



Park Street C of E Primary School



POLICY:

SPIRITUAL DEVELOPMENT

Date of approval:

AUTUMN 2023

Date of review:

AUTUMN 2025

Park Street Church of England VA Primary School and Nursery

In our school our Christian vision shapes all we do.

Flourish and "Let your light shine." Matthew 5:16

At Park Street, we are committed to creating a school community of happy and confident lifelong learners equipped with the skills and knowledge needed to FLOURISH and lead successful lives.

Introduction and Context

At Park Street we believe that spirituality is about how we experience life and therefore how we live our own lives. It is also about our relationship with our **self, others, the world and beyond**. It even makes us aware of things bigger than ourselves and this often makes us say 'wow' but sometimes 'ow'. It gives us the confidence to reflect, ask questions and challenge in many ways. It reminds us that we are valued and all unique.

Our children's definition of spirituality is...
'It is what makes me, me and you, you'.

At Park Street we use the '*Windows, Mirrors, Doors*' to support spiritual development. We gaze 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 so we walk out through the door into life differently from before. For some, this spiritual experience leads to a sense of transcendence: in other words, a feeling or belief that something exists beyond what can be directly seen. Christians would describe this state as God.

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member, Park Street School has chosen some analogies. This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God. Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the wows of life. Cracks may happen when something challenging happens and threatens the comfort of everyday – the ows of life. Cracks can also happen in the stillness and ordinariness of everyday – the nows of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday. In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the wows, ows and nows of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of

the wonder of spirituality. Park Street School uses this language and the concepts of wows, ows and nows. These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God

Pupils' spiritual development is shown through their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- 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.

There are many aspects to spiritual development, such as:

Beliefs – The development of personal beliefs, including religious beliefs; 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

A sense of Awe and Wonder – being inspired by the natural world, mystery, or human achievement

Experiencing feelings of Transcendence – Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experience

Search for Meaning and Purpose – Asking 'why me?' at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.

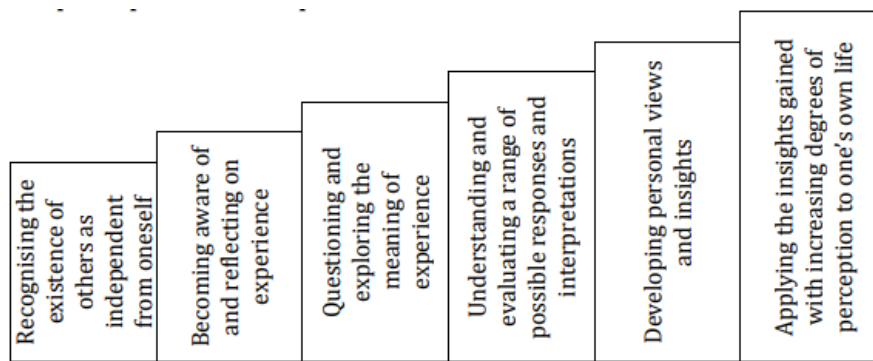
Self-Knowledge – An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; the development of self-respect.

Relationships – Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

Creativity – Expressing innermost thoughts and feelings; exercising the imagination, inspiration, intuition, and insight.

Feelings and Emotions – The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use feelings as a source of growth.

Steps to Spiritual Development



Effective learning in itself is a spiritual experience. This is because learning involves engagement with and exploration of a new concept [windows], thinking deeply about it, trying to connect it to what we already know [mirrors]. If we can successfully fit this new concept to our pre-existing web of understanding, this evokes a positive emotional response [we often describe this as: the penny drops!] With each new concept acquired, we transform ourselves [doors], moving forward in life a little altered, intrinsically motivated, fulfilled and inspired by the experience.

At Park Street, we have dedicated spirituality 'This is us!' session each half term where each class take a question from the 'Ricketts Grid of Spiritual Development' to explore in depth. Pupil responses to these sessions are recorded in a whole class book.

Why is spiritual development important?

As a church school we believe that our role is to educate the whole child and that the spiritual growth of our children is as important as, and indeed is a vital contributor to, their academic development. The themes developed each week through our assemblies, our school vision, as well as opportunities woven throughout our curriculum underpin all we seek to achieve in the lives of our children. Getting people to consider the world around them, reflecting and thinking for themselves, evoking positive emotional responses and pondering ultimate questions is the integral ingredient in our recipe for spiritual development.

How is provision made for spiritual development?

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

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 "Flourish, Let Your Light Shine", 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.
- 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 endeavour.

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, children have opportunity to support the spiritual development of others, that in turn leads to a sense of fulfilment and is therefore a spiritual experience for the young leaders
- 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.

The wider curriculum also provides opportunities for spiritual development. The school's planning format indicates where the children's learning will provide opportunities for spiritual reflection.

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.
- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

In ICT:

- 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.
- 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 and having a sense of belonging
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.

Within each of these subjects, children are encouraged to reflect on associated spiritual questions. Such as:

- What questions can not be answered by Science? (Science)
- What options/opportunities are there to respond and take responsibility in a challenging world? (Geography) and;
- What motivates language learning, buying an ice cream on holiday or welcoming and comforting a stranger in our country? (MFL)

For all subjects we consider:

- How do we celebrate the achievement and break-through **wows** of success?
- How do we support the **ows** of difficulty and frustrations?
- How do we maximise the everyday moment of concentration and being in the present (**now**), creating a sense of calm and completeness?

Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy is available on our school website.