

St John's CE Primary Academy

'Life in all its Fullness' - John 10:10



Spirituality Policy

Date last reviewed: November 2025

Reviewed by: Head of School and LGC

Date for next review: September 2026

Legal Framework: Links to OFSTED and SIAMS expectations

The **Ofsted School Inspection Handbook (September 2024)** states that inspectors will evaluate the effectiveness of the school's provision for pupils' *spiritual, moral, social and cultural (SMSC) development*. This is a broad concept that can be seen across the school's activities and underpins 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 their 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;

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- willingness to reflect on their experiences.

The **SIAMS Framework (September 2023, revised September 2024)** asks:

"How does the school's theologically rooted Christian vision enable pupils and adults to flourish?"
(*Inspection Question 1*)

This framework emphasises that the Christian vision should shape the whole life of the school, including the spiritual flourishing of pupils and adults.

At St John's, spirituality is woven through our curriculum, collective worship, and relationships. We provide opportunities for pupils to pause, wonder, and reflect – to explore big questions, express feelings, and recognise the presence of God in the everyday. In doing so, we help every member of our community to experience *life in all its fullness*, living out **Faith, Hope, and Love** in all they do.

School Statement on Spirituality

To talk about spirituality is, essentially, to talk about something that is beyond words. To make conversations about spirituality more accessible to every member of our school community, St John's CE Primary Academy follows ideas developed by the Education Department at the Diocese of Lichfield.

At St John's CE Primary Academy, we understand spirituality as relational awareness – an awareness of our relationships with:

- **Self:** recognising that we are each unique and developing self-understanding and self-worth.
- **Others:** understanding how empathy, compassion, concern, and shared values shape our relationships.
- **World and Beauty:** appreciating and responding to the wonder of creation, nature, and human creativity through art, music, and the world around us.
- **Beyond:** exploring the transcendental – that which is greater than ourselves – and finding meaning and purpose beyond the everyday.

Vision and Values

Inspired by our Christian foundation and the words of Jesus in John 10:10,

"I have come that they may have life, and have it to the full,"

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Our vision is to nurture a flourishing school community where every child and adult is empowered to grow spiritually, academically, socially, and emotionally. We aim to create a safe, inclusive, and aspirational environment rooted in **faith, hope and love**. Our school seeks to cultivate curious minds, compassionate hearts, and courageous spirits, equipping each learner to discover their purpose, develop their gifts, and contribute positively to the world around them.

In partnership with families, the Church, and the wider community, we are committed to enabling **life in all its fullness** for all.

Our vision is lived out through our values, which are rooted in Christian teaching and Scripture, including **1 Corinthians 13** and echoed in our school's core parable, the **Good Samaritan**:

Faith

We encourage our pupils to be **reflective, honest, wise, and respectful**, developing a strong moral compass and a deep understanding of themselves, their beliefs, and their relationships with others. Faith at St John's is about trusting, questioning, and learning to act with integrity in all areas of life.

Hope

We inspire our pupils to be **resilient, flourishing, ambitious, and courageous**, equipping them to overcome challenges and aim high in their aspirations. Hope is about believing in possibilities, embracing opportunities for growth, and nurturing a sense of optimism and determination in themselves and others.

Love

We nurture our pupils to be **kind, serving, inclusive, and forgiving**, building a caring community where everyone feels valued. Love is demonstrated in the way we support one another, celebrate differences, serve our community, and approach mistakes and misunderstandings with compassion and grace.

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Through these values, we aim to create a nurturing and aspirational school environment where every child is empowered to grow spiritually, academically, socially, and emotionally, and to live out 'life in all its fullness' (John 10:10).

Spirituality within the Ethos of the Daily Life of the School

St John's C.E. Primary Academy we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves.

Organisation

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The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values. We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life.

Spirituality in Collective Worship

Collective Worship is the beating heart of St John's C.E. Primary Academy. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared. Collective worship themes are planned based on our Christian vision and values but can be adapted as required as specific needs arise.

Collective Worship provides the opportunity for staff and pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (now moments), which are often linked to invitations to pray. Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and are introduced to different musical traditions.

Opportunities to reflect on the 'wows' of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the 'ouch' moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship at St John's Primary CE Academy is invitational, inspirational and inclusive.

Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.

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Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality. For further details, please refer to the St John's C.E. Primary Academy Religious Education (RE) curriculum information and The Church of England's Statement of Entitlement: In Church of England schools the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith.

Spirituality within the Curriculum

Our Christian vision is a driver for curriculum design at St John's CE Primary Academy. It shapes the knowledge, skills, and experiences we provide, ensuring that our pupils grow not only academically, but also spiritually, socially, and morally. Our 'Big Questions' map, available on the school website, outlines the key spirituality questions explored in each subject, helping to make spiritual learning explicit and accessible to all.

Throughout our curriculum subjects we encourage children to consider:

- **Questions of meaning and purpose:** exploring who they are, why they are here, and what gives life value.
- **Personal reflection:** thinking deeply about their own beliefs, feelings, and experiences.
- **Ethical understanding:** recognising right and wrong, fairness, and the impact of their choices on others.
- **Interconnectedness:** understanding their relationships with others, the wider world, and the environment.
- **Creativity and wonder:** engaging with beauty, art, nature, and ideas that inspire awe and curiosity.
- **Transcendence and faith:** exploring beliefs, the divine, and experiences beyond the material or everyday.
- **Compassion and service:** considering how their actions affect others and how they can contribute positively to their community.

By embedding spirituality across the curriculum, we aim to help children develop curious, compassionate, and courageous learners who are equipped to live out our school values of **Faith, Hope, and Love** in all areas of life.

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How do we know this is effective?

Some of the examples we look for to show that students and staff are developing spiritually are:

- Good relationships throughout the school
- Student voice, e.g. trip feedback / reflections
- Engagement with social action and charity projects.
- Willingness to participate in debates and engage with 'Big Questions'
- Ability to express and understand feelings
- Engagement with times of reflection
- Displays of creativity
- Evidence of enjoyment in learning new skills and concepts
- Use of imagination in learning
- Respect of different faiths, feelings, and values Recording,

Review

To review our approach to spirituality, we regularly ask ourselves the questions below, as suggested by Anne Lumb in her article 'spirituality: the oven fabric of school life?'

- In our school, where are learners given the space to wonder and ask questions; to imagine a better world and to think of ways of making it better?
- In what ways are learners developing the skills to live with mystery – knowing there are not always answers to questions and that that is, ok?
- What is the balance between 'being' and 'doing'?
- How are learners being encouraged to develop a sense of self and identity which they are comfortable with?
- In what ways are learners able to relate well to others?
- How are learners encouraged to develop a sense of awe and wonder about the natural world which extends to action to protect and nurture that world?

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- Where and when are learners given meaningful opportunities to consider the existence of God or a 'divine other' beyond what can be seen?
- In what ways are learners encouraged to 'never stop asking' questions?

Monitoring and Evaluation

The governors review the policy annually in partnership with Senior 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 and Senior Leaders ensure that this policy is fully implemented and that St John's CE Primary Academy 'Life in all its fullness' John 10:10 practice is consistent with the school's Christian vision, in line with the school's monitoring policy and monitoring schedule.

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 supporting this spiritual growth wherever appropriate. The Head of School and Vice Principal are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, The whole curriculum (including RE) 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 particularly around Strand 2.

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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 our academy will receive training and support from the staff member identified as leading on spirituality.

External Agencies:

We have many visitors who come in to school to enrich our children's education. We share the contents of this policy and encourages external staff to reflect on spiritual opportunities during their activities. This policy is reviewed every year, or more frequently, as required.

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