The Carlton & Faceby and Bilsdale CE Federation

Spirituality Policy

Adopted by	Governing Body Signed: John Ford (Chair of Governors)
Date	January 2026
Review Date	January 2029

1. Legal Framework – OFSTED and SIAMS

Ofsted
The *Education Inspection Framework* requires schools to promote pupils' **spiritual, moral, social and cultural (SMSC) development** as part of the **Personal Development** judgement. Inspectors evaluate how effectively the school enables pupils to:

- Reflect on their own beliefs (religious or otherwise) and perspectives on life.
- Develop knowledge of, and respect for, different people's faiths, feelings and values.
- Enjoy learning about themselves, others, and the world around them.
- Use imagination and creativity in learning.
- Reflect on their experiences and develop curiosity and a sense of meaning.

SIAMS (Statutory Inspection of Anglican and Methodist Schools)
The **2024 SIAMS Framework** focuses on the impact of a school's **theologically rooted Christian vision** in enabling all members of the community to flourish. It does not use a checklist approach but asks schools to demonstrate how their vision shapes policy and practice. Inspectors explore three key questions:

1. **Who are we as a school?**
2. **What are we doing here?**
3. **How, then, shall we live and learn together?**

Spiritual development is a **golden thread** throughout SIAMS, particularly in **Inspection Question 2**, which asks:

- *How well does the school's Christian vision enable pupils and adults to flourish spiritually, morally, socially, and culturally?*

Schools must provide evidence that their vision drives:

- Collective worship that enables spiritual flourishing.
- A religious education curriculum that meets legal requirements and reflects the Church of England's Statement of Entitlement.
- Opportunities for pupils to explore meaning, purpose, and relationships with themselves, others, the world, and the divine.

2. Policy Statement

At Carlton & Faceby and Bilsdale Schools, spirituality is at the heart of our vision to be **KIND**:

- **Kind and accepting**
- **Independent learners**
- **Never giving up**
- **Determined to be our personal best**

Under God's guidance, we teach children the importance of kindness, tolerance, and mutual respect. We believe spirituality helps children grow in mind, body, and soul, empowering them to have the courage to achieve their personal best. Through moments of awe and wonder, reflection,

and understanding of something greater than ourselves, we nurture a sense of purpose and belonging.

Our approach is rooted in scripture:
Psalm 145:17 – "The Lord is righteous in all his ways and kind in all his works."
Luke 2:40 – "And the child grew and became strong; he was filled with wisdom…"

3. Definition of Spirituality

At Carlton & Faceby and Bilsdale Schools, we define spirituality in the following way:

Spirituality is something we feel, not something we see. It means feeling connected to yourself, to others, and to the world. It's about noticing amazing moments, asking big questions, and thinking about things bigger than us. Spirituality helps your mind, body, and soul grow so you can live a happy and caring life.

4. Aims

Through our discrete, planned and spontaneous opportunities for spirituality throughout our curriculum, we hope to:

- Encourage self-awareness – Help children understand and value their own thoughts, feelings and identity
- Foster connection – Build positive relationships with others and a sense of belonging to the schools and wider community
- Develop curiosity and wonder – Inspire children to notice beauty and amazing moments in the world around them
- Promote reflection – Give opportunities for children to pause, think and ask big questions about life and meaning
- Nurture respect and empathy – Teach children to appreciate differences and show kindness and tolerance
- Support personal growth – Help children grow in mind, body and soul so they can live happy, caring lives
- Encourage resilience and hope – Enable children to find strength and purpose, even in times of challenge
- Celebrate something bigger than ourselves – Help children explore ideas of faith, values and the wider world

Our schools provide the highest quality education within the context of caring Christian beliefs and practices; in partnership with our local churches – St. Botolphs, Carlton in Cleveland and St Hilda's, Chop Gate. Our schools are a creative, nurturing inclusive community, shaped by our vision for spiritual growth and our Christian values. Children of any faith, or none, are given the opportunity to develop their own spirituality, valuing wisdom, growing in hope, showing respect and exploring big questions. Opportunities for spiritual development are embedded across the curriculum to provide children with a breath of experiences in which they can reflect on and explore how they relate. To help children flourish both academically and spiritually, we have adopted Liz Mills model of using Windows, Mirrors and Doors alongside Wows, Ows and Nows to enable children to wonder, reflect and respond to different experiences that could provide spiritual opportunities. We apply this model within Collective Worship, across the curriculum and within extra-curricular opportunities. As part of their subjects, leaders ensure that spirituality is planned for to develop opportunities both in and out of school of awe and wonder, self-worth, values and appreciation of themselves, others, the world as well as the beyond.

