

RICHARD TAYLOR CHURCH OF ENGLAND PRIMARY SCHOOL

Policy for Spiritual Development

Rationale

Spiritual Development is "a growing awareness or enlightenment about the inner self, the purpose of our being and the world of which we are a part".

Values and Visions.

At Richard Taylor School we understand spiritual development to be a growing awareness of the awe and wonder and mystery of life. It requires the open-minded exploration of 'life' in its broadest sense, and the process of personal reflection. As such it extends through all curriculum areas and aspects of school life

Legal Requirement

The Education Reform Act '88 sets education within the context of spiritual, moral, cultural, mental, and physical development of the children.

Our Aims

- To create a school where each person can feel fulfilled.
- To develop an understanding and awareness of self and their place in life.
- To develop a valuing of self, others, and our earth.
- To enable each person to relate to each other with confidence and respect.
- To provide opportunities to reflect on experiences.
- To explore feelings and emotions as well as ideas.
- To provide opportunities where we may encounter awe, wonder and the Divine.
- To develop the ability to relate religious beliefs to our own experiences of life.
- To promote spiritual development through the whole curriculum, personal relationships, ethos, and culture of our school.

Our Objectives

- To give opportunities for discussion, reflection and exploration of issues, experiences, and feelings through R.E., PSED, Cross Curricular studies, Worship, Shine and Share mixed age experiences.
- To promote spiritual development through styles of teaching and learning which engage the children through stimulating enquiry and reflection whilst building self- confidence and self-awareness.
- To seek to celebrate life, recognising and reflecting on emotional responses.
- To consider choices, values and priorities and perspectives promoting tolerance and respect.
- To be alert for the unprepared moment or opportunity for spiritual development, to grasp moments of wonder, reflecting and questioning from both a personal and respectful perspective.

- To provide opportunities to participate in creative events across a broad and rich curriculum, visits, language, art, music, dance, movement, and drama.
- To develop awareness and use of the skills of listening, looking, reflecting, questioning, responding and adapting values, perspectives, and priorities within the context of a local and global community.
- To develop the ability to use all our senses.
- To encourage quiet reflective times in the school day, times of silence and stillness.
- To ask questions and respond to others' questions and thoughts in a non-judgemental, "safe" environment promoting personal awareness and growth.
- To create together a multi-sensory outdoor environment which is accessed frequently across the curriculum and in free time, providing places to experience awe and wonder, stimulation, and calm reflection.

Assessment

By journeying with the children's staff will develop awareness of their responses to experiences and reflective opportunities. Assessment therefore is an informed evaluation of a child's level of engagement in spiritual development rather than a value judgement about a child's spiritual development.

Associated Policies

R.E.
Collective Worship
P.S.H.C.E.

POLICY INTO PRACTICE (Policy Part 2 see below)

POLICY INTO PRACTICE (Policy Part 2)

Teacher's Role

To be positive role models of how we relate, we need:

- to believe in ourselves.
- to show dignity, humility and respect and tolerance in interactions and attitudes within our school, local and global community.
- to seek understanding in the resolution of conflict
- to share values, hopes, fears and endeavours.
- to make time to be still and reflect.
- to sense awe, wonder and mystery.

Progression

The progression of a child's spiritual development is not easily measured using assessment frameworks. Our aim is that all children should be able, by the end of year six, to communicate their personal beliefs through discussion and through the choices which they make in school and their wider lives.

Our 9 core values are:

Friendship, Trust, Respect, Determination, Sportsmanship, Peace, Forgiveness, Responsibility, Service

Values we respect.

Love
Kindness
Compassion
Diligence
Enquiry

Freedom
Sensitivity
Gratitude
Creativity
Tolerance

Patience
Hope
Courage
Openness
Respect

Integrity
Justice
Empathy
Honesty
Integrity

What each person is or has achieved is valued, we celebrate:

Effort and progress
Achievement
Excellence
Friendship
Doing our best
Demonstrating the values, we promote as a school.

This will be achieved through display, celebration. Hopes, worship-times, our friendship tree, progress cup, super pupil award, golden tickets, caring caterpillar, class of the week, drama, song, and music.

Methods

- To develop spiritually it is important to learn creatively and exercise the imagination.

- PSHCE
- Time to study simple objects very closely.
- To consider issues through discussion.
- Use story to stimulate thought, feelings, and imagination.
- Role play.
- Stilling.
- Visualisation.
- Reflection.
- Through the environment.
- Sensory awareness.
- Thanks
- Picture of week- observation, thoughts, and questions
- Choice of Music
- This is our school -Entrance display.
- Worship Board

