

Hatfield Peverel St Andrew's Junior School



Spiritual Development Policy 25/26

Approved by: Governing Board

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Hatfield Peverel, St Andrew's Junior School

Spiritual Development Policy for 2025/26

What is Spirituality?

Spirituality is not a word or a feeling - it's about the whole: developing the tangible and intangible moments that help shape our ideas, values and beliefs. We want our children to feel like they belong first and foremost.

The Church of England's Vision for Education states a core desire that children will experience life in all its fullness.

We believe that we can explore Spirituality by educating the whole child. The children encounter a range of opportunities to develop their own spiritual journey: through Religious Education, through our broad and balanced curriculum, through collective worship and when other opportunities arise. Through these spiritual opportunities, children are enabled to be happy, flourish, succeed and live life in all its fullness.

Children's Spiritual development is shown by their:

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

The Golden Glue

This image introduces spirituality through the analogy of kintsugi: the Japanese art of repairing broken pottery using golden glue, making it more beautiful. The bible talks about God as a potter and how everyone is the work of God, all unique, all special.

Just as pots can change when damaged, people can have experiences that alter them.

The golden glue explores how these experiences can be 'filled with gold' and reflect the wonder of spirituality:

- Wows - those awe and wonder moments when we respond with a 'wow!'
- Ows - when something goes wrong and threatens our comfort.
- Nows - our ordinary, quiet moments where we stop and listen and where we are learning to be present and be thankful.

We believe that no matter what happens, spirituality is like the golden glue that mends us. The language of spirituality explores relationships with ourselves, others, the wider natural world and beyond.

At St Andrew's, we recognise that Spirituality is an ongoing, reflective journey. To foster reflective thinking, we have adopted and adapted the Windows, Mirrors and Doors approach when thinking about Spiritual development in our Collective Worship:

Mirrors - Self (like looking in a mirror...)

Thinking about OURSELVES and how we feel about things.

Window - Beauty (like looking through a window...)

LOOKING at the world in new ways.

Doors - Others (like opening a door to let people in...)

UNDERSTANDING how other people feel.

Candle- Beyond (like watching a flame and thinking...)

REFLECTING on our learning and experiences.

By reflecting and responding together, we invite everyone to pause and think about what they have learnt and how to respond to it. We do this in many ways: a pause for thought, singing a song, as visual stimulus such as slides or art to help reflection.

As we leave together, we encourage everyone to take something away into their day by sharing the peace, a prayer or a blessing and giving the children something to ponder.

Effective spiritual development is achieved by the underlying values and principles upon which the school operates. The school vision, based on the

Bible Verse 'Let your light shine' (Matthew 5: 16) and that 'every child is loved and known, every child shines,' as well as our CARE values, 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.

We give children opportunities to:

- Express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- We encourage respectful debate and questioning and make sure children feel secure enough to ask those 'big' questions.
- Begin to develop their own system of beliefs which may or may not include religious ones.
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement.
- Reflect on the situations of others through role play, discussions and stories.
- Responding creatively through stories, music, art, drama, poems and dance.
- Take the time for stillness and reflection in the school day
- We encourage the spirit of 'courageous advocacy' and standing up for what we believe in.

- We practice gratitude - we take time to give thanks and show thanks for the things, the actions and the people that bring us joy.
- We learn about our feelings, how to recognise them and live with them.
- Through the 'Worship Crew' and our Smart School Council children have the opportunity to support the spiritual development of others, that in turn leads to a sense of fulfillment and is therefore a spiritual experience for the young leaders.

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.

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 Maths: 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.

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 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. 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.