Windows, Mirrors and Doors

Windows - Looking out – seeing new perspectives and experiences

- Share stories from different cultures and faiths to broaden understanding.
- Invite visitors from diverse backgrounds to talk about their beliefs and traditions.
- Use nature walks as "windows" into the beauty and wonder of the world.
- Explore global issues (e.g., caring for the planet) through age-appropriate discussions.

Mirrors - Looking in – reflecting on self and identity

- Provide reflection opportunities for pupils to talk, write or draw about feelings and experiences.
- Use circle time for children to share what makes them happy or proud.
- Encourage pupils to identify their own strengths and set personal goals.
- Include activities like "What makes me unique?" or "My special qualities".

Doors - Stepping through – taking action and making choices

- Organize kindness challenges or community service projects.
- Encourage pupils to act on what they've learned about respect and empathy.
- Create opportunities for pupils to lead assemblies or class discussions on values.
- Support involvement in eco-projects or charity events to make a positive difference.

Wows, Ows and Nows

Wows – experiencing awe and wonder, things that make us say "Wow!"—like a rainbow, a kind act, or learning something new.

Ows – acknowledging challenges and pain, when things hurt or don't go as planned. We learn how to care for ourselves and others during these moments.

Nows – living in the present moment, taking time to notice what's around us and feel calm and thankful.

5. How Spirituality is Promoted in School

Spirituality is encouraged and developed through all aspects of school life. It is woven into the curriculum and daily experiences to help pupils reflect, connect, and grow in mind, body, and soul. This includes:

- **Curriculum Opportunities**:
  - Religious Education and PSHE lessons that explore values, beliefs and personal reflection.
  - Creative subjects such as art, music, and drama that allow self-expression and appreciation of beauty.
  - Outdoor learning and environmental activities that foster awe and wonder about the natural world.
- **School Life and Ethos**:
  - Collective Worships that encourage gratitude, kindness and reflection.
  - Celebrating diversity and promoting respect for different beliefs and cultures.

    - Providing quiet spaces for reflection and mindfulness activities.
- **Personal development**:
    - Encouraging pupils to set achievable goals.
    - Providing opportunities for reflection and self-evaluation.
    - Celebrating achievements and helping children learn from mistakes.
- **Community and relationships**:
    - Following the school rules to respect our community.
    - Taking part in projects which have impact beyond the school community.
- **Environment and nature**:
    - Respecting and appreciating the beauty that surrounds our rural schools.
    - Taking every opportunity to use our outdoor spaces for curriculum delivery.
    - Caring for the earth and it's resources to promote environmental stewardship.
- **Celebrations and traditions**:
    - Exploring cultural and religious festivals with curiosity and respect.
    - Exposing children to different world views, and providing the space to challenge them respectfully.
    - Allowing children to discover what they like and dislike, agree with and dispute in a respectful environment.
- **Creative expression**:
    - Providing curricular and extra-curricular opportunities for children to explore feelings and values linked to the arts.
    - Studying religious and non-religious expressions of spirituality in the arts and how these link to or contrast children's own views.

6. Roles and Responsibilities

Responsibility for Implementation:

- **All staff** share responsibility for promoting spirituality through teaching and modelling positive values.
- **Subject leaders** ensure opportunities for spiritual development are embedded in their areas.
- **Senior Leadership Team (SLT)** monitors the overall implementation of the policy.
- **Governors** oversee and review the effectiveness of the policy as part of the school's ethos and curriculum provision.

The named staff member with overarching responsibility for spiritual development across the federation is Matthew Scott.

7. Monitoring and Review

The implementation of this policy will be monitored in the following ways:

- Informal and formal monitoring of teaching and learning activities
- Pupil voice
- Staff feedback
- Children's recording of work
- Classroom display

This policy will be reviewed at least every 3 years, or sooner if required.