

St. Mary's C.E. (A) Primary School



St. Mary's C.E. (A) Primary School Greenfield

Spiritual Development Policy

Last Review Autumn 2022

Next review: As appropriate in relation to any changes in legislation or policy.
This policy will stand until the next review.

'We enjoy learning and achieving in a Christian environment'

ST. MARY'S C.E. (A) PRIMARY SCHOOL

GREENFIELD

CURRENT WHOLE SCHOOL POLICY FOR SPIRITUAL DEVELOPMENT

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law
Galatians 5: 22-23

Mission Statement

'We enjoy learning and achieving in a Christian environment'

Equality Statement

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

KCSIE

This policy and procedure is subject to the statutory safeguarding and child protection guidance for schools in England, Keeping Children Safe in Education (KCSIE, DFE 2022) which outlines a child-centered and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility and every person who comes into contact with children in whatever capacity has a role to play. They should therefore consider, at all times, what is in the best interests of the child and take prompt action where necessary.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Legally Required To For Admission To School Well-Being of Your Child	All Staff (Where Necessary)	Initially Completed On Paper Then Entered Onto School's Information	Held On File Throughout Child's Time At School

		Communication		Management System Paper Version is Shredded	Passed Onto New School When Moving Computer Retains Copy of Records in 'Archive'
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As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		

Introduction

This document is a statement of the policy for Spiritual Development which underpins the education of all children at St. Mary's C. E. (A) Primary School and supports the development of all members of the school community.

It was reviewed by staff in Autumn 2022 and approved by the RE, Worship and Pastoral Committee on 23rd September 2022

This policy will next be reviewed in accordance with the Policy Review Cycle as outlined in the School Improvement Plan 2022-28

SPIRITUAL DEVELOPMENT - Encouraging the gifts of the Spirit

Spiritual development can be identified as a growing awareness about the inner self which enlightens us about the purpose of our being and the world of which we are a part. Spirituality is our insight into the real meaning of life and power to live it. Every human being and all life on earth has value and meaning. We are part of something greater than that which we see or fully understand.

By introducing our children to Christianity, we seek to help them encounter and draw

closer into a relationship with a God who is love.

At St. Mary's, we draw on shared values, accept and learn from our differences and have an understanding of our interdependence with all people. It is a place where all people are respected and honoured, relationships are based on mutuality rather than power and resources are used mindfully and justly.

The bedrock of our school is simple - value oneself, value others and value the world around us.

Spiritual development of pupils at St. Mary's school will be seen through opportunities provided for the raising of their spiritual awareness, through imagination and creativity and sharing through faith in the most age appropriate way.

The spiritual development of adult members of the school community will be seen in the opportunities provided to fulfil vocations, act in the service of others and model appropriate behaviour, as follows:

Belief

- the development of personal beliefs, including religious ones
- 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
- expressing beliefs in worship
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A sense of awe and wonder

- inspired by the natural world and human achievement
- the ability to reflect upon experiences of awe, compassion, beauty etc

Search for meaning and purpose

- responding to challenging experiences of life.
- asking the question 'why?'
- the ability to realise that experiences of disappointment, failure and loss can be occasions for spiritual growth and development

Self Knowledge

- an awareness of one's own thoughts, feelings, emotions, responsibilities and experiences
- a growing understanding and acceptance of individual identity
- the development of self-respect

Relationships

- recognising the value and worth of each individual
- developing a sense of community
- the ability to build up relationships with others
- encourage children to develop relationships based on Christian values of love, forgiveness and service to others

Creativity

- expressing individual thoughts and feelings throughout the curriculum
- exercising the imagination, inspiration, intuition and insight

Feelings and Emotions

- the sense of being moved by beauty or kindness, or hurt by injustice or aggression
- a growing awareness of when it is important to control emotions and feelings
- share feelings and experiences that foster hope and joy, reassurance and encouragement

THE ETHOS OF THE SCHOOL will be displayed in...

- the celebration of individual and collective success
- ways in which the school helps pupils deal with difficulties e.g. conflicts with others, grief and loss
- values and attitudes promoted
- the school culture
- the extent to which pupils believe they are listened to e.g. through the School and Eco Council
- attitudes of staff and pupils to each other
- collective worship
- the extent to which bullying is treated with the utmost seriousness
- the way pupils interact in the playground
- attitudes towards visitors
- management of pupils' behaviour
- the way that conflicts are resolved
- systems for rewards and sanctions
- the pastoral system
- home school links

Summary

Spiritual Development is about the whole individual - about growth in each of these areas for each child in our school. At St. Mary's we believe that each person is a unique individual of infinite potential. We want to create an environment where values can be articulated and visions clarified, in order to be a school in which people matter.

**'Goodness is stronger than evil;
love is stronger than hate;
light is stronger than darkness;
life is stronger than death.'
(Desmond Tutu)**

Promoting Spiritual Development through curriculum subjects and other areas of school life

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum:

ART provides opportunities for pupils to:

- appreciate the way that the spirit of an artist is given expression in works of art through discussion, the articulation of ideas and opinions and through their own work
- experience visual images that can evoke a range of emotions e.g. visit to church for stained glass, font, etc.
- respond to themes which reflect moral, social and personal issues
- explore emotions and feelings through using a variety of materials
- express their own ideas through making art for a variety of purposes

DESIGN AND TECHNOLOGY provides opportunities for pupils to:

- design and produce functional and aesthetically pleasing items such as puppets, moving toys
- manipulate materials, change them and combine them for functional and aesthetic effect
- appreciate the human drive to create, innovate and advance in technological achievements e.g. how inventions have made life easier or not
- raise questions about the effects (good and bad) of technological changes on human life and all life e.g. the use of water power

DRAMA provides opportunities for pupils to:

- appreciate the way a person's spirit can be expressed through drama
- e.g. explore feelings/relationships
- develop a sensitivity and tolerance towards the views and values of others through role play and improvisation
- appreciate that performance can evoke a rich variety of emotions

ENGLISH provides opportunities for pupils to:

- begin to give expression to personal thoughts, views, beliefs, opinions and feelings in creative writing
- understand the different ways in which humans have given expression to their hopes and fears e.g. in myth and legend, parable, biography, poetry, song and hymn
- look at stories which tell of human achievement, "against the odds", which have the capacity to inspire and share our experiences
- allow pupils to tell and reflect on their own stories

- select a wide variety of texts which can both comfort and challenge
- reflect on issues raised in texts e.g. relationships
- appreciate how values expressed in language and literature can change over time e.g. attitudes towards women and marriage
- experience and share a sense of wonder at the beauty of language as expressed in poetry, literature and the spoken word
- develop a reflective and self-disciplined approach to issues

GEOGRAPHY provides opportunities for pupils to:

- reflect on the amazing variety in environments and peoples across the globe
- reflect on differences and similarities between peoples in near and distant parts of the world
- experience awe and wonder at different aspects of the natural world, especially places of outstanding beauty e.g. physical landscapes such as mountains, hills, valleys and rivers
- reflect on the power and implications of the workings of nature
- e.g. the consequences of natural events such as earthquakes, volcanic eruptions, hurricanes and flooding
- consider the moral and practical issues of pollution, conservation and the sustainability of our environment
- raise questions about the ambiguous nature of some achievements
- e.g. the Great Wall of China, the Pyramids
- reflect on/consider the wonders of creation

HISTORY provides opportunities for pupils to:

- consider questions of meaning in asking why things happened.
- develop a critical awareness of different views about the nature of humanity
- develop sensitivity to the views, opinions and actions of others
- be aware of the influence of the Church on life, culture and the landscape e.g. foundation of St. Mary's School
- handle artefacts from the past and reflect on feelings of empathy with the past
- develop a sense of continuity, by knowing our place in history to link past, present and future
- consider the lives, writings and influence of inspirational figures from the past.
- reflect what might be learnt from the past

COMPUTING provides opportunities for pupils to:

- consider the implications of greater access to information.
- experience awe at the potential of technology, what it can do and may be able to do
- experience achievement by having the opportunity to produce high quality work

- develop responsible use of ICT and the ability to know when and when not to use it

MATHEMATICS provides opportunities for pupils to:

- reflect on pattern, shape, sign and symbol
- reflect on the idea of truth in mathematics
- consider the concept of infinity in patterns and number
- engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution

MUSIC provides opportunities for pupils to:

- appreciate the way a person's spirit can be expressed in writing and performing music
- understand the way that religious and other traditions use music
- appreciate through listening, performing and composing, the capacity of different types of music to move the spirit in different ways e.g. to inspire, console, refresh and lift the human spirit
- experience the physical and emotional sensations that music is capable of evoking
- recognise and use music as "praise" during worship

PHYSICAL EDUCATION (PE) provides opportunities for pupils to:

- develop the human qualities of self-discipline, commitment, perseverance and self confidence
- experience the pleasure, exhilaration and aesthetics of mastering a skill
- learn and achieve balance and control of the body
- learn about their own strengths and limitations
- learn to respect and abide by 'the rules of the game'
- reflect on questions relating to cheating and fair play
- learn to co-operate with others and develop team spirit

RELIGIOUS EDUCATION (RE) provides pupils with opportunities to:

- encourage an understanding and respect for those who hold views different from their own
- develop their own beliefs and values
- respond to religious stories, artefacts and places of worship
- respond to and engage in 'Experience Days' e.g. Pentecost, Harvest, Easter and Christmas

SCIENCE provides opportunities for pupils to:

- consider the fact of life, growth, decay and death and how different organisms are dependent upon each other
- reflect and wonder at the variety of life
- experience the joy of discovery
- learn about the discipline and perseverance in scientific enquiry and about the need to be honest about results
- develop enquiring minds which continue to ask "why?"

COLLECTIVE WORSHIP provides opportunities for pupils to:

- experience times of stillness
- experience regular times of when they can be receptive to their own inner world of thoughts, feelings and imaginings, and to reflect on them
- consider the value of prayer and worship
- express own experience of God and of faith
- experience a sense of community

PSHE provides opportunities for pupils to:

- reflect on feelings and sense of self
- consider relationships with peers and how the quality of these may be developed and improved
- consider their identity as a citizen of the wider world

Evaluating Spiritual Development

Spiritual development may be evaluated by using records of responses including those provided for the purpose of tracking changes. This may include talking to children and asking them to record and/or represent their reflections and thoughts in a variety of ways. Additionally, staff and visitors to school, including those leading learning, may be asked to comment/reflect upon the atmosphere and relationships experienced in school.

With this in mind, at St Mary's we work with all stakeholders and key partners to identify evidence of how children:

- build a set of values, principles and beliefs which inform a perspective on life and patterns of behaviour
- develop awareness and understanding of their own beliefs and those of others
- make representations through a variety of media and show a respect for themselves and for others
- demonstrate and model a sense of empathy, concern and compassion and an increasing ability to reflect and learn from reflection
- show courage and persistence in defence of their aims, values, principles and beliefs

- demonstrate 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, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
- have an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
- show respect for insight as well as for knowledge and reason
- display and express an expressive and/or creative impulse
- think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective
- express an understanding of feelings and emotions, and their likely impact

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