

Lea and Garsdon CE Primary School

Spiritual Development Policy

Healthy trees bearing good fruit - Matthew 7 v 17



Our Vision

To develop children who are healthy in body and mind, enjoy life and fulfil their potential so that they have a positive impact on the world.

Our Core Values

1. *Kindness*
2. *Wellbeing*
3. *Gratitude*
4. *Individuality*
5. *Community*
6. *Inspiration*

Policy adopted by the Governors on _____

Chair of Governor's Signature: _____

Headteacher's Signature: _____

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Spiritual Development Policy

Aim of this policy

The aim of the Policy for Spiritual Development is to ensure that all members of the school community:

- Have a shared understanding of what is meant by Spirituality.
- Understand the responsibility of the school to develop the spirituality of our children, within the Christian ethos of the school.
- Are clear of the strategies used to fulfil this responsibility.

If the spiritual is 'properly and fully address, the moral, social and cultural will fall into place more easily.'
Alan Brown formally of The National Society.

What is spiritual development?

Spiritual development can be expressed as 'the growth of each individual's inner self, and an ability to express this in a variety of ways including: showing self-respect, worship and creativity leading to personal fulfilment and the search for answers to fundamental questions'.

OFSTED 2016 says that the spiritual development of pupils is shown by their:

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

We believe that spiritual development is an on-going lifelong process.

It is our aim that the children within our care will see in us the search for spiritual development and will understand spirituality as something within you, all around you and something we continue to experience and develop through our daily lives. As a school we are committed to ensuring that all children have the opportunity and freedom to experience spiritual moments, be nurtured and grow spiritually.

Definition of a person's spirit

The spirit of a person is that person's spark, character and identity. People who are spiritually mature know themselves, what they are capable of for good and ill, and have confidence in this self-awareness.

Emotions are ascribed to the spirit, so people who are spiritually mature are in touch with their feelings, are able to laugh and cry, to be delighted and moved and to be spontaneous and thoughtful.

Christians believe that people who are spiritually mature know that they are loved by God and so are able to love, to reach out to others, to care, to help, to serve, to be faithful, and to be tolerant and patient. People with or without a faith can develop their spirituality and become more receptive to those moments of awe and wonder in life.

How do we approach promoting spirituality?

The school provides opportunities for children to learn about how other people express their spirituality and why this is important to them, and will provide a safe and secure environment for our children to explore their own understanding of spirituality.

We believe that spirituality is not simply based upon religion, prayers and the church. You can't see it or touch it. It is something that you feel inside and around you, **whatever your beliefs**.

Spiritual learning and development is promoted by all members of the school community. The staff and children recognise their spirituality in a wide range of school activities from whole school Collective Worship, prayer time, reflection time, circle time, welly walks, maths, art and in fact the whole curriculum, and through every aspect of our daily lives.

The beautiful creation all around us and the situations that the school community face and celebrate together enables us to use every day opportunities to grow spiritually through deliberate and effective activities as well as thoughtful and wide ranging ones covering both planned and spontaneous activities allowing us to develop spiritually.

As a school we explore Liz Mills' concept (developed when working with the Stapelford Centre) of the Spiritual Ring Doughnut. The Doughnut represents the whole child. The outer ring is the tangible mind and body, the hole represents the intangible, the Spirit. But if there was no hole it wouldn't be a doughnut. It is the exploration and development of that hole in our centre that makes us whole.

We follow the concept of the three openings for spiritual development and use post it notes to plan for and recognise these moments within our curriculum on a daily, weekly and termly basis.

- **Encounter** – The Learning about Life. The **Window**: opportunities to look out on the world and to gaze and wonder. The Wow moments - the things we find amazing, that bring us up short.
- **Reflection** – The Learning from Life. The **Mirror**: the opportunities we give the children to reflect, to look inwards and to consider some of the big questions of life. Opportunities to explore their own insights and those of others.
- **Transformation** – The Learning to Live what we Believe. The **Door**: Giving the children opportunities to respond, to do something, to go through the door of a creative expression of their own thoughts and convictions – putting into action what they believe.

