

# Spiritual Development Policy

## Our Vision

Unlocking the Gates to Achievement within the love of the Lord.

We embrace our 12 Christian values and ensure all children are ready for their next steps.

At St Peter's CE Academy we hold the Christian belief that human beings are created in the image of God, and that each shares in God's purposes to bring life and allow creation to flourish. This underpins the values and work of the school and is endorsed in our vision/mission statement

## Our Aims

To develop in each child:

- A sense of self-worth stemming from the recognition that they are created in the image of God.
- A sense of being in relationship with others and a growing understanding of what it means to belong to a community.
- An involvement with others in the wider world and an appreciation of difference and diversity.
- A response to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- A willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life.
- The ability to reflect upon experiences of awe, compassion, beauty etc
- The ability to realize that experiences of disappointment, failure and loss can be occasions for spiritual growth and development
- A capacity to value the natural world and a commitment to care for creation
- A willingness to explore the ultimate questions and mysteries of life.

## Our Approaches

- In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning.
- We seek to foster spiritual capacities, eg. imagination, insight and empathy.
- We allow children the opportunity to explore and express feelings and emotions.
- We provide opportunities for prayer including silence and stillness.
- We share feelings and experiences that foster hope and joy, reassurance and encouragement.
- We encourage children to develop relationships based on the Christian values of love, forgiveness and service to others.
- We enable children to make the links between biblical values the life of the school and the wider community.

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

- **In Physical Education:**
  - Being a team member.
  - Pushing yourself to the limits.
  - Extremes of skill, endurance and achievement.
  - Emotion in sport.
  - Personal limitation and failure.
  - Appreciation of perfection.
  - Sportsmanship.
- **In Design and Technology:**
  - Discovering how something works.
  - Appreciating genius.
  - 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.
  - Imagining oneself as someone else.
  - Escaping into other worlds through literature.
  - The element of wonder in literature.
- **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 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.

- **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.

- **In Religious Education:**

- People, places, things, books, actions and ideas held by religious believers to be holy.
- Ultimate questions of meaning and purpose.
- Ideas of the divine/questions of God.
- Forms of worship.
- Use of music, art and drama to express beliefs.
- Varieties of beliefs, celebrations and rituals.
- Ideas of commitment and belonging to groups and institutions
- The idea of mystery and questions with no clear answers.

- **In Collective Worship:**

- Opportunities for reflection and response are planned into worship.
- Stillness.
- Personal and collective beliefs are respected.
- Sharing and celebrating common beliefs.
- Celebrating success.

- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
  - Common activities such as singing, listening, laughing, praying, reflecting on a theme.
  - Remembering and celebrating the lives of people of spiritual significance.
  - Emphasising common purpose and values.
  - Experiencing emotions.
- **In addition, as part of the curriculum, the children have opportunities:**
  - To visit places of beauty, interest and challenge.
  - To admire and wonder at the natural environment and human creative efforts.
  - To work out personal relationships in unusual and challenging situations.
  - To experience community cohesion links at a local, national and global level.
  - To engage in charity based activities.
  - To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.
  - In order to facilitate spiritual development the organisation of the school and the environment for learning are such that:
    - 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.

## Monitoring and Evaluation

Opportunities offered to children for Spiritual Development will be monitored and evaluated in the following ways:

- Monitoring of lesson plans and teaching and learning by leaders, senior management and or/governors.
- Audit of policies and schemes of work.
- Regular discussion at staff and governor meetings.
- Sharing of classroom work and practice.
- Evidence from pupils' work
- Regular inclusion in SEF.