

Martley CE Primary School



Spiritual Development Policy

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Spiritual Development Policy

What is spirituality?

Spirituality is the way in which we combine our thoughts and emotions to reflect, respond to, and seek to give meaning and purpose to the experiences that we encounter in life.

The **windows, mirrors, doors** analogy clarifies this meaning.

We gaze out through **windows** onto the world, responding with our emotions and trying to make sense of what we see.

We use **mirrors** to reflect on our thoughts and feelings, and how what we see through the window connects with our inner selves, and how we connect with what we see and understand.

*This becomes a **spiritual** experience when it transforms us* and so we walk out through the **door** into life differently from before.

For some, this **spiritual experience** leads to a sense of transcendence: in other words a feeling or belief that something exists beyond what can be directly seen. Christians would describe this state as God.

Pupils' spiritual development is shown through their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

There are many aspects to spiritual development, such as:

- **Beliefs** – The development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.
- **A sense of Awe and Wonder** – being inspired by the natural world, mystery, or human achievement.



- **Experiencing feelings of transcendence** – Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experience.
- **Search for Meaning and Purpose** – Asking 'why me?' at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.
- **Self-Knowledge** – An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.

Relationships – Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

Creativity – Expressing innermost thoughts and feelings; exercising the imagination, inspiration, intuition and insight.

Feelings and Emotions – The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use feelings as a source of growth.

Steps to Spiritual Development

Effective learning in itself is a spiritual experience. This is because learning involves engagement with and exploration of a new concept [**windows**], thinking deeply about it, trying to connect it to what we already know [**mirrors**]. If we can successfully fit this new concept to our pre-existing web of understanding, this evokes a positive emotional response. With each new concept acquired, we transform ourselves [**doors**], moving forward in life a little altered, intrinsically motivated, fulfilled and inspired by the experience.

Why is spiritual development important?

As a church school we believe that our role is to educate the whole child and that the spiritual growth of our children is as important as, and indeed is a vital contributor to, their academic development. The themes developed each week through our assemblies, our school vision, as well as opportunities woven throughout our curriculum underpin all we seek to achieve in the lives of our children. Getting people to consider the world around them, reflecting and thinking for themselves, evoking positive emotional responses and pondering ultimate questions is the integral ingredient in our recipe for spiritual development.



How is provision made for spiritual development?

Because spiritual development is a key, standout feature of what makes us distinctive as a church school, the provision of opportunities for spiritual development is thoughtful, deliberate and intentional.

Our ethos

An important contributor to effective spiritual development is the underlying values and principles upon which the school operates.

Christian values form the foundation of our ethos, creating a caring atmosphere where all are valued. Being a Church of England school means that our ethos is based on the Christian values of **loving one another**. We treat each one of our children as a unique individual with their own gifts and talents. Our school is open to people of all faiths as well as those of none. We do not seek to encourage children to believe in any one faith, but to begin to form their own personal set of beliefs.

We recognise the importance of coming together and cherish these special times. Whether celebrating the main festivals of the year or learning about customs or traditions, our special times allows us to grow together as a community and build memories that last for life.

Our Core values are:



Co-operation, Compassion, Commitment, Creativity, Courage

This ethos creates the right climate for effective spiritual development.

For example:

- Everyone involved in the life of the school is valued and seen to be valued.
- Policies and ensuing practices are clearly seen to reflect the worth of individuals.
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly.
- All adults recognise the need to set good examples of mutual respect and considerate behaviour.
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff.
- Aesthetic awareness is encouraged.
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.



- The achievements, successes and efforts of everyone are recognised and celebrated.
- School seeks to provide a broad curriculum supported by a wide range of events, experiences and activities, including visits to places of beauty, interest and challenge that enable pupils to admire and wonder at the natural environment and human creative endeavour.

Collective worship and RE are two key areas of school life that provide ideal vehicles for effective spiritual development.

Collective Worship provides opportunities for:

- Reflection and response.
- Thinking deeply and drawing links between ideas.
- Stillness and prayer.
- The respect of personal and collective beliefs.
- Sharing and celebrating common beliefs.
- Celebrating success and talent.
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Shared activities such as singing, listening, laughing, reflecting on a theme.
- Remembering and celebrating the lives of people of spiritual significance.
- Emphasizing common purpose and values.
- Experiencing emotions.
- Taking part with sincerity and a sense of higher purpose.
- Through pupil-led worship, children have opportunity to support the spiritual development of others, that in turn leads to a sense of fulfilment and is therefore a spiritual experience for the young leaders.
- Creative responses to experience such as music, drama, poetry, story.
- The use of visual stimulus such as religious symbols, candles, art, icons, photos, video

Religious Education is a subject that looks at the spiritual experiences of others and how these change and shape their lives. RE allows children to use what they find out about other people and their beliefs to reflect on their own experiences. Through this process, children can engage with ultimate questions of meaning and purpose and begin to shape their own beliefs. RE allows children to engage with the idea of mystery and questions with no clear answers. The spiritual dimension forms that part of the content of Religious Education which has to do with the enhancement of pupils' spiritual growth.

Spiritual development is concerned with an awareness of non-material aspects of life and is not necessarily found only within organised religion. It focuses on enriching the quality of the individual's inner life and is concerned with the importance of being rather than doing or having. It is characterised by a growing capacity to reflect upon, and find meaning in, experience and an appreciation of the aesthetic and imaginative expression of inward



experience and consciousness. It encourages pupils to understand the concept of God or a sense of awareness beyond the mundane and to reflect upon how this.

The wider curriculum also provides opportunities for spiritual development.

For Example:

In Physical Education:

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievement.
- Emotion in sport such as those evoked through success and failure.
- Personal limitation and acceptance that others may perform better.
- Appreciation of perfection.
- Sportsmanship.

In Design and Technology:

- Discovering how something works.
- Appreciating ingenuity.
- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.

In English:

- Empathy with authors and the characters in stories and plays.
- The appreciation of beauty in language.
- Emotions and sentiments in writing and speech.
- The values of great works.
- Heroes and heroines in literature.
- The reading and writing of poetry.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.
- Pleasure derived from the creative process.

In Mathematics:

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.



In Science:

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.
- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

In ICT:

- The wonder of worldwide instant communication.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

In the Creative Arts (Art, Music, Drama and Dance):

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.
- Mood.
- Skill.
- Pattern.
- Formulae.
- The sense of fulfilment and transcendence through performance.

In Geography:

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.



In History:

- Being in touch with past people, things and ideas.
- Being part of history.
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace.
- Interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.