



Goodleigh C of E Primary School Spiritual Development Policy



Spirituality is a broad and multifaceted concept that encompasses a person's search for meaning, purpose, and connection with something greater than themselves. It is often associated with beliefs, practices, and experiences that transcend the material world and involve a deep sense of inner exploration and reflection.

While spirituality is often connected to religious beliefs and practices, it can also be experienced outside of organised religion. It involves exploring questions about the nature of existence, the meaning of life, and the relationship between individuals and the universe.

Spirituality is highly personal and can take various forms, depending on an individual's beliefs, values, and experiences. It may involve practices such as meditation, prayer, mindfulness, contemplation, and engaging in activities that foster a sense of connection with oneself, others, nature, or a higher power.

Spirituality can provide individuals with a sense of purpose, inner peace, and guidance in navigating life's challenges. It can also contribute to personal growth, self-awareness, and the development of values and ethics.

It is important to note that spirituality is subjective and can differ from person to person. What may be spiritually significant to one individual may not hold the same meaning for another. Ultimately, spirituality is a deeply personal and individual journey of seeking meaning, purpose, and connection.



WINDOWS



MIRRORS



DOORS

The windows, mirrors, doors analogy clarifies this meaning. 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.



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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.



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Why is Spiritual Development Important?

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. Encouraging the whole school community to consider the world around them, reflecting and thinking for themselves, evoking positive emotional responses and pondering ultimate questions is integral to our vision of 'Smile, Grow, Flourish.'

How is provision made for spiritual development?



– Smile, Grow, Flourish

The school vision 'Smile, Grow, Flourish' enables adults and children to relate to one another and creates opportunities to develop spirituality across all areas of the school life. 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.
- Taking time to appreciate wonders of the natural world.
- 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



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- 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
- Emphasizing common purpose and values
- Experiencing emotions
- Taking part with sincerity and a sense of higher purpose
- Through pupil-led activities, 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. Below are some examples of what this may look like in relation to some different curriculum areas.

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
- Upstandingness

In Design and Technology:

- Discovering how something works
- Appreciating ingenuity
- Beauty in design
- Perseverance to solve problems
- Personal achievement
- Learning from others and nature



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In English:

- 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 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



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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
- The sense of fulfilment 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
- 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