



ST. GEORGE'S COFE SCHOOL

SPIRITUAL- DEVELOPMENT POLICY

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| APPROVED BY: | The Senior Leadership Team | | |
| SIGNED: | | DATE: | 05/03/2026 |
| LAST REVIEWED ON: | March 2026 | | |
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| DOCUMENT NOTES: | | | |



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INTRODUCTION

Name of School: St George's CofE School

Vision:



SCHOOL STATEMENT ON SPIRITUALITY AND SPECIAL DEVELOPMENT

At St George's CofE School, we recognise that developing the spirituality of our pupils and adults is a fundamental aspect of enabling pupils and adults to flourish.



Our school's distinctively Christian vision- **“Nurture, Learn, Succeed. With God's guidance, we nurture our St George's family to have a passion for learning and give them the strength to face challenges, so that they succeed and flourish in life's journey”** — is deeply connected to the way we understand and foster spirituality.

Our school's distinctively Christian vision shapes and motivates the development of spirituality, ensuring that is *well planned and of high quality so that the whole school community is engaged on a journey of discovery.*”

Using these foundations, the following explanation shows how spirituality expresses and enables the school vision:

1. Nurture — Spirituality strengthens our care for one another

Spirituality encourages pupils and adults to deepen their awareness of themselves and others. By making meaningful connections with their own emotions, relationships, and lived experiences, individuals feel valued, understood, and supported.

This directly expresses our commitment to **nurture**, as spirituality helps create a community where everyone is respected, encouraged, and cared for as part of the St George's family.

2. Learn — Spirituality inspires curiosity, reflection, and growth

Spirituality is as a personal journey of discovery, unique to every individual and this aligns powerfully with our aim to develop a *passion for learning*.

Spiritual development teaches our pupils to:

- Reflect on experiences,
- Recognise meaning and purpose,
- Explore big questions about identity, values, and the world.

Such reflective learning nurtures deeper thinking and encourages pupils to approach learning with openness, curiosity, and wonder — key qualities rooted in our Christian vision.

3. Succeed — Spirituality builds resilience, hope, and strength

Our vision emphasises giving pupils the **strength to face challenges**, echoing the biblical foundation: *“I can do all things through Christ because he gives me strength” (Philippians 4:13)*.

The policy affirms that spirituality helps individuals respond to the loving nature of God and develop a deeper sense of connection with Him.

This nurtures hope, resilience, courage, and moral purpose — all essential for success in life.

Through spiritual development, pupils gain inner resources to persevere, make wise choices, and flourish academically, socially, and personally.

4. Flourishing — Spirituality supports the whole-person development at the heart of our vision

At St George's, spiritual development is a *fundamental aspect of enabling pupils and adults to flourish*. Our vision speaks of flourishing *in life's journey*, and spirituality is one of the key ways this flourishing is enabled.

By connecting with:

- themselves,
- others,
- their experiences,

and God's wonderful creations,

pupils develop a strong sense of identity, purpose, and belonging — foundations for a fulfilled life.

5. A Distinctively Christian Expression of Our Vision

The policy explains Christian spirituality as developing a deeper understanding of and connection with God, recognising God's loving nature revealed through the Trinity. This complements our vision's call to seek **God's guidance**, as spirituality provides the framework through which pupils explore faith, encounter Christian values, and understand how God strengthens them in their learning and life challenges.

Spirituality expresses our school vision because it enables every member of our community to grow in self-understanding, develop meaningful relationships, draw strength and hope from God, and appreciate the wonder of God's creation. Through spiritual development, we nurture our pupils, inspire their learning, and equip them to succeed and flourish in all aspects of life.

Spiritual development differs from person to person and is a very personal experience. For this reason, it is difficult to put into words. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith. For Christians in church, spirituality is about developing a deeper understanding of and connection with God. It is about God's way of being with us and our way of being with God. Through this we are able to respond to the loving nature of God as revealed through the Trinity: Father, Son and Holy Spirit. A school is not a church, but it is a collection of people who come from a variety of backgrounds for the purpose of education. Family backgrounds may be very different, and spiritual development must take account of the varied circumstances of staff and pupils. In light of this and our school's distinctively Christian vision, at St George's we define spirituality as:

'Making connections with ourselves, our experiences and with those around us including God's wonderful creations.'

Spirituality at St George's

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|  | <i>We use the following symbols to help us think:</i> Head- What have I learned? What can I take away? |
|  | Heart- How has this made me feel? Why do I feel the way that I do? What might be the impact for others? |
|  | Hands- What do I need to do now? What is my response? How can I change or change the situation? |








AIMS AND GUIDING PRINCIPLES

Through establishing the right learning environment in which spiritual development can be fostered, we aim to support pupils and adults to:

- 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
- foster self-awareness and the ability 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
- develop a love of 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 pupils and adults 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.

