

ST ROBERT SOUTHWELL CATHOLIC PRIMARY SCHOOL

Policy for Spiritual Development

Mission Statement:

Christ and the Gospel values are at the centre of all we do. We will nurture the children's faith and spiritual development so that they develop an understanding of their faith and a personal relationship with Jesus Christ

Introduction:

In contrast to other school policies for specific curriculum areas, this policy relates to the whole life of the school. It is promoted through all the subjects of the curriculum; it reflects our approach to teaching and learning; and its promotion is influenced by the quality of relationships and the experiences of prayer and worship. Spiritual development is intrinsically linked with moral, social and cultural development.

Rationale:

Spiritual development is at the heart of Catholic education and therefore at the heart of our school: being called to nurture the human wholeness of all our children calls us to ensure that we develop all aspects of our children.

Definition of Spiritual Development:

We believe that spiritual development is a significant aspect of educating 'the whole child'. It is the very essence of what it means to be human. It relates to the search for meaning and purpose in our existence in God. It is associated with feelings and emotions, and attitudes and beliefs. It is accessible to everyone and is rooted in our Catholic Christian faith.

Aims of Spiritual Development in a Catholic Primary School

- The ability to listen and be still
- The ability to sense the sacred, the holy, our God
- The ability to sense wonder and mystery
- The ability to sense the special nature of human relationships
- The ability to transcend the mundane
- The ability to reflect and to appreciate beauty

Objectives for Spiritual Development:

- To develop the skill of being physically still, yet alert
- To develop the ability to use all of one's senses
- To consider the mystery of God, to relate to the person of Jesus and the wonder of God's world
- To find an inner self confidence and peace
- To develop in individuals a self-confidence to express inner thoughts in a variety of ways
- To encourage quiet reflection during a lesson or assembly
- To promote an awareness of and enjoyment in using one's imagination and creativity
- To promote the ability to form good relationships with others

Opportunities for Spiritual Development:

Staff will provide a role model to children by sharing in the joy of discovery and in the wonder of creation. Our enthusiasm for education that truly nurtures human wholeness will be significant in creating the appropriate ethos for the human spirit to thrive.

1. Within the curriculum, children will be able to explore:

- An imaginative approach to God's world
- A spirit of enquiry and open-mindedness
- A recognition of the presence of God everywhere, with no distinction between the sacred and the ordinary

2. Opportunities will be provided for children to:

- Express their creativity and imagination
- Foster a sense of respect for the integrity of each person
- Engage in an atmosphere that encourages them to talk freely about their feelings and beliefs
- Experience a variety of formal, informal and spontaneous prayer, meditation and retreats
- Experience awe and wonder, excitement and enjoyment
- Understand human feelings and emotions
- Experience, silence, stillness and reflection and to learn from reflection
- Develop the skill of journaling and have regular opportunities (especially in KS2) to journal
- Experience and appreciate a range of music, art, literature, designed to 'lift the spirit'
- Participate, as appropriate, in the life of our parish community from which the school is derived

TEACHING AND LEARNING STRATEGIES

Opportunities for spiritual development are created just as much by ***who we are*** and ***how we teach*** as by ***what we teach***.

Spiritual development can be promoted when there are opportunities for:

- Reflection
- Silence
- Stillness
- Exploration of inner space
- Active learning
- Questions about meaning, purpose and value
- Open-ended questions
- Story telling
- Personal response to what is being learnt
- Applying new insights into the way we live
- Building pupil's self esteem

SPIRITUAL / HUMAN CAPACITIES

These are the spiritual capacities which are worthy and capable of development in schools when appropriate learning and teaching strategies (as listed above) are the norm.

These include capacities for:

- Expressing gratitude and appreciation
- Empathy
- Reflecting on the moral dimension of our existence
- Making free and responsible choices in awareness of their consequences and implications
- Gaining a sense of security, identity and purpose
- Searching for meaning
- Exercising imagination and creativity and appreciating beauty, truth and goodness
- Curiosity and mystery
- Awe and wonder
- Transcending the mundane
- Connection and belonging (creating, maintaining and repairing relationships)
- Self -awareness and reflection upon experiences and circumstances
- Developing worthwhile beliefs and values inform everyday living

Role of the Curriculum Leader

The co-ordinator has responsibility for overseeing the planning, provision and the monitoring and evaluation of spiritual development. The curriculum leader will keep in touch with local, diocesan and national developments and will act in an advisory capacity, supporting and encouraging colleagues. Specifically, the curriculum leader will identify and purchase appropriate resources; identify and plan appropriate staff development and reflection.

Responsibilities:

The governing body is responsible for ensuring that this spiritual development policy is put into practice and monitored by the appropriate governor. The Governing Body will review this policy, formally, every two years from the date of its adoption. Informal review will be on-going and will be the responsibility of the curriculum leader.

November 2018

Miss Willsher

To review November 2019