

Box CE VC Primary School Spiritual Development Policy

'It's like a mustard seed that man took and planted in his garden. It grew and became a tree and the birds in the sky nested in its branches.' Luke 13:19

Plant, Nurture, Flourish, Serve

The school garden is a very special and unique part of our school and is enjoyed for its beauty as well as a place to play and learn. On their journey through the school the children are taught gardening jobs and are responsible for areas of the garden. There are many opportunities for them to plant seeds, nurture plants and watch them flourish. The children are helped to explore how 'Plant, Nurture, Flourish, Serve' is a metaphor that can be applied to many aspects of their life and spiritual development.

Spiritual Development Defined:

While spirituality and religion may complement each other, they are not the same. Spiritual development encourages and grows from the ability to interpret experiences in a way which may transcend the physical senses and everyday language. It is concerned with relationships, beliefs, reflection, self-knowledge and identity, feelings and emotions, creativity and the search for meaning and purpose. It values a non-material dimension to life. It has many aspects in common with moral development.

David Smith suggests four windows into spiritual development:

- **Spiritual capacities:** recognition that all human beings are capable of spiritual growth through capacities such as self-awareness, reflection, empathy, imagination and creativity.
- **Spiritual experiences:** ways in which pupils can encounter the spiritual dimension of life
- **Spiritual understanding:** the need to have developed an understanding to make sense of the spiritual experiences encountered
- **Spiritual responses:** how this experience and understanding impacts on our lives and shapes the way in which we live our lives.

These windows have been developed into a 'Spiritual Ring Doughnut' by Liz Mills:

The Doughnut represents the Whole Child. The outer ring is the tangible (Mind and Body), the hole represents the intangible (Spirit) but if there was no hole it wouldn't be a doughnut. It is the exploration and development of that hole in our centre that makes us whole and contributes to our spiritual development.



We explore spirituality with the children by looking at four areas:

- **Self** - (looking in a **mirror**) such as the way I see things, the way I react, my conscience, understanding myself, experiences that shape me
- **Others** - (opening a **door**) empathy, stepping into someone's shoes and understanding of others by considering how others see things, the way others react
- **Beauty** - (looking through a **window**) our response to music, art, nature, special things etc. and how we express this
- **Beyond** - (looking to the beyond - **candle**) beyond ourselves, mystery, belonging to something greater

These four aspects of spiritual development all contribute to the strengthening of **relationships** and about being as human as possible. Opportunities for spiritual development in each of the areas are planned and identified in medium term planning. The starting point is often the pupils own big questions about life.

Spiritual development is at the heart of the school's vision and expressed through the identification of self, others, beauty and beyond for each aim.
See School Aims in Appendix 1

Effective Spiritual Development

Effective Spiritual Development occurs when there is:

- A recognition of the value of relationships, the acknowledgement that each person is a person of worth.
- Encouragement to develop a sense of self-knowledge and self-awareness, an acknowledgement of the principles and values by which we live.
- Opportunities to express imagination, inspiration, insight and understanding throughout the curriculum.
- Time to reflect on the inspiring quality of the world whether it be a sense of power of nature or the creative imagination of human beings.

The Purpose of Spiritual Development

Through our work with children we aim to help children towards:

- The ability to recognise their own **feelings and emotions**, being moved by beauty and kindness, hurt by injustice or aggression, and developing a growing awareness of when it is important to control emotions and feelings.
- The development of **personal beliefs** and an appreciation that people have individual and shared beliefs on which they base their lives.
- Finding **meaning and purpose** in their lives, reflecting on the origins and purposes of life; responding to challenging experiences of life such as beauty, suffering and death.
- **Self-awareness and self-knowledge** in terms of thoughts, feelings, emotions, responsibilities and experiences and the development of self-respect.
- Developing **relationships** by recognising and valuing the worth of each individual (including themselves), building up relationships with others and developing a sense of community

- An ability to **express their own thoughts and feelings creatively** through, for example, art, music, literature and sport
- The **exercise of imagination**, and the **experience of inspiration and insight**.
- The experience of **awe, wonder and mystery** - of being inspired by the natural world, mystery or human achievement

Recording spiritual development

The school uses Andrew Rickett's grids to help with the provision and promotion of spiritual development and also with the progression in experience as well.

Associated policies/documents

Collective Worship

RE Policy

Date of policy review: February 2023

Self



Others



Spirituality



Beauty



Beyond