We are an ambitious and inclusive Trust of schools strengthening communities through excellent education.

Spiritual Development Policy

Responsibility for approval: LGB & Ethos
Date of approval: October 2026

1.0 Policy Statement

1.1 All Saints Academy is a Church of England secondary school within the Ted Wragg Trust. We are an ambitious and inclusive community, committed to transformational education and to enabling every member of our community to flourish.

1.2 Spiritual development is central to this ambition. It is not an additional activity or something that happens only in Religious Education or Collective Worship. It is woven through our curriculum, relationships, worship, reflection, service, creativity, challenge and daily life.

2.0 Scope and Purpose

2.1 This policy explains how All Saints Academy understands spirituality and how our Christian vision intentionally creates opportunities for pupils and adults to grow spiritually.

2.2 It should be read alongside the Academy's Collective Worship Policy, Religious Education provision, Personal Development curriculum and wider work on Christian distinctiveness.

2.3 Our approach reflects the Church of England's understanding that spiritual development should be rooted in a school's Christian vision and its particular context. We therefore use a clear All Saints model rather than treating spirituality as a separate programme or activity.

3.0 Our Christian Vision, Mission and Values

3.1 At All Saints Academy, our vision is inspired by the words of Jesus:

> **"I have come that they may have life, and have it to the full."**
> *John 10:10*

This promise shapes our aspiration that every member of our school community will flourish.

For us, **life in all its fullness** means recognising that education is about the whole person. We seek to enable pupils and adults to flourish academically, socially, emotionally and spiritually.

3.2 Our Mission

Our Christian vision leads directly to our mission:

> **To deliver transformational education and provide opportunities that enable the entire community to flourish.**

Our mission turns the promise of John 10:10 into our purpose as a school.

3.3 Our Values

Our values of **Love, Legacy and Bravery** describe how we seek to live this mission every day. They provide an accessible language through which pupils and adults can connect our Christian vision with their own lives.

LOVE

> **"Love one another as I have loved you."**
> *John 13:34*

Love calls us to recognise the dignity and worth of ourselves and others. It is expressed through compassion, kindness, forgiveness, service and belonging.

In our spiritual development, **Love** encourages us to consider:

How do I recognise the value of myself and other people?

LEGACY

> **"Let your light shine before others, that they may see your good deeds."**
> *Matthew 5:16*

Legacy reminds us that our lives and choices matter. We learn from those who came before us, appreciate what has been entrusted to us and consider the difference we can make for those who come after us.

In our spiritual development, **Legacy** encourages us to consider:

What will I learn, contribute and leave behind?

BRAVERY

> **"Be strong and courageous... for the Lord your God will be with you wherever you go."**
> *Joshua 1:9*

Bravery gives us the courage to grow, persevere, explore difficult questions, challenge injustice and do what is right.

In our spiritual development, **Bravery** encourages us to consider:

What requires courage from me, and how will I respond?

4.0 What Do We Mean by Spirituality?

4.1 Spirituality can be difficult to define because it is deeply personal.

At All Saints, we understand spiritual development as becoming increasingly aware of:

Self

Who am I?

Understanding our identity, emotions, beliefs, strengths, hopes, choices and purpose.

Others

How do I relate to those around me?

Developing compassion, dignity, forgiveness, empathy, belonging and responsibility towards others.

World

What is my place within creation?

Experiencing awe, wonder, beauty and creativity while considering our responsibility for our community, society and the natural world.

God / Meaning and Purpose

What is bigger than me? What gives life meaning?

Exploring faith, belief, God, the transcendent, meaning, purpose and the big questions of human existence.

4.2 Our Christian foundation gives us a particular language through which to explore these areas, but spirituality is relevant to everyone.

A person does not have to be Christian, religious or believe in God to develop spiritually.

4.3 All members of our community are invited to explore these questions from their own starting point.

5.0 Our Model of Spiritual Development

At All Saints we use two complementary ideas to help staff understand spiritual development.

The four areas tell us what we are developing:

Self | Others | World | God / Meaning and Purpose

These define the areas of spiritual awareness.

Sacred Pathways help us think about how people might experience spirituality:

Gary Thomas' *Sacred Pathways* reminds us that people may encounter and develop spirituality in different ways.

Put simply:

> **Self / Others / World / God & Meaning defines the areas of spiritual awareness.**
>
> **Sacred Pathways helps us think about the different ways people might encounter and develop that spirituality.**

These ideas serve different purposes but work together.