GUIDING PRINCIPLES

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas:

- **Self**
 - Awareness of feelings: ability to reflect and express.
 - Awareness of our uniqueness: happiness with who we are.
 - Gratitude for the things we have and the person we are.
 - Exploration of personal faith.
 - Development of imagination and creativity.
- **Others**
 - Empathy and understanding: respect.
 - To love and be loved (loving your neighbour).
 - Making a difference: duty.
- **Transcendence (Beyond)**
 - Encountering / experiencing God (having a sense of what lies beyond the material / physical).
 - Ability to ask and discuss the 'Big Questions' (e.g. about life, death, suffering, nature of God).
 - Opportunities for prayer, connecting with God.
 - Making sense of the world.
- **Nature**
 - Developing a sense of awe and wonder.
 - Enjoying the miracles of everyday life.
 - Taking time for what really matters.



- Appreciating beauty in art, music, nature, etc.

APPROACHES TO SPIRITUAL DEVELOPMENT

In St George's CofE School, we seek to find ways in which all areas of the curriculum can contribute to pupils' spiritual development and to highlight opportunities for these in our planning by:

- seeking to foster spiritual capacities, e.g. imagination, insight and empathy
- allowing pupils 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 pupils to develop relationships based on the school's Christian vision and associated values
- enabling pupils 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.

As part of our approach to spiritual development, we use the follow strategy in our school:

Within our family of St George's, we believe that spirituality is all about making connections.

- ❖ Making connections with our life experiences.
- ❖ Making connections with our family.
- ❖ Making connections with our friends.

We discuss how within life we all have:

'Wow' Moments - These are the awe and wonder moments. The times when you want to breath in and capture the feeling, holding onto it as long as you can.

'Now' Moments - These are the everyday ordinary times. Being able to be present in the moment, thinking of what we have and how lucky we are to be here, now.

'Ow' Moments - These are the things that can go wrong. They can knock the breath out of you.

We talk about how all of these moments together enable us to then make connections, and we encourage the children to use our symbols of the head, heart and hands to make their reflections reflecting on what they have learned, how it makes them feel and what their response and actions will be.

At St George's, Spiritual development is interwoven within the whole curriculum and as we all are spiritual beings, whether we have a faith or not, we know that spiritual moments occur all of the time. As a school, we ensure that we notice how and where the connections are being made and most importantly recognising the things that happen.

Across our Curriculum, we also plan opportunities for Spirituality in line with Katheryn Wright's Sacred Pathways.

1. Naturalists: Loving God outdoors
2. Sensates: Loving God with the senses
3. Traditionalists: Loving God through ritual and symbol
4. Ascetics: Loving God in solitude and simplicity
5. Activists: Loving God through confrontation
6. Caregivers: Loving God by loving others
7. Enthusiasts: Loving God with mystery and celebration
8. Intellectuals: Loving God with the mind.
8. Contemplatives: Loving God through adoration



We also recognise that spiritual opportunities arise spontaneously, and we ensure that we also capture these special moments too!

PLANNING, RECORDING, MONITORING AND EVALUATION

Through 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 pupils
- Collective Worship celebrates the love of God for every individual and provides opportunities for pupils 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 pupils' 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
- opportunities are provided for pupils to listen attentively and observe carefully, to listen with discernment, to value what is good and worthwhile and to make judgements through discussion and exchange of views and ideas
- support is provided for learning to live with success and failure for themselves and with others
- that the outstanding RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives
- that pupils 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
- strategies for positive mental health are promoted.

MONITORING AND EVALUATION

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to pupils for spiritual development will be monitored and evaluated in the following ways:

- observing and listening to pupils
- 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. Worship Reflective Journals, RE books, SMSC work, creative writing, art
- regular inclusion in the SEF
- CPD opportunities and sharing examples of good practice with other schools
- Spirituality reviews



ROLE AND RESPONSIBILITIES

The Governing Body will:

- provide a statement within the school prospectus which makes clear that the aims of spiritual development within the school are based on its Christian foundation, but are inclusive in practice.
- in conjunction with the Headteacher, monitor the effectiveness of spirituality within the school and make recommendations for its development in accordance with the SIAMS Schedule.

The Headteacher will:

- co-ordinate timetabling / themes across the year(s) into long, medium and short-term planning, in conjunction with the school and church community, so that spirituality can be embedded throughout the curriculum
- ensure that the school prospectus, welcome / induction pack and website have clear statements about the school's ethos for developing spirituality and its distinction from moral, social and cultural development
- be a part of the SIAMS inspection process
- support other members of staff
- know where to access good resources to support spiritual development
- lead staff meetings or provide quality CPD other sources that have a focus on development of spirituality.

Staff will:

- support the crucial role that spiritual development plays within the school
- plan and lead activities for the development of spirituality when required
- provide opportunities for pupils to reflect, question and be inspired
- understand the school's definition of spirituality and promote it where possible.

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. This support is provided by Diocese of Worcester Education Team. Training needs for staff may be identified through regular subject leader audits as well as performance management cycles.

RESOURCES

A number of resources are available to support the development of spiritual development within school including:

- Roots and Fruits
- Diocesan Wellbeing and Spirituality Compendium
- Diocesan Prayer Area resources.

REVIEW



This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the Governing Board every two years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in the SIAMS Schedule for Inspections
- a change in the understanding of spiritual development.

Approval / review by Governing Board:

Headteacher signed: 

Date: March 2026

Chair of Governors signed:

Date:

Date of next review:

Date: March 2028