Each week includes whole-school worship, class worship, and pupil-led opportunities. Themes align with the liturgical calendar and our half-termly Christian values: *Hope, Love, Service, Faith, Wisdom, and Forgiveness.* Collective Worship also includes opportunities for reflection, prayer, and engagement with scripture. Further details on the structure, aims, and expectations of worship in our school can be found in our **Collective Worship Policy**, which works in tandem with this Spiritual Development Policy to support the spiritual growth of every pupil.

- **Environment:** Each classroom has a prayer or reflection corner with age-appropriate resources including Bibles, candles, and visual prompts. We have a dedicated Prayer and reflection room.
- **Relationships:** We model Christ-like compassion and dignity in all relationships. Our restorative behaviour policy promotes forgiveness, accountability, and reconciliation. Adults regularly support children to express emotions using “I feel” statements and Zones of Regulation.
- **Unplanned Opportunities:** Staff are trained to recognise and celebrate spontaneous spiritual moments—for example, pausing to reflect when a classmate shares sad news, or giving thanks during a surprise moment of beauty in nature.
- **Creative Arts & Expressive Curriculum:** Children experience spirituality through singing assemblies, Nativity plays, role-play in EYFS, art exhibitions, and reflective writing. These foster imagination, insight, and self-expression.
- **Special Events & Enrichment:** Church services, RE theme days, visits to places of worship, and partnerships with clergy provide rich opportunities for deepening spiritual understanding. During our Eco Week, children explored the Christian call to stewardship by designing campaigns based on Genesis 2:15.
- **Staff CPD:** All staff are trained in using our shared spiritual framework (*inward, outward, upward*) and in identifying and planning for spiritual moments. CPD is accessed via LDBS, SIAMS workshops, and RE leader briefings.
- **Early Years:** In EYFS, spirituality is fostered through story-based RE, imaginative role-play, daily prayer time, and responding to seasonal changes in nature. For example, children reflected on “new life” while planting sunflower seeds and linked it to the Easter story.
- **Inclusivity & SEND:** Spiritual development is accessible to all. SEND pupils use visual aids, sensory tools, and scaffolded reflection tasks. All children’s backgrounds and beliefs are respected and thoughtfully considered in planning.
- **Moral & Global Citizenship:** Spirituality is linked to justice, compassion, and action. Through our Eco Council, Kids 4 Kids, and fundraising for The Passage, children act on their values to serve the wider world.

All staff are inducted into our shared spiritual language and trained to plan for and identify spiritual opportunities. We access CPD through the LDBS and Church of England Education Office.

7. Monitoring and Evaluation

Spiritual development is monitored through:

- Pupil conferencing and voice
- Collective Worship evaluations
- RE and SMSC book scrutiny
- Lesson observations and learning walks
- Reflection journals and pupil prayer contributions
- Staff reflection and development opportunities

- Governor Walkthroughs: Foundation Governors conduct spiritual learning walks and share reflections at LDBS and Full Governing Body meetings.
- Child-Led Review: Christian Values Committee help review reflection spaces termly.

This provision is reviewed annually by SLT and governors and included in our SIAMS SEF.

8. Flourishing for Adults

We also promote the spiritual wellbeing of staff and adults through:

- Collective worship and whole-school services
- Opportunities for stillness and reflection during INSETs and meetings
- Partnerships with clergy
- Staff voice and wellbeing surveys

9. Examples of Implementation

- Weekly themes linked to Christian values: **Hope, Love, Service, Faith, Wisdom, Forgiveness**
- **Prayer spaces** in every classroom and a central **reflection garden**
- "**Big Questions**" explored across subjects — e.g. *"Why should we care for creation?"* in Science, or *"Was it fair how Mary Seacole was treated?"* in History
- **Visual and sensory prayer resources** to support SEND and EYFS pupils (e.g., tactile mats, emotion stones, visual prompts)
- **Child-led worship**, with pupils writing and leading prayers or reflections
- **Prayer are written in our Christian reflection room** and reflection time is embedded weekly
- **RE visits** to churches, synagogues, and mosques fostering interfaith understanding
- Use of **art, poetry, and drama** to express spiritual learning and Biblical values
- **Eco Council campaigns** linking Genesis 2:15 to sustainability and stewardship
- **Staff INSETs** include moments of stillness, scripture-based reflection, and theological discussion

Policy Author

Ratified by Governors:

Next Review Date: Summer 2027