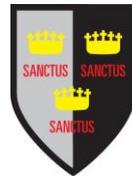


# All Saints Catholic Nursery & Primary School



All Saints  
Catholic Primary School  
Anfield

## Spiritual Development Policy

October 2017

## **SPIRITUAL DEVELOPMENT POLICY**

“Spiritual education helps pupils to acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality.”

Spiritual development is an important element of a child’s education. It underlies motivation, imagination, curiosity and social development. It is personal and unique to each individual. It is the search for meaning, a purpose in life and for values by which to live. The Spiritual dimension applies not only to R.E. and Collective Worship but also to every area of the curriculum and all aspects of school life.

### **AIMS:**

It is the aim of this Catholic school to enable our children to:

- Enable the children to experience a sense of awe, wonder and mystery.
- Develop a sense of quality of silence and awareness.
- Develop a sense of constant change.
- Develop a sense of pattern and order.
- Develop a sense of self worth, uniqueness, identity, gifts and talents.
- Develop a sense of worth of others – relationships.
- Reflect on the Natural World; dark, light, trees, sky, wind, water, earth.
- To develop a sense of capacity for choice and decision; freedom.
- Develop a sense of the presence of God in their lives; to reflect upon this presence and respond individually.
- Acknowledge that the Church provided insights into and explanations for the challenging experiences in life such as death, suffering and encounters with good and evil.
- Respect how people of other faiths respond to the spiritual dimension in life.
- Reflect upon their own values and attitudes in light of the Gospel teachings.

Pupils at All Saints show evidence of their Spiritual Development when they display:

### **1. KNOWLEDGE**

At All Saints we believe that ‘Spiritual Development’ is not synonymous with ‘religious’ and is therefore not considered to be

**just** part of the Religious Education programme of study. All areas of our school's curriculum may in some way contribute to the spiritual development of our pupils. Through science discovery, mathematical phenomenon and creativity, (to name a few), we strive to help our pupils understand the way God works in our lives and in the wider spectrum, and thus exploring beneath and beyond mere factual knowledge.

The 'Come and See' syllabus and the Collective Worship themes, however, do provide a more formal framework in which children can develop a sense of feeling the presence of God in their lives, have opportunities to reflect upon their own personal existence and make sense of the world in which they live. They experience the teachings of the Gospels and stories through which they become familiar with the life and teachings of Jesus.

## **2. UNDERSTANDING**

Through the curriculum subjects of Literacy, history, geography and science, the children in our care hear about how, over time people have sought to explain the creation and existence of the universe.

We consider it important for the children to realise that despite our personal beliefs as individuals, we as Christians should have some understanding of how people have been inspired by the natural world, mystery and human achievement. It is through this understanding that our children can begin to recognise and value the worth of each individual and develop the ability to build up relationships with others.

## **3. BELIEFS**

It is expected that through the curriculum and through their exploration and discussion of real life experiences, children at our school will grow in faith, have belief in and an awareness of themselves through their deepening knowledge of creation and revelation.

Through our Collective Worship and timetabled 'Come and See lessons the children are encouraged to be engaged with fundamental questions and explore their own and others' religious beliefs, learning how their own faith and love of God can be freely expressed. We provide learning situations for the children to appreciate that different people **do** have individual and shared beliefs, upon which they base their lives and how these beliefs contribute to each individuals' own personal identity.

## **4. A POSITIVE ATTITUDE AND BEHAVIOUR**

By gaining in knowledge and understanding our ultimate aim is for the children to develop an awareness of themselves in terms of their thoughts, feelings, emotions, responsibilities, experiences and a growing development of self respect and acceptance of individual identity.

Through regular Collective Worship sessions a sensitive environment is provided for the children to explore, exercise and express their beliefs. Simple stilling, visualisation and meditative techniques are practised in a supportive group atmosphere.

We aim to cater for those children who experience specific difficulties in these areas of self development. Our understanding and training allows us to help children to feel valued when they express their innermost thoughts and feelings through art, music, exercise, imagination, writing and craft work.

## **5. A PERSONAL RESPONSE**

It is our intention to encourage our pupils' intellectual curiosity, questioning and exploration of the meaning of experiences. We encourage and provide time for children to explore for themselves, to question and to reflect upon times of hardship and suffering and respond to challenging experiences in life such as illness and death, and positive and inspirational examples of beauty and kindness.

We feel we are preparing the children to respond to the important questions and circumstances they will undoubtedly face in their lives, whether they are hurt, overwhelmed, delighted or disappointed. The understanding that it is important to control emotions and feelings is underpinning in our teaching, as we strive to teach the children to use these feelings as a source of growth and development. For those children whom loss affects their personal wellbeing, we offer the Rainbows and Sunbeams programme. Several Staff are trained as facilitators and **all** children are invited to take part if their parents or guardians feel they would benefit.

## **6. INCLUSION**

At All Saints we recognise our responsibility to provide a broad and balanced curriculum for all our pupils, as recognized in the Inclusion Statement in the National Curriculum. All aspects of the curriculum reflect the three principles essential to developing a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

To be reviewed: October 2018