



# Carlisle Diocesan Board of Education

## Spiritual Development Guidance

*‘Spirituality is like a bird. If you hold it too closely, it chokes. And if you hold it too loosely, it escapes.’*

Israel Salanter Lipkin.

Spirituality is by its very nature difficult to put into words. It is very personal and there is no one agreed definition. However, many people would define it as essentially about recognising something other or bigger than ourselves and how we relate to that. This can be seen in an endless variety of ways... for some it might be through the arts for others through solitude, in nature or through their faith position.

There is no expectation that a school has to have a spirituality policy.

However...

Schools must have a conversation leading to a shared understanding of:

1. The legal framework, Ofsted and SIAMS expectations.
  - o Section 78 of the Education Act 2002: *The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*
  - o [School inspection handbook - GOV.UK \(www.gov.uk\)](http://www.gov.uk) point 321 & 322
  - o SIAMS IQ2 b): *How is spiritual development and intrinsic part of the curriculum?*
  - o SIAMS IQ3: *How is collective worship enabling pupils and adults to flourish spiritually?*
2. All humans have the capacity for spirituality this is distinguishable from religion or faith.
3. There are a range of models/tools that can be used to help explore spiritual development in your own schools. See Spiritual Development – Interpretations of spiritual development in the classroom, Church of England. (Attached to this document). Or, you can create your own model to suit your individual context. Your understanding of spiritual development in your school should be linked to your school’s Christian vision.
4. You need to have an agreed shared working definition of spirituality to be able to identify when and where spiritual development might be happening. Spirituality is difficult to define, indeed in defining it we are constraining with words something which exists beyond the bounds of language. A school’s chosen understanding of spirituality might not be that of all the individuals working within the school, however it is important that everyone understands the school’s definition and is working towards it and promoting it at all levels.
5. Opportunities for spiritual development do not occur just within collective worship and RE. It should be ‘intrinsic’ to the whole curriculum and be evident both spontaneously and in a timely, planned fashion for pupils and adults.
6. Planning, monitoring and evaluation of spirituality need to have been considered. Without becoming an unnecessary hurdle and barrier in the way of spiritual development happening. Less is more in this instance!

### Sample policies if you want one!

[Spirituality-guidance-for-school-Jan-22.pdf \(dioceseofnorwich.org\)](http://dioceseofnorwich.org)

[Diocese-of-Gloucester-Model-Policy-for-Spirituality.pdf \(anglican.org\)](http://anglican.org)

[spiritual-development-model-policy-april-2021.docx \(live.com\)](http://live.com)