



Part of the Minster Trust for education



Spiritual Development Policy

January 2025

Introduction

By adopting a specific policy for Spiritual Development, we are ensuring that the Christian Distinctiveness of Christian spirituality in our school is appropriately addressed and preserved.

This policy is carried out within the context and spirit of Holy Trinity's vision, values, and virtues. In contrast to many policies, this relates to the whole life of the school.

Our Vision: Together we grow to be the best that God created us to be.
(Rooted in John 13:34 Love one another as God loves us)

Our Values: Respect, Kindness, Honesty, Forgiveness, Responsibility

Our Virtues: Lived through our Rainbow Rules - We are gentle, we are kind & helpful, we listen, we are honest, we work hard, we look after and respect each other and property, we have good manners.

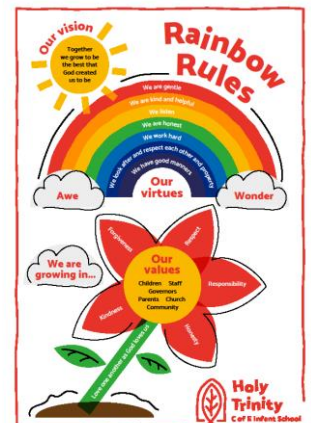
Our Mission: At Holy Trinity Infant School all children come first and all children succeed. We are on an adventure of learning, loving and laughing together, in a nurturing environment which holds Christian values at its heart.

In the review of this policy, we have taken into consideration, as a church school, the following Church of England documents: Church of England Vision for Education (2016), Valuing All God's Children (2017), and Mental Health and Wellbeing: Towards a Whole School Approach (2018).

Definition

Spiritual development relates to the quest for individual identity and the search for meaning and purpose in our existence. It is associated with a dimension of life which is not necessarily experienced through the physical senses, but is as much to do with feelings and emotions, attitudes and beliefs. It is accepted, even in our church school, that the term "spiritual" need not be synonymous with "religious."

Understanding of self and others is at the heart of spiritual development and not linked solely to a particular doctrine or faith. Spiritual development is therefore accessible to everyone. However, as a church school, we place special emphasis on the specific teaching and beliefs of the Christian faith through all areas of the curriculum and the daily life of the school.



Aims and objectives refer to adults who work in the school, including Governors, and from the wider community, as well as to the pupils.

Aims for Spiritual Development

- The ability to listen, be still, reflect
- The ability to sense the Sacred, Holy, Divine
- The ability to sense awe, wonder and mystery in the world
- The ability to sense the special nature of human relationships
- The ability to recognise how beliefs contribute to personal identity
- The ability to transcend the mundane

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 skill of using all of one's senses
- To promote an awareness of and enjoyment in using one's imagination
- To encourage quiet reflection in a lesson or Collective Worship, indoors or outside
- To develop individual self-confidence in expressing inner thoughts in a variety of ways
- To develop self- esteem and self- knowledge
- To be able to experience emotions; to be able to use them as source of growth
- To consider the mystery of God and the wonder of his world
- To find an inner confidence and peace
- To value relationships, have a sense of community, both local and world-wide

Through the aims and objectives above we hope to ensure our children experience 'life in all its fullness' (John 10:10).

The Spiritual Curriculum can be recognised in:-

- Worship/Prayer
- Collective Worship
- Ethos (hidden curriculum)
- Responses by everyone to beliefs, the natural world, matters of personal concern, self-knowledge, emotions and creativity
- Relationships
- R.E. curriculum
- Whole School curriculum
- Mission Statement
- Church/school links
- Community/school links

Spiritual Development across the curriculum

We aim to provide children with: -

- Time for reflection/be fascinated by discoveries they make
- To observe the world-the everyday and the extraordinary
- To ask and explore “unanswerable” questions
- Time to hear about and express personal experiences e.g. Circle Time, knowing also they are allowed to “pass”
- Class worship to build a sense of belonging
- Celebrate children’s work and ideas using displays
- Significant role models, with attitudes and spiritual awareness that will filter through to the pupils
- Group children to cultivate sound relationships
- Spontaneous situations for spiritual development, but also structures and resources in place to promote it
- Build in times for reflection/stillness/use candles to signal quiet times

