

Spiritual Development Policy



'But grow in the grace and knowledge of our Lord and Saviour Jesus Christ.'
2 Peter 3:18

- 'The curriculum for a maintained school (must be) 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 such pupils for the opportunities, responsibilities and experiences of adult life.'

At Broadwas Church of England VA School we actively encourage our pupils and staff's spiritual development. We are all spiritual beings; our spiritual development strengthens us as individuals and as part of our Christian community.

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.

Windows, mirrors and doors...

We look 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 enables us to walk out through the door, a changed person.

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

There are many aspects to spiritual development such as:

- Beliefs – the development of personal beliefs and the understanding that others individuals/groups have different beliefs that guide them in their lives
- A sense of awe and wonder
- Search for meaning and purpose
- Self-knowledge
- Relationships
- Creativity
- Feelings and emotions
- Experiencing feelings of transcendence
- The ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- 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

Why spiritual development is important

We believe that our role is to educate the whole child and that the spiritual growth of our children is an important contributor to their academic development. The themes developed each week through worship, our school vision, as well as opportunities within the curriculum support this. These opportunities encourage children to consider the world around them while reflecting and thinking for themselves.

How is provision made for spiritual development?

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

Ethos

An important contributor to effective spiritual development is the underlying values and principles upon which the school operates. The school vision, based on the Christian principle of “Love”, describes these principles that in turn determine how adults and children relate to one another. This 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 endeavor and achievement.

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
- Emphasising common purpose and values
- Experiencing emotions
- Taking part with sincerity and a sense of higher purpose
- Through pupil-led worship (CREW), children have opportunity to support the spiritual development of others, which in turn leads to a sense of fulfillment and is therefore a spiritual experience for all children involved
- 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. They are given opportunities to dig deeper whether exploring Christian beliefs of those of other faiths.

The wider curriculum also provides opportunities for spiritual development – see appendix. Teachers plan opportunities for Spiritual reflection.

Assessment

Spiritual development is ongoing and encompasses all aspects of school life. Each class has a ‘Spiritual Life’ book in which evidence of individual or group attainment is recorded by each class teacher. Evidence of whole class work is recorded in a Class RE book.

This policy was approved by the Full Governing Body on 5th February 2019.

The policy was reviewed and approved by the Full Governing Body on 15th May 2020.

APPENDIX - Opportunities for Spiritual development

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 Literacy:

- 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 Numeracy:

- 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 Computing:

- 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 fulfillment 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.