



*“Enabling life in all its fullness”*

**“I came that you may have life, life in all its fullness” (John10:10)**

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

# Ashton Keynes

# Spiritual development

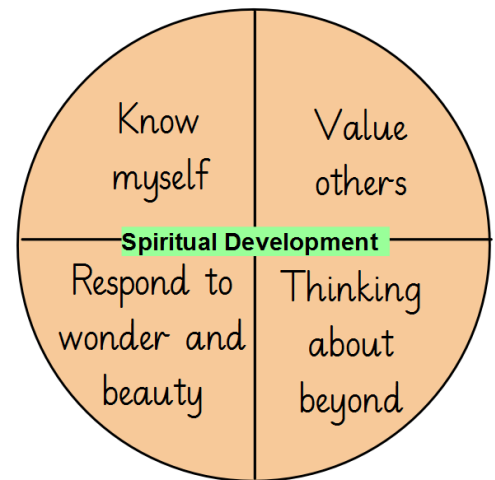
# policy

Date of Policy: September 2022

Review Date: September 2024

Spiritual Development is an important element of a child's education and fundamental to other areas of learning

At Ashton Keynes Primary C of E Spiritual Development is considered an important part of our school community and curriculum. The potential for Spiritual Development is open to everyone and is NOT confined to the development of religious beliefs or conversion to a particular faith. To limit Spiritual Development in this way would be to exclude from its scope the children in our school who do not come from overtly religious backgrounds. The term applies to something fundamental in the human condition which is not necessarily experienced through the physical senses and / or expressed through everyday language.



Spirituality enables us to look within ourselves, at human relationships, at the wider world and for many people a vision of the divine or the ultimate reality with characteristics of courage, hope, acceptance, strength and love so that we can better face the sufferings, challenges and opportunities of human life in all its fullness.

At Ashton Keynes our school definition of Spirituality is seen in four parts: knowing yourself, valuing others (an awareness of more than yourself), responding to wonder and beauty and thinking about things beyond (an awareness of being a small part of something bigger). It is grounded in ethos of the Christian faith that we all made in the image of God.

### **What might a spirituality developed person be like?**

Some of the major characteristics of a spiritual developed person would display have been drawn up by Clive Beck. These are:

- Love
- Awareness
- A broad mind
- A holistic outlook
- Integration (avoiding hypocrisy)
- Wonder
- Thankfulness
- Hope
- Courage
- Energy
- Detachment
- Acceptance
- Gentleness

Central to all this is LOVE – an understanding of the value and worth of others, attempting to build unselfish, caring relationships. In the religious context this may mean a close relationship with God.

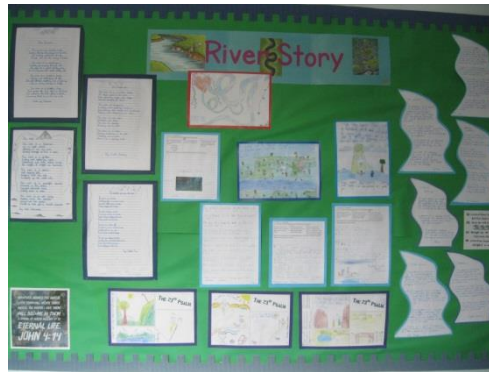
### **How is spirituality developed at our school?**

- Each school year starts with a Spiritual metaphor for example looking at water, our wonderful world or refugees. All classes spend two weeks using a key text and with Biblical links looking at that metaphor. It is carried out at the beginning of the year with the intention that everybody uses it to explore their future potential, to think about how to build up their class and friends as well as reflecting on the natural world and the lives of others. Biblical stories and quotes are an essential part of the metaphor grounding it the Christian faith.



This metaphor will be touched upon throughout the school year for example the Water Warriors day raising money for Water Aid or Fair Trade week linking to how we can make our world better for all.

- Time for Spiritual Development is built into the school curriculum and Collective Worship.
- Strong links with Holy Cross Church
- Aware of our World week
- Inside and outside prayer and reflection areas.
- Class reflection areas
- Spirited Arts NATRE competition
- Through our commitment to Global advocacy which runs through our centre of curriculum. Global advocacy allows children to learn about world issues that affect them and others around the world. It allows them to view the world differently thinking about the lives of others and their own role in finding solutions to global issues.



### **To encourage Spiritual Development, all staff need to demonstrate the following as part of their practice:**

- Start from the child's own experience and from what they know or think they know
- Display a positive, encouraging, accepting attitude
- Take what children say seriously and value each individual contribution
- Try to involve everyone
- Encourage children to draw out their own meaning from story, buildings, symbols, paintings, artefacts
- Be clear about intended learning outcomes but allow space for spontaneity
- Listen and show understanding
- Be open and honest
- Encourage and value children's questions
- Respect a child's right not to make a comment
- Encourage children to develop and use all their senses
- Provide children with alternative activities and ways of expression
- Encourage children to value reflective activities and times of silence

- View each child as a person with a special gift to give
- Help children to discover and develop that gift

**The key to contributing to children’s Spiritual Development is to find activities which encourage them to**

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- FEEL the impact of a particular spiritual issue
- REFLECT on the significance of what they are learning
- RECOGNISE any challenges that there may be to their own attitudes and life
- MAKE JUDGEMENTS on the value of the beliefs and attitudes they are encountering
- APPLY new insights in the way they live their own lives

To have a better understanding of how Spirituality skills progress over a child’s seven year journey through our school please look at the Spirituality skills progression document.