There are also four concepts of spirituality which guide our planning

1. **Self** – starting with children's 'Big Questions' and encouraging them to notice their thoughts and feelings and emotions to the curriculum they encounter and their daily life experiences.
2. **Others** – learning about what other people have said, done and thought. Noticing how they feel and how they make you feel.
3. **Beauty** – noticing the beauty in the world, from a rainbow in the sky to a perfect set of numbers in maths, and taking time to appreciate it and even to show gratitude for this.
4. **Beyond** – asking questions about the bigger things in life, often questions that have no answer. Taking the time to notice feelings of awe and wonder and insignificance in the face of the unknown.

Spiritual Development and Provision

Children who are developing spiritually are likely to be developing some or all of the following characteristics:

- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- A readiness to challenge all that would constrain the human spirit - for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, aggression, greed, injustice, self-interest, sexism, racism and other forms of discrimination;

- An appreciation of the intangible - for example, beauty, truth, love, goodness, order, as well as of mystery and ambiguity;
- A respect for insight as well as for knowledge and reason;
- An expressive and/or creative impulse;
- An ability to think in terms of the 'whole' - for example, concepts such as harmony,
- Interdependence, scale, perspective; and an understanding of feelings and emotions and their likely impact.

As a school we encourage pupils' spiritual development by:

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives.
- Encouraging pupils to explore and develop what animates themselves and others.
- Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- Develop an environment within which all pupils can grow and flourish, respect others and be respected.
- Accommodate difference and respect the integrity of individuals.

As a school we promote teaching styles which;

- Value pupils' questions and give them space for their own thoughts, ideas and concerns;
- Enable pupils to make connections between aspects of their learning;
- Encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why', 'how' and 'where' as well as 'what'
- Monitor in simple, pragmatic ways the success of what is provided.
- Inspire children and adults to want to question, learn and express themselves through their work.

Classroom strategies providing opportunities for Spiritual Development will include:

- Through PSHE and the use of the Jigsaw resources we will introduce children to Mindfulness and quiet moments in which to be silent, **notice non judgementally** and reflect.
- Opportunities for active learning.
- Circle time, e.g. as a forum for expression of personal feelings.
- Collective worship, which can build a sense of belonging.
- Time for confidential support and opportunities for children to communicate with the teacher even if the teacher is busy, e.g. having a worry box or post box, putting a message on a Post-it note.
- Celebrating children's work and ideas, e.g. thoughtful use of display areas, interactive reflective displays, interest tables; draw children's attention to detail.
- Grouping of children to cultivate sound relationships.
- Opportunity for reflection, stillness, quiet times.
- Use of stories and resources to promote spiritual development.
- Opportunities for pupils to share experiences. (Difficult times and crisis areas can make a significant contribution to children's spiritual development.)

Review

This policy for Spirituality has been formulated in consultation with all teachers, teaching assistants and governors and will be reviewed at least every five years.

Planning for and Noticing Opportunities to Nurture Spirituality

Class _____ Term 1 2 3 4 5 6 Year _____

This planning sheet should be started at the beginning of the topic planning cycle and then added to as spontaneous opportunities arise during the term.

Self	Others
The World and Beauty	Beyond...

	Opportunities
<p>Encounter – The Learning about Life. The Window: opportunities to look out on the world and to gaze and wonder. The Wow moments - the things we find amazing, that bring us up short.</p>	
<p>Reflection – The Learning from Life. The Mirror: the opportunities we give the children to reflect, to look inwards and to consider some of the big questions of life. Opportunities to explore their own insights and those of others.</p>	
<p>Transformation – The Learning to Live what we Believe. The Door: Giving the children opportunities to respond, to do something, to go through the door of a creative expression of their own thoughts and convictions – putting into action what they believe.</p>	