Links to the whole School Curriculum

English-Literature-stories/poetry exploring human experience/emotions including life and death; Role play to “stand in someone else’s shoes” to encourage empathy; presenting a “thought for the day”

Maths-Enjoyment/fascination with numbers including idea of infinity; reflecting on pattern, order, mystery of space; inter-connectedness of numbers, shapes, objects

Science- Scientific and spiritual links to universe and life; reflecting/gardening in school grounds on relationships between people and environment; reflect on the mystery of the natural world, life-cycles and growth

ICT-The internet connecting us to all over the world; using programmes to create poems/ prayers/draw; human achievement through technology

Religious Education-Stories with moral messages from world religions; Christian values e.g. respect, trust, courage, devotion; skills of listening, respecting, evaluating, judging

Design and Technology- Sense of worth in human potential/achievement; designing cards for religious festivals/ making artefacts, special objects

History-Ideas of change, development, re-creation; traditions in communities; sense of time/place within it

Geography-How things came about, sense of wonder at the earth's variety/order; awareness of other cultures/environments; appreciation of natural features such as lakes, seas, rock formations

Art-Ideas of beauty; appreciation of colour, shape, texture; religious/spiritual ideas expressed in stained glass windows, sculptures; using art as a means of expressing personal feelings, imagination, creative thought e.g. study of artists

Music-Appreciation of music/ respecting ideas/judgements of others; learning about/from lives of musicians

Physical Education-Playing team games/ following rules; awareness of physical needs of others; celebrating achievement, fair play, not hurting anyone; breathing/meditation exercises

Spirituality in our church school

- The whole ethos of the school reflects our mutual care and concern between staff, pupils, parents and Governors. Pupils are encouraged to grow in self-awareness.
- The total curriculum is concerned with the spiritual development of the child. Excellence is not just related to academic areas, but to all aspects of school life.
- We teach tolerance and celebration of difference and sensitivity to the faiths of others.
- Pupils experience awe and wonder not just in acts of worship, celebration and thankfulness. They are presented across the whole curriculum.
- Links between the school, church and the community show spirituality in a social context, not as something separate.
- In our church school, worship is offered to all, not just believers, but to everyone, so we are all aware we are on a spiritual journey, sharing the challenge and excitement with our pupils.

Assessment

Although we are referring to spiritual "development" in this policy, we believe it would be inappropriate to suggest a tick list of skills by which pupils' attainment is judged in this area.

We want to see how our provision impacts upon the lives and thoughts of our pupils. We hope our R.E. teaching and the quality of our worship encourage our pupils when considering fundamental questions to make reference not only to their own experiences and viewpoints, but to the teachings and practices of religions they have been studying.

We want them to develop a willingness and ability to ask the deeper questions about human life, to explore the meaning of the sacred; to have a sense of "something" other than ourselves, while always being allowed to experience the wonders of childhood.

Responsibility of Staff

- To have a shared vision and values
- Work together towards agreed goals
- Establish a community where all are valued and strong relationships exist between pupils, staff and staff and pupils
- To have a shared understanding of spiritual development
- To plan for it in all lessons, but be ready for opportunities of spontaneity

Responsibility of Governors

Governors, especially Foundation Governors, have a responsibility to monitor this policy and link it with the school self-evaluation for Anglican, Methodist Church Schools (the SIAMS). It is hoped that Governors will be able to contribute to this and to our related policies listed below through our School Development and Governor Development Plans.

Related Policies

Collective Worship Policy

Religious Education Policy

Moral, Social and Cultural Development

Relationships and Sex Education Policy

Equality Policy and Accessibility Plan

SIAMS Self-Evaluation

Reviewed: January 2025

Next Review: January 2027