The four areas help us consider **what a pupil or adult may be becoming more aware of**.

The Sacred Pathways help us ensure that the experiences we provide are **rich and varied enough for different people to engage**.

Neither model should be used to label pupils, assess someone's faith or prescribe a particular spiritual response.

6.0 Gary Thomas' Sacred Pathways

Gary Thomas suggests that people may connect with God and develop spiritually in different ways.

At All Saints, we use the Sacred Pathways as a **planning lens** rather than a system for categorising people.

They remind us that spiritual development should not be restricted to one style of worship, prayer or reflection.

The nine pathways are:

- **Naturalists** – through nature, creation and the outdoors.
- **Sensates** – through beauty, art, music and the senses.
- **Traditionalists** – through routine, ritual, prayer and liturgy.
- **Ascetics** – through silence, solitude and reflection.
- **Activists** – through justice, advocacy and challenging injustice.
- **Caregivers** – through serving and caring for others.
- **Enthusiasts** – through celebration, joy and expressive worship.
- **Contemplatives** – through prayer, reflection and personal connection with God.
- **Intellectuals** – through learning, questioning and exploring big ideas.

The pathways are **not labels for pupils**.

Their purpose is to remind us that a spiritually rich school provides different ways to encounter **awe, wonder, reflection, service, justice, beauty, celebration, learning and meaning**.

A pupil who does not readily engage through silence or prayer, for example, may encounter profound spiritual questions through art, music, nature, intellectual debate, social action or serving another person.

This diversity is an important part of making spiritual development accessible to all.

7.0 Spirituality Across School Life

Spiritual development should be intentionally woven through the life of All Saints.

7.1 Through the Curriculum

Every curriculum area has the potential to contribute to spiritual development.

Subjects naturally provide opportunities to encounter:

- awe and wonder;
- beauty and creativity;
- ethical and moral questions;
- different cultures, beliefs and worldviews;
- human achievement and failure;
- identity and belonging;
- justice and inequality;
- creation and the natural world;
- significant human experiences;
- questions of meaning and purpose.

Teachers should recognise these opportunities and give pupils appropriate space to think, question and respond.

Staff are **not expected to manufacture a 'spiritual moment' in every lesson**. Spiritual development should enhance excellent curriculum teaching rather than become an artificial addition to it.

7.2 Through Collective Worship

Collective Worship provides regular opportunities for the whole community to pause, reflect and consider questions beyond the immediate demands of the school day.

Worship at All Saints is **inclusive, invitational and inspirational**.

Through our:

Gather – Engage – Respond – Send

model, pupils and adults encounter Christian teaching, prayer, music, story, silence, social justice, reflection and opportunities for personal response.

Collective Worship deliberately draws upon different Sacred Pathways so that pupils encounter spirituality in different ways.

7.3 Through Religious Education

Religious Education provides particularly rich opportunities to explore Christianity, other religions and non-religious worldviews.

Pupils are encouraged to ask challenging questions about belief, existence, morality, meaning and purpose and to develop informed responses of their own.

7.4 Through Relationships

Spirituality is also experienced through how people are treated.

Love, dignity, forgiveness, reconciliation, compassion and belonging should characterise relationships within our community.

Being **known, valued and listened to** is an important part of flourishing.

7.5 Through Service and Social Justice

Our Christian vision calls us beyond ourselves.

Pupils should encounter opportunities to:

- serve others;
- contribute to their community;
- challenge injustice;
- care for creation;
- advocate for others;
- recognise their capacity to make a positive difference.

This particularly reflects our values of **Love, Legacy and Bravery**.

7.6 Through Reflection and Stillness

School life is busy.

We intentionally create opportunities where pupils and adults can stop, think, reflect or pray.

Quiet reflection is always invitational. It may be religious or non-religious according to the beliefs of the individual.

8.0 An Inclusive and Invitational Approach

All Saints serves pupils, families and staff from different religious and non-religious backgrounds.

Our Christian foundation is explicit and celebrated, while our approach to spirituality is inclusive.

We therefore:

- Invite, never direct
- create space for questioning, curiosity and respectful disagreement;
- respect different religious and non-religious worldviews;
- never assume that everyone shares the same beliefs;
- enable pupils to develop their own considered responses;
- recognise spirituality as relevant to people of faith and no faith;
- enable pupils to encounter Christianity authentically without requiring them to adopt Christian belief.

