St James CE Academy

Spirituality Policy

"Here at St James we believe that 'everyone is loved, this will allow all to flourish and unlock their potential promoting joy in lifelong learning. We will use our faith, Gods words and the light he gives to support this."

Unlocking potential and flourishing

"I can do all things through Christ; who strengthens me."

Philippians 4:13

Joy in Lifelong learning

"Put these abilities to work; throw yourself into your tasks so that everyone may notice your improvement and progress."

1Timothy 4:15

Everyone is Loved

"My command is this: Love each other as I have loved you"

John 15:12

Policy adopted: October 2026

Date of next review: October 2028

St James C of E Academy

Spirituality Policy 2026-2027

Vision and Purpose

At St James C of E Academy, our approach to spirituality is rooted in our Christian vision and values. We believe that every child is uniquely created and valued by God and should be given opportunities to flourish academically, emotionally, socially and spiritually.

This policy sets out how spirituality is nurtured across all aspects of school life and demonstrates our commitment to enabling pupils to live life in all its fullness (John 10:10). Spiritual development is central to our distinctive Christian character and supports our preparation for SIAMS.

Spirituality is not confined to Religious Education or Collective Worship. It is woven throughout the curriculum, relationships, enrichment opportunities and daily experiences of school life. Through intentional planning and meaningful experiences, we support pupils in exploring life's big questions, developing a sense of identity and purpose, and responding positively to the world around them.

This policy forms a key part of our wider personal development offer and complements:

- The Warwickshire Agreed Syllabus for Religious Education.
- Understanding Christianity.
- Collective Worship.
- Our Christian vision and values.
- Our wider curriculum and enrichment opportunities.

Definition of Spirituality

At St James C of E Academy, we understand spirituality as the ongoing journey of understanding ourselves, our relationships with others, our place in the world, and our sense of connection with something beyond ourselves.

We recognise four key dimensions of spirituality:

Self

Understanding who we are, our emotions, beliefs, values, strengths and aspirations.

Others

Developing empathy, compassion, respect and meaningful relationships.

World and Beauty

Appreciating the wonder, diversity and beauty of creation and recognising our responsibility to care for it.

Beyond

Exploring life's deepest questions about meaning, purpose, faith and belief.

As Irasel Salanter Lipkin observed:

"Spirituality is like a bird. If you hold it too closely, it chokes. If you hold it too loosely, it escapes."

Our approach therefore provides structure and intentionality while allowing spirituality to emerge through authentic experiences and personal reflection.

Our Spirituality Framework: Windows, Mirrors and Doors

From September 2026, St James C of E Academy will use the Windows, Mirrors and Doors model as the central framework for developing spirituality across the school.

The model supports pupils in exploring spiritual development through three interconnected stages:

Windows: Learning About Life

Windows provide opportunities for pupils to look outwards and become aware of the world in new ways.

Through carefully planned experiences, children are encouraged to:

- Experience awe and wonder.
- Notice life's "wows" and "ows".
- Explore diversity and the richness of human experience.
- Appreciate the beauty of creation.
- Encounter big questions and new perspectives.

Windows may be opened through curriculum learning, visits, visitors, outdoor learning, stories, art, music, nature, worship and significant world events.

Mirrors: Learning From Life

Mirrors provide opportunities for reflection and self-awareness.

Children are encouraged to:

- Reflect on experiences and learning.
- Consider their beliefs, values and responses.
- Engage with life's big questions.
- Listen respectfully to the perspectives of others.
- Develop deeper understanding of themselves and their place in the world.

Reflection may take place through discussion, prayer, journaling, mindfulness, worship, questioning and quiet moments of contemplation.

Doors: Learning To Live Life

Doors provide opportunities for response and action.

Children are encouraged to:

- Express their ideas creatively.
- Demonstrate compassion and generosity.
- Make informed and responsible choices.
- Serve others within the school and wider community.
- Put values and beliefs into action.

Response may be seen through social action projects, courageous advocacy, creative expression, leadership opportunities, charity work and acts of kindness.

Aims

Through this policy, we aim to:

- Develop spiritually aware and reflective learners.
- Foster curiosity and a sense of wonder.
- Encourage pupils to ask and explore big questions.
- Enable pupils to develop their own beliefs and values while respecting those of others.
- Promote dignity, respect and compassionate relationships.
- Encourage courageous advocacy and positive action.
- Create an environment where spirituality is recognised, valued and celebrated.
- Support every child to flourish as an individual created in the image of God.

How Spirituality Is Developed

Collective Worship

Collective Worship provides opportunities for prayer, reflection, stillness, celebration and exploration of Christian beliefs and values.

Religious Education

Through the Warwickshire Agreed Syllabus and Understanding Christianity, pupils engage with Christianity and a range of worldviews, enabling them to explore beliefs, meaning, purpose and identity.

Across the Curriculum

Opportunities for spiritual development are planned throughout all subjects.

Examples include:

- Awe and wonder in science.
- Beauty and creativity in art and music.
- Reflection on human experience through English.
- Exploring justice and responsibility in history and geography.
- Teamwork, perseverance and self-awareness in PE.

Personal Development

Spiritual development is supported through enrichment activities, pupil leadership, educational visits, outdoor learning, wellbeing provision, charitable work and community engagement.

Relationships

Positive relationships underpin spiritual growth. Staff model respect, compassion, forgiveness, honesty and hope in daily interactions.

Roles and Responsibilities

Governors

Governors monitor the effectiveness of the school's spiritual development provision and ensure alignment with the school's Christian vision.

Senior Leaders

Leaders promote a culture where spirituality is understood, valued and intentionally developed.

Staff

All staff are responsible for identifying and creating spiritual opportunities through teaching, relationships and the wider life of the school.

Pupils

Pupils are encouraged to engage thoughtfully with opportunities for reflection, discussion and action.

Monitoring and Evaluation

The impact of spiritual development will be monitored through:

- Learning walks.
- Pupil voice activities.
- Curriculum monitoring.
- Collective Worship monitoring.
- Examples of pupil reflection and response.
- SIAMS self-evaluation.
- Feedback from staff, pupils, governors and families.

Conclusion

At St James C of E Academy, spirituality is an essential part of enabling every child to flourish. Through our Christian vision, the Warwickshire Agreed Syllabus, Understanding Christianity, Collective Worship and the Windows, Mirrors and Doors framework, we seek to nurture children who are reflective, compassionate, courageous and equipped







to make a positive difference in God's world.