



St Monica's Catholic Primary School Spiritual Development Policy

Status	School need
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Date of next review	Summer 22

1. Rationale

At St. Monica's we recognise that spiritual development is an intrinsic part of every child's education. The promotion of a child's spiritual development is the underlying purpose of education. In our school we view spiritual education as that which:

... helps pupils to acquire insights into their personal existence that 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" is not synonymous with "religious"; all areas of the curriculum may contribute to pupils' spiritual development. (Shrewsbury Diocese Model Policy)

In accordance with our Mission statement, we therefore acknowledge that our approach to spiritual development will be a process that allows a child to acquire insights into their own beliefs and values and into the awe and wonder of the world in which they live. We will recognise the innate dignity and worth of each individual through opportunities that give rise to expressions of character and personal responses.

Spirituality is not confined to religious belief, although we as a Catholic school seek to engender the development of a personal belief.

2. Aims and purpose

Spiritual development education at St. Monica's is aimed at enabling children to develop 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 for 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, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;
- an appreciation of the intangible - for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity;
- 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, scale, perspective;
- an understanding of feelings and emotions and their likely impact.

3. Guidelines for promoting spiritual development

3.1 Developing a child's spirituality is the responsibility of the whole school community.

3.2 In order to achieve our aims we promote teaching styles which:

- value pupils' questions and give them space for their own thoughts, ideas and concerns;
- enable pupils to make connections between aspects of their learning;
- encourage pupils to relate their learning to a wider frame of reference, for example asking why, how and where, as well as what.

3.3 Spirituality is addressed explicitly through:

- Teaching the Way the Truth and the Life scheme of work
- Sacramental programmes
- Citizenship lessons
- Personal, Social and Health Education lessons, and in particular the Statements to Live By programme
- Circle Time
- Collective Worship
- Drama
- Music
- Residential visits
- Teaching of other global faiths

3.4 We endeavour to ensure that spiritual development is promoted by ensuring that, appropriate to the age of the children, our schemes of work include:

- Opportunities to become familiar with the life, words and actions of Jesus
- Opportunities to become familiar with the life, words and actions of some of the saints and significant Christians
- Presentation of an idea of the central beliefs, ideas and practices of the major world religions and philosophies
- An understanding of how people have sought to explain the universe through various myths and stories, including religious, historical and scientific interpretations

3.5 Staff are aware of the importance of addressing spirituality implicitly through:

- Relationships between staff and children, and between all adults in the school
- Communicated expectations about behaviour
- The building and maintaining of our school ethos led by our Mission Statement based on the Gospel values
- Charity events

4. Monitoring and review

4.1 The policy is monitored in accordance with an annual timetable of monitoring, in Key Stage and SMT meetings. This monitoring schedule is sent to staff each year.

4.2 The Subject Champion retains evidence of monitoring in a file that deals with issues relating to implementation of the policy, monitoring of planning and standards.

4.3 A named governor, Mrs. Barker, is responsible for the monitoring of religious education, and will visit the school for this purpose. The governor concerned discusses issues with the HT or DHT before reporting to the governors.

4.4 This policy will be reviewed at least every 3 years.

Signed:

Chair of the Education Committee

Date: