

SIR ROBERT GEFFERY'S CofE VA PRIMARY SCHOOL

Headteacher: Mrs J E M Curtis

SPIRITUAL DEVELOPMENT POLICY STATEMENT

Spiritual development relates to an understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to pupils' spiritual development. As a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith, both within the daily life of the school and through the curriculum.

We provide children with openings for spiritual development in three vital ways:

Windows: giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning *about* life in all its fullness.

Mirrors: giving children opportunities to *reflect* on their experiences; to *meditate* on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

Doors: giving children opportunities to *respond* to all of this; to *do* something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

Aims for Spiritual Development

- the ability to listen and be still
- the ability to transcend the mundane
- the ability to sense, the sacred, the holy, the Divine
- the ability to reflect;
- the ability to sense wonder and mystery in the world
- the ability to sense the special nature of human relationships

Objectives for Spiritual Development

- to develop the skill of being physically still, yet alert
- to develop the skill of being mentally still, concentrating on the present moment
- to develop the ability to use all ones senses
- to promote an awareness of and enjoyment in using one's imaginative potential
- to encourage quiet reflection during a lesson or assembly
- to develop individual self-confidence in expressing inner thoughts in a variety of ways
- to consider the mystery of God and the wonder of his world
- to find an inner confidence and peace

Provision for Spiritual Development

Staff provide a role model for the children by sharing in the joy of discovery and in the mystery of creation. As individuals, they may share something of their own spirituality with both colleagues and pupils.

Across all the Curriculum, pupils will be able to explore:

- an imaginative approach to the world;
- a spirit of enquiry and open-mindedness;
- an approach to the holy or the sacred;
- an awareness of order and pattern in the world.
- The school will:
 - encourage pupils to express their creativity and imagination;
 - foster a sense of respect for the integrity of each person;
 - create an atmosphere which enables pupils and staff to speak freely about their beliefs.

Within RE, Worship and PSHE, the school will:

- allow pupils to investigate and reflect upon their own beliefs and values;
- provide opportunities for pupils to share what is meaningful and significant to them, including the
- 'darker' side of life;
- provide opportunities for prayer/reflection/silence, the exploration of inner space;
- encourage a balance of music, speech, silence and the creative arts when exploring spiritual development.
- explore the use of symbol, image, allegory and metaphor in the curriculum;
- explore what commitment means;
- always invite a response and never coerce.

Beyond the Formal Curriculum, the school will:

- encourage pupils in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;
- treat pupils, staff and governors with respect, regardless of personal feelings;
- invite close involvement with the church, and regular participation in church services.

Assessment in Spiritual Development

- becoming aware of God in one's own life and in the life of others
- becoming aware of and reflecting on experience
- questioning and exploring the meaning of experience
- understanding and evaluating a range of possible responses and interpretations
- developing personal views and insights and a grasp of the intangible
- applying the insights gained with increasing degrees of perception to one's own life
- acquiring a sense of empathy with others, concern and compassion.
- development is best seen through pupil's relationships and conversations with others

We should aim to encourage pupils to experience all the above within the context and practice of the Christian faith.