

Holy Cross Catholic Primary School



Spiritual Development Policy

September 2024

We care, we share, we value.

Date Agreed

September 2024

To be reviewed on or before

September 2027

Signed

Headteacher

Signed

Chair of Governors

As a Catholic school community we believe that we all, governors, staff, parents and students, are - Created in the image of God, Redeemed by Jesus and Empowered by the Holy Spirit. Consequently, we are all worthy of dignity and respect.

As educators we are committed to working with parents in raising the children in our care “to know that they are loved” (St John Bosco, Patron Saint of Youth), valuing themselves and others, and open to be of service to whoever is in need. We will develop their talents within a context of praise, support, affirmation and celebration by presenting ourselves as “ministers of God’s love”, models for imitation and as elder sisters and brothers to each of our children.

All our school policies are to be understood within these convictions.

VALUES, AIMS AND MISSION

Our Mission Statement places this aim at the centre of all we hope to achieve...

*Together with Jesus as our role model,
we are a happy, nurturing, welcoming community.*

*All are dedicated to supporting,
valuing and encouraging each other.
We love one another as Jesus taught us.*

We Care, We Share, We Value

DEFINITION

Spiritual Development helps pupils gain insight into their personal everlasting value and it is usually stimulated and facilitated by personal reflection. 'Spiritual' is not always synonymous with 'religious' all areas of the curriculum and school life may contribute to pupils' spiritual development.

The main theme of spiritual development is how a child acquires personal beliefs and values, especially on questions about religion and whether life has purpose. Personal and social behaviour questions are also at the heart of a child's existence and have a part to play in spiritual development. It is therefore, about what a school provides through its Curriculum, Collective Worship and through its ethos and climate – to help pupils make sense of these questions and to form responses to life and to various experiences they may have.

Spiritual development relates and is intertwined with the educational mission of the Church and is rooted in Christ's mission '... that all may have life and have it to the full' (John 10:10) this involves the ongoing development of the entire potential of each individual made in the image and likeness of God.

A working definition of spiritual development has been provided by Ofsted and they identify three principal elements.

- The development of insights, principles, beliefs, attitudes and values which guide and motivate us. For many pupils these will have a significant religious belief.
- A developing understanding of feelings and emotions which causes us to reflect and learn.
- For all pupils, a developing recognition that their insights, principles, beliefs, attitudes and values influence, inspire or guide them in life.

The task faced by school is then, to find effective ways of developing pupils' drive, sense of identity and self-worth; developing their principles, beliefs and values, including those that have a religious belief.' (Promoting and Evaluating Pupils' Moral, Social and Cultural Development – Ofsted March 2004)

The importance and significance of spiritual development has been acknowledged by government legislation as being vital to the holistic development of pupils. (Education Reform Act 1988, Education Act 1992, School Inspections Act 1996)

At Holy Cross, spiritual development is at the heart of all we do. Spiritual development pervades all subject areas and the daily life of the school.

CHARACTERISTICS OF SPIRITUALITY

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- A set of values, principles and beliefs which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- An awareness and understanding of their own and others beliefs
- A respect for themselves and others
- A sense of empathy with others, concern and compassion.
- An increasing ability to reflect and learn from this reflection
- An ability to show courage in defence of their aims, values, principles and beliefs.
- A readiness to challenge all that would constrain the human spirit, for example poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, aggression, greed, injustice, narrow vision, self-interest, racism and other forms of discrimination.
- An appreciation of the intangible – beauty, truth, love, goodness, order, mystery
- A respect for insight as well as knowledge and reason
- An expressive and/or creative impulse.
- An ability to think in terms of the 'whole' for example concepts such as harmony, interdependence, perspective.
- An understanding of feelings and emotions and their likely impact.

PROMOTING SPIRITUAL DEVELOPMENT

In order to encourage pupils spiritual development at Holy Cross

- Pupils are given the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on peoples lives. Where pupils already have religious beliefs they are supported in developing these beliefs in ways which are personal and relevant to them.

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- Pupils are encouraged to explore what animates themselves and others.

By encouraging pupils to reflect and learn from reflection e.g. Collective Worship

- Through giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- By developing a climate/ethos within which all pupils can grow and flourish, respect others and be respected.
- By accommodating difference and respecting the integrity of individuals.
- Through promoting teaching styles which: -
 - ❖ value pupils questions and give them room for their own thoughts, ideas and concerns.
 - ❖ Enables pupils to make connections between aspects of their learning, encouraging pupils to relate their learning to a wider frame of reference – for example asking why, how and where as well as ‘what’
 - ❖ Through monitoring in simple pragmatic ways the success of what is provided.

Pupils’ spirituality is promoted and developed through the entire educative process especially through:

The Distinctive Nature of Our School

The ethos at Holy Cross encourages the development of positive relationships with all members of the school community. We work to encourage a mutual culture of care within our school family. When appropriate, visits to church are undertaken and the children are encouraged to actively participate, in the celebration of Mass and other services. Preparation for First Holy Communion and the Sacrament of Reconciliation also provide opportunities for the promotion of spiritual development on a personal basis.

Curriculum Subjects

The opportunity for promoting spiritual development arises in a wide range of curriculum areas. RE is seen as the prime curriculum opportunity for promoting spiritual development. At Holy Spirit we recognise that the spiritual development of our children can also be encouraged through a variety of other curriculum areas such as PSHE, English and Science. It is highlighted that the spiritual development of learners filters into other curriculum areas and should not specifically be ‘left’ to Religious Education.

Collective Worship

There are a variety of opportunities for Collective Worship at school. Each Monday there is a whole school Gospel assembly and there is a weekly key stage collective worship led by staff and pupils. The theme of the Collective Worship relates to Our Values and Virtues, season in the Church year and topics being covered being covered in Religious Education. During the remainder of the week Collective Worship takes place in class and is facilitated in a variety of ways, some classes having the children involved in the planning and delivery of Collective

Worship. Prayer is an important part of our day at Holy Cross and our children are encouraged to be reverent and respectful.

Resources

There are a wide variety of resources available to provide ideas and assistance with areas of moral development such as books, bibles, posters and music. Each class teacher has some resources in the classroom and additional resources are stored in the RE Cupboard in the assembly hall and Conference room.

The RE Subject Leader and the Headteacher are also available to help staff. The school also uses resources such as CAFOD, UNICEF and Mission Together to highlight moral judgement situations and encourage the thinking and self-development process from each child.

DEVELOPMENT

A copy of this policy will be made available for all staff to read and will be placed on the shared staff drive. This policy will be reviewed within the cycle of policy reviews for the school and feedback will be invited from staff and governors. The impact of this policy will be evident in the way in which children develop a growing awareness and a positive response to the demands of living in today's world.