Appendix 1

Opportunities to develop Spirituality within the curriculum

ENGLISH SPEAKING and LISTENING

- Being allowed to contribute
- Engage in different types of talk for different purposes and audiences
- Be exposed to the ideas of other people
- Experience a democratic classroom where opinions and values of children are valued and rules for the classroom are negotiated
- Gain self – confidence by using the voice in a variety of ways and situations
- Value accent and dialect and have exposure to cultural diversity
- Hear and value other languages
- Hear stories and poetry from a variety of cultures and traditions
- Listen to storytellers and poets

ENGLISH

READING

- Experience the enjoyment of personal reading
- Share beliefs and ideas about a text in discussion
- Read books that explore relationships and identify purpose in life
- Respond to a current situation ( death, tragedy, significant events) through chosen texts and story
- Explore through literature and illustrations a range of cultural and social models of life-styles

ENGLISH

WRITING

- Have sufficient time for extended, thoughtful writing, including poetry
- Develop vocabulary to enable them to express their innermost feelings and ideas
- Communicate in a variety of ways through the written word
- Engage in collaborative writing to bring greater awareness of their own and others’ ideas and skills
- Explore difficult / imaginative subject matters that will stretch and challenge
- Be exposed to a range of stimuli in order to generate creativity in their use of language

MATHEMATICS

- Appreciate the intrinsic beauty of pattern, symmetry, etc.
- Develop self – esteem by taking responsibility for their own learning, discuss and communicate, seek help with misunderstandings

- Work on open – ended tasks which produce a variety of responses and work on real problems that can encourage a consideration of moral aspects of our society – e.g. how much waste paper does the school generate, how do we look after our school environment,
- Experience problem – solving approaches and co-operation, working in groups and meeting situations where there is more than one answer
- Allow understanding to be shared through discussion
- Discuss how mathematics helps us to understand the world around us and within our own lives

## SCIENCE

- Experience a sense of wonder and curiosity
- Learn how to care for living things and the environment, practically wherever possible
- Address cultural issues – e.g. destruction of rainforests
- Develop an awareness of the changes of life, the miracle of change – e.g. seasons, growth of plants
- Work co-operatively
- Experience the awesome, the unexpected, the mysterious and the excitement of scientific discovery

## ART

- Respond to an idea, a poem, the natural world to express personal feelings and emotions
- Use works of art to explore issues of right and wrong – e.g. war and peace
- Respond to the work of renowned artists, using a variety of media and materials
- Meet the work of artists from different cultural backgrounds
- Meet artists and work with them
- Visit galleries and exhibitions
- Make posters / banners to raise awareness of issues
- Talk about their work and hear other ideas and perceptions about a range of art

## MUSIC

- Develop self – esteem and self – worth through personal expression and involvement in social activities
- Experience music directly, practically and creatively through listening, performing, comparing
- Develop a sense of purpose by performing with a group, a sense of responsibility towards fellow performers
- Explore how music can be used to manipulate the emotions in e.g. advertising
- Gain an insight into thoughts and feelings and how to express them
- Empathise with people from all over the world through exploring different musical traditions
- Experience a shared community response to live performance and recorded music
- Experience music through visiting performers and from a variety of world musicians and instruments

## RELIGIOUS EDUCATION

- Reflect and experience stillness and silence
- Enquire and ask questions rather than being given only facts
- Experience the uniqueness of special places
- Develop awareness of their feelings and emotions
- Handle religious artefacts with sensitivity and respect
- Help children to understand the concept of forgiveness and the chance for a fresh start
- Teach children to respect other peoples' beliefs and practices

## HISTORY

- Explore the concept of “Who am I?” through family and local history
- Know about the history of the local area and how its citizens came to be here
- Explore the meaning, purpose, motivations and feelings of people in the past through role – play, films, visits and discussion
- Experience a variety of imaginative and creative teaching styles and activities which lead to a heightened interest and understanding of the past
- Begin to understand how British culture has been shaped by the classical and Christian heritages and also by pluralism and diversity of British society

## GEOGRAPHY

- Experience awe and fascination through visual, active experiences as well as films and documentaries – e.g. volcanoes
- Explore the natural world to consider how people live, connect to their environment and to each other
- Develop empathy and positive attitudes and values towards other people through meeting visitors from other parts of the world, learning through visual aids – e.g. pictures, photographs, videos
- Engage in fieldwork to obtain information from primary resources, develop understanding and ideas of stewardship, responsibility and care for the environment, and develop the ability to work with others, learning skills of negotiation and respecting points of view other than their own
- Challenge stereotypes and promote an understanding that peoples all over the world have common needs and have to meet similar challenges
- Have the chance to understand how societies work on a variety of scales from local to global and begin to understand about the empowerment and exclusion of people
- Handle and use artefacts from a variety of cultures in role-play, food activities, dressing-up etc.

## PHYSICAL EDUCATION

- Gain a sense of personal achievement at their own level and a chance to share in the success of others
- Join in activities and exercises which develop trust – paired and group activities
- Recognise their own exhilaration and delight in physical activities
- Reflect and respond after a session about feelings and reactions – what went well or badly