

Policy Statement for

Spirituality



Policies to refer to and cross reference: Collective Worship Policy, Religious Education Policy, Behaviour Policy, PSHE & RSE Policy

Change History Review every 3 years	Summary of Key Changes	Author
January 2026	Policy published	Executive Headteacher

Introduction

At Bisley Blue Coat Church of England Primary School, spirituality is at the heart of our Christian identity and daily life. Our vision — ‘Love, Learn, Live as One’ — is rooted in the Christian values of love, respect, community and trust. These values shape an environment in which all children and adults can flourish as the unique individuals God created them to be.

We affirm that spiritual development supports emotional wellbeing, relationships, resilience, learning and a sense of purpose. As a school within the Heartwood Federation, we work collectively to nurture spiritually rich communities where reflection, connection and compassion underpin all we do.

Legal Framework: Links to Ofsted and SIAMS Expectations

Ofsted (2024 School Inspection Handbook)

Inspectors evaluate the effectiveness of the school’s provision for pupils’ spiritual, moral, social and cultural development, including their:

- ability to reflect on their own beliefs
- respect for others’ faiths, feelings and values
- enjoyment and fascination in learning about themselves, others and the world
- imagination and creativity
- willingness to reflect on experiences

SIAMS Framework (2023–25)

This policy aligns with SIAMS evaluation areas, particularly:

- **IQ2B** – How is spiritual development intrinsic to the curriculum?
- **IQ3** – How does daily collective worship enable pupils and adults to flourish spiritually?
- **IQ3E** – How does the trust contribute to and enhance the school’s spiritual life?

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Review Frequency	Every 3 years	Updated	Jan 26
		Date ratified by Governing body	N/A
Version	1	Next Review	Jan 29
Review Author	Sarah Broadbent	Published on Website	Yes

School Statement on Spirituality

Spirituality is something that is often beyond words. To make spirituality accessible to all, Bisley Blue Coat follows the Diocese of Gloucester's shared language of spirituality:

- Wows – moments of awe, wonder, joy and beauty
- Ows – moments of challenge, sadness or pain
- Nows – moments of stillness, reflection and peace

This language reflects the diocesan metaphor of the human life as a pot, where cracks caused by "wows", "ows" or "nows" are opportunities for divine encounter and growth.

We affirm that everyone is uniquely made in the image of God (Isaiah 64:8) and that spiritual development is the ongoing process of noticing, reflecting and growing through life's experiences.

Aims

Through our approach to spirituality, Bisley aims to enable each child to:

- Develop a strong sense of self-worth, rooted in being created and loved by God
- Recognise their connectedness to others and their place within the community
- Appreciate difference, diversity and global responsibility
- Develop the language and skills to ask big questions and explore meaning and purpose
- Recognise awe, wonder, beauty, compassion and love
- Reflect on experiences of disappointment, challenge and loss as opportunities for spiritual growth
- Understand and appreciate the Christian ethos, story and practices of our school
- Use imagination, creativity and reflection as tools for learning and personal development

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Approach to Spirituality

Spiritual development arises naturally through everyday experiences — through learning, relationships, play, and stillness. We nurture moments that point beyond the ordinary and help children to reflect on:

- themselves
- others
- the world
- God / the transcendent

All staff are responsible for recognising and responding to “wow, ow and now” moments with sensitivity, openness and care.

Organisation

Spiritual development permeates the whole life of the school and is not confined to RE or Collective Worship.

Spiritual Flourishing in Collective Worship

Collective worship is invitational, inclusive and inspirational. It provides opportunities for:

- reflection, stillness and prayer
- exploring Christian values and biblical teaching
- encountering the Christian story
- responding to life’s wows, ows and nows
- celebrating achievements and nurturing hope

This aligns with SIAMS expectations for high-quality worship provision.

Spirituality in Religious Education

RE provides structured opportunities to explore worldviews, beliefs, values and meaning. It:

- supports reflective thinking and open questioning
- develops understanding of diverse faiths and beliefs
- fosters respect, empathy and curiosity
- aligns with the Church of England Statement of Entitlement and diocesan guidance

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Spirituality Across the Curriculum

All curriculum areas provide opportunities for spiritual development. Teachers intentionally:

- plan for awe, wonder, reflection and creativity
- encourage curiosity and questioning
- provide time to pause, notice and reflect
- model language around wows, ows and nows

Subjects such as art, music, science, outdoor learning and literature naturally provide rich spiritual experiences.

Spirituality Through Relationships and Ethos

The school's Christian vision is lived out through:

- the quality of relationships
- restorative approaches to behaviour
- a culture of compassion, belonging and trust
- shared values underpinning daily interactions

The Physical Environment

Our environment promotes spirituality through:

- reflective spaces indoors and outdoors
- prayer stations, quiet corners and displays
- celebration of seasons, festivals and creation
- opportunities to encounter beauty and stillness

Outdoor learning and our rural setting naturally support awe and wonder.

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Recording, Monitoring and Evaluation

We monitor spiritual development through:

- learning walks
- worship observations
- pupil voice
- curriculum planning reviews
- federation-wide collaboration and shared practice

Findings inform ongoing school improvement and alignment with SIAMS expectations.

Roles and Responsibilities

- **Executive Headteacher**
Ensures effective implementation of the Spirituality Policy across the school and federation; ensures alignment with SIAMS and Diocesan guidance.
- **RE Leader / Spirituality Lead**
Oversees the quality of spiritual provision; supports staff; monitors impact; develops curriculum links.
- **Collective Worship Lead**
Ensures worship is spiritually rich, invitational and reflective; contributes to whole-school monitoring.
- **All Staff**
Share responsibility for recognising and nurturing spiritual development; model reflective practice.
- **Governing Body**
Monitors strategic impact and ensures alignment with the school's Christian vision.
- **Heartwood Federation Leadership**
Provides shared support, resources and consistent practice across all schools.

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Staff Development and Training

We ensure staff are confident in supporting spiritual development by providing:

- diocesan training and briefings
- federation-wide professional development
- guidance on the shared language of spirituality
- support for planning spiritual opportunities across the curriculum
- training for high-quality collective worship

New staff receive induction on the school's approach to spirituality.

Monitoring and Review

This policy will be reviewed **every three years** to ensure it remains:

- aligned to the school's Christian vision
- consistent with Diocese of Gloucester guidance
- compliant with Ofsted and SIAMS expectations
- reflective of federation-wide priorities

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