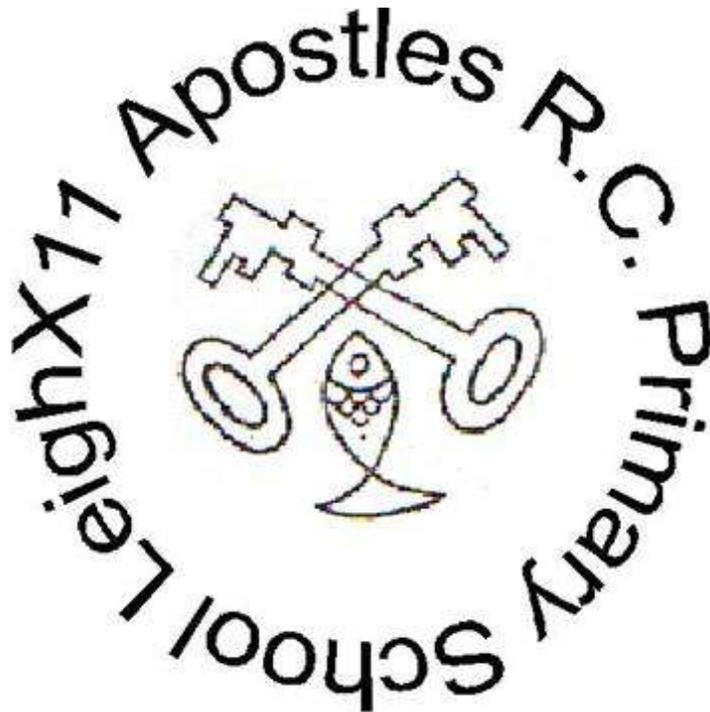


XII Apostles RCPS Spiritual Education Policy

Updated January 2018



Mrs C. Featherstone

Through learning and loving we will follow Jesus.



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' is not synonymous with 'religious', all areