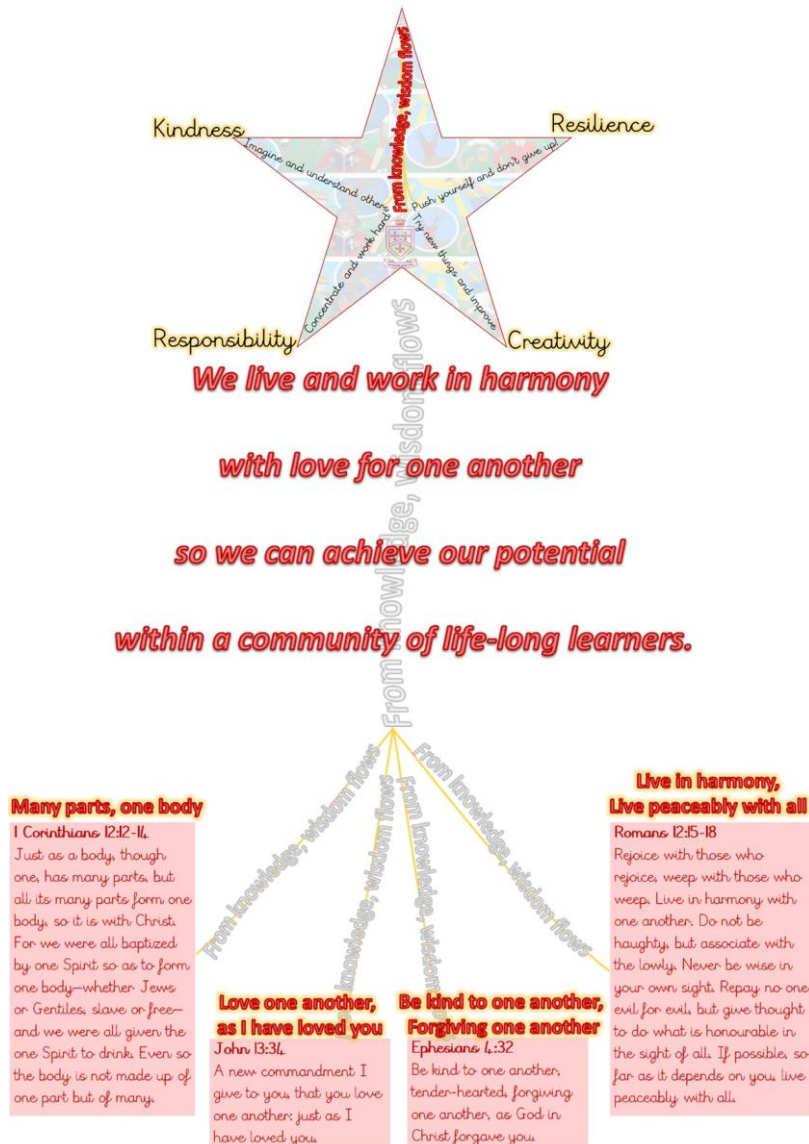


Great and Little Shelford CE (A) Primary School Policy Statement – SPIRITUAL DEVELOPMENT



Policy name:	SPIRITUAL DEVELOPMENT
Review date:	Autumn 2019
Review due:	Autumn 2022

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Policy Statement – SPIRITUAL DEVELOPMENT

“Spiritual experiences are rich in that they offer nourishment amid the aridity and routine of daily life. They are fertile in that the years cannot exhaust their meaning.” Francis and Thatcher ‘A spiritual dimension for education’ 1990.

Aims: We seek to give opportunities for all members of this school to develop spiritually. We do not attempt to measure or assess this essentially private personal dimension but, as part of our school vision, we value each individual and try to help them share and enrich their own and others lives by sharing their feelings and thoughts.

Opportunities:

- 1) Class teachers invite and respond positively to thoughtful, questioning and sensitive reflective comments on relevant issues raised by the main teaching points in any lesson.
- 2) Pupils are encouraged to contribute as above through:
 - an emphasis on good relationships between all members of the school which fosters an atmosphere of mutual trust;
 - a willingness by staff to share their own thoughts and feelings when appropriate.
- 3) Spiritual development is not necessarily synonymous with religious education. Collective Worship is used to provide significant opportunities for pupils to be reflective and to share beliefs and feelings with each other and with any staff present.
- 4) Pupils are helped to develop a sense of awe and wonder in their responses to aspects of the curriculum. Just a few examples of this are:
 - experiments in science;
 - the beauty of God’ creation in Forest School;
 - interactions of materials and media in art;
 - patterns in maths.
- 5) Pupils are encouraged to share treasured possessions and special experiences with their classes in regular ‘show and tell’ sessions and spontaneously as the need arises.
- 6) In recognition of pupils’ need for places of quiet for reflection and contemplation of matters of importance and inspiration, tables and benches in the playground and the meadow area are provided. The Church School Garden area at the front of the school provides a quiet place for reflection, along with the development of our Reflection Garden to the rear of the hall.
- 7) The school’s focus on mental health, wellbeing and mindfulness demonstrate key links to opportunities for reflection. For example, the Take 5 approach is

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reinforced through Collective Worship to equip pupils with 5 strategies to promote good wellbeing. In particular, 'Take Notice' has been used to encourage pupils to engage with nature and God's creations. In addition, the use of guided meditation at times reinforces the school's duty to promote wellbeing.

Resources:

- **Various areas on-site:**
 - School Church Garden;
 - Reflection Garden;
 - Meadow;
 - Forest School
- **Three local churches, their leaders, clergy and parish council committees:**
 - St. Mary's – Great Shelford;
 - All Saints' – Little Shelford;
 - Great Shelford Free Church.
- **Links with other schools:**
 - 6 international school links;
 - 6 local cluster primary schools;
 - Potential faith-centred pen pal project.

Planning:

The planning of spiritual development can sometimes be spontaneous, with staff and pupils responding to opportunities as they arise. However, there are a number of planned events and remits that link to spiritual development:

- RE teaching and learning (see RE policy);
- Collective Worship (see Collective Worship Policy);
- Church and School Services, regular performances:
 - Harvest service – St. Mary's
 - Remembrance Service - School
 - Choir attend All Saints - Carols
 - Carols by Candlelight – St. Mary's
 - Candlemas – St. Mary's
 - Epiphany - School
 - Easter Service – All Saints'
 - Ascension – St. Mary's
 - Pentecost – School and St. Mary's
 - Leavers' Service – St. Mary's

Record keeping:

Individual reflections, responses, prayers and items of work are predominantly found in pupils' RE books. In addition, pupils are sometimes asked to contribute responses verbally, in writing or drawn (e.g. how they have taken notice). Some of these are embedded within the school's Self-evaluation Form.