



**The Park
Academies
Trust**

Spirituality policy



Kingfisher
CE ACADEMY

TPAT Policy Management

Document history

Review date	Version	Reviewer / owner (role)	Executive approval	Approving body	Meeting date of policy approval
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Material changes since last publication

Section	Changes
Introduction	Trust updated wording

This policy is reviewed annually / every two years / every three years. The next review is due by October 2027.

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1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

TPAT – Inspiring futures, empowering people.

We aim to benefit our communities by nurturing well-educated, aspirational and creative young people. We exist to inspire futures and empower all our people. We achieve this by enriching and fulfilling our employees with the investment to become masters of their craft, all working together to realise exceptional outcomes for young people.

To achieve this our schools will:

- Create an aspirational, driven, and highly engaging educational environment where every pupil can succeed.
- Commit to knowing each pupil individually and empowering them to excel.
- Deliver the highest quality learning opportunities facilitated by excellent teachers
- Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

- Providing the resources and stability schools need to work efficiently and effectively, overcoming challenges and prioritising education every day.
- Providing a platform for collaboration, sharing excellence and experience, and fostering unity and shared purpose.
- Nurturing our Trust's 'culture of improvement' where staff thrive in a safe, supportive network, embracing feedback and professional dialogue to drive sustainable improvement

1.1 Aims and Scope

At Kingfisher CE Academy, we believe that spirituality is the vital essence of what it means to be human, enabling every individual to grow and flourish as they explore life's big questions. Rooted in our Christian vision – *"A tree planted by streams of water... which yields its fruit in season"* (Psalm 1:3) – our commitment is to nurture a deeply spiritual environment in which all children and staff can flourish.

This policy sets out how we define, nurture, and celebrate spirituality in our school. It underpins our ethos, informs our curriculum and collective worship, and supports the holistic development of each member of our community.

1.2 Other Linked Policies

Policies Linked to collective worship

- Safeguarding and child protection policy
- Anti-bullying policy
- Behaviour policy
- Collective worship policy
- Religion and Worldviews Policy
- Suspensions and Exclusions Policy

2. Definition of Spirituality

Spirituality is the capacity to reflect deeply, to ask profound questions, to experience awe and wonder, and to seek meaning and purpose in life. For us as a Church of England school, spirituality is primarily expressed through our relationship with God, with others, with the world, and with ourselves.

3. Our Christian Vision in Action

Like a tree planted by streams of water, we believe spirituality is nurtured through sustained care, opportunity, and reflection. We commit to creating space where:

- Students grow in understanding, faith, and character. We develop wisdom to guide choices.
- **Wisdom** flows from stillness and contemplation.
- **Hope** is kindled through love and possibility. We embrace hope to see the light in every season.
- **Service** is rooted in compassion and empathy. We chose service to care for others selflessly.
- **Resilience** is developed through encouragement and reflection. We build resilience to face challenges with courage.

4. Our School Values and Spiritual Development

Wisdom: Encouraging discernment, reflection, and decision-making informed by Christian principles and ethical understanding.

Hope: Promoting confidence in a brighter future, especially in the face of challenge, inspired by the Gospel.

Service: Valuing others through acts of kindness, justice, and care, reflecting Christ's model of servant leadership.

Resilience: Cultivating perseverance and trust in God through life's uncertainties.

6. Spirituality Across the Curriculum

Spiritual development is woven into every area of school life. We aim to integrate Christian teachings into all subjects, not just Religion and Worldviews. These moments of spirituality will be identified and 'captured' in schemes of learning in subject areas.

Through the delivery and integration of our four core values, we also engage with biblical themes (e.g., justice, compassion, stewardship) to frame learning objectives and discussions. These feed into our assembly programme and collective worship schedule,

All staff encourage reflection on moral and ethical issues from a Christian perspective when the opportunity arises and this includes through pastoral work and restorative behaviour conversations. Other opportunities to explore spiritual dimensions include:

- Thought-provoking questions in all subjects and exploration of 'big questions'.
- Engagement with expressive arts, literature, and music that inspire reflection and wonder.
- Moments of silence, prayer, and contemplation.
- Outdoor learning and connection with the natural world.
- Enrichment activities which enhance those moments of awe and wonder and allow and exploration of identity and our place within this world.

We aim to foster a sense of belonging and community rooted in Christian love and respect, and encourage service projects that reflect Christian teachings on helping others. For example, the Child of Hope project.

6. Collective Worship and Reflection

Daily collective worship is central to our spiritual life, providing a rhythm of prayer, praise, and reflection. It encourages all students to encounter God, to reflect on Christian values, and to engage with moral and spiritual questions. Students are invited to participate in regular collective worship that is inclusive, invitational, inspiring and rooted in Christian tradition.

Staff and students are given opportunities for personal prayer and reflection throughout the school day.

Christian festivals and seasons (e.g., Advent, Easter, Pentecost) are acknowledged and celebrated meaningfully.

Staff and students from other faiths (for example, Islam) are also invited to celebrate their faith and children are encouraged to learn from one another.

Those with no faith are invited to participate in moments of reflection.

7. Pastoral Support and Chaplaincy

Our pastoral care, supported by chaplaincy provision, ensures children have safe spaces to explore faith, ask questions, and find support for spiritual wellbeing. We respect and celebrate the diversity of belief within our community. Staff model our theologically rooted Christian vision and values in their interactions and leadership.

Children are given opportunities to develop student leadership roles that promote service, compassion, and responsibility.

We are regularly engaging Christian leaders and clergy with the school community.

8. Spiritual Environment and culture

Our school environment reflects our Christian identity and spiritual intent through:

- Displays of prayer, scripture, and reflective prompts.
- Designated quiet and sacred spaces, such as the chapel and reflection stations in each classroom.
- Celebrations of liturgical seasons and key Christian festivals.
- Displays of spirituality within our curriculum in subject areas, for example: children's work or projects.

- Daily interaction with children through daily acts of collective worship. Moments to be still and pause are central to the spiritual development of all members of our community.
- Grasping and cherishing every moment as important and an opportunity in the lives of our staff and students. We see our lives as gifts from God and therefore strive to embed spirituality into the way we act, care for and enable our students to make choices and learn from those pivotal moments and encounters.
- A culture of confidence and safety, whereby every student (whether of faith or no faith) is welcomed into our school community and cherished as a child of God.
- Our pastoral approach is restorative and resilience building, by working with our children to overcome their barriers and motivating them to make the right choices. We accept that mistakes are a part of learning and personal accountability is important.

9. Monitoring and Evaluation

Spiritual development is regularly reviewed through student voice, staff reflection, and curriculum evaluation. Leaders, including the chaplain and governors, ensure that the spiritual life of the school remains vibrant and central to our lives.