Our aim is not to tell pupils **what to believe**.

Instead, we provide the **knowledge, experiences, language and space** that enable them to explore questions of identity, relationship, belief, meaning and purpose for themselves.

9.0 What Spiritual Development Might Look Like

Spiritual development is personal. It will not look the same for every pupil.

Over time, however, we hope that pupils increasingly develop their capacity to:

Self

- reflect upon who they are;
- recognise their strengths and areas for growth;
- articulate their hopes, beliefs and values;
- develop resilience, gratitude and self-awareness.

Others

- demonstrate empathy and compassion;
- recognise the dignity of others;
- build positive relationships;
- forgive, reconcile and serve;
- recognise their responsibility towards others.

World

- experience awe, wonder and beauty;
- appreciate human creativity;
- recognise injustice;
- understand their responsibility towards their community and creation;
- consider their place within the wider world.

God / Meaning and Purpose

- engage thoughtfully with questions about God, faith and belief;
- explore life's significant questions;
- understand that people respond differently to these questions;
- reflect upon what gives their own life meaning and purpose.

There is **no test or grade for spirituality**.

We do not attempt to measure an individual's spirituality or determine how 'spiritual' somebody is.

10.0 The Role of Adults

Every adult at All Saints contributes to the spiritual development of pupils.

Adults should:

- model **Love, Legacy and Bravery**;
- recognise natural opportunities for reflection;
- encourage curiosity and questioning;
- allow pupils to explore significant ideas;

- create opportunities for awe, wonder and creativity;
- respect different beliefs and worldviews;
- provide appropriate opportunities for silence and reflection;
- help pupils recognise their capacity to influence the lives of others.

Adults are themselves part of our flourishing community.

Staff should therefore also have opportunities for reflection, spiritual development and consideration of their own meaning and purpose.

11.0 Leadership and Responsibility

The Headteacher, senior leaders and those responsible for Christian distinctiveness ensure that spiritual development remains central to the implementation of the Academy's Christian vision.

Leaders ensure that spirituality is considered through:

- curriculum development;
- Collective Worship;
- Religious Education;
- Personal Development;
- staff development;
- pupil leadership;
- pastoral provision;
- community engagement;
- social action and service;
- the physical environment of the Academy.

The **Ethos Committee** provides appropriate challenge and oversight regarding how effectively our Christian vision enables pupils and adults to flourish.

Our partnerships with the **Diocese of Exeter**, local churches, the Ted Wragg Trust and our wider community support the continuing development of spirituality at All Saints.

12.0 Understanding Impact

We do not attempt to measure or grade a person's spirituality.

Instead, we evaluate whether All Saints provides a **rich, varied and meaningful range of opportunities** through which spiritual development can occur.

Evidence may include:

- pupil and staff voice;
- curriculum reviews;
- Collective Worship evaluation;

- pupil reflection;
- examples of social action and service;
- pupil leadership;
- displays, artwork and creative responses;
- discussions with families, clergy and community partners;
- observations of worship and wider school life;
- review and challenge through the Ethos Committee.

Our central leadership question is:

> **How does our Christian vision create varied and meaningful opportunities for every member of our community to flourish spiritually?**

We also regularly consider:

> **Are pupils developing awareness of Self, Others, World and God / Meaning and Purpose?**

and:

> **Are we providing different pathways into spirituality, or relying upon the same experiences repeatedly?**

These questions help us evaluate the **quality of the school's provision**, rather than attempting to judge the spirituality of individual pupils.

13.0 Our Commitment

At All Saints, spirituality is ultimately about creating the space to consider what it means to **live well and live life to the full**.

Through **Love**, we learn that people matter.

Through **Legacy**, we learn that our lives and choices matter.

Through **Bravery**, we develop the courage to question, grow and act.

Together, these values turn our Christian vision into our daily mission:

> **To deliver transformational education and provide opportunities that enable the entire community to flourish.**

In doing so, we seek to create a school in which every member of our community has opportunities to:

understand themselves more deeply;
build meaningful relationships with others;

encounter the wonder and challenge of the world;
and explore questions of God, meaning, purpose and the transcendent.

This is what it means at All Saints to seek:

> **“Life in all its fullness.” – John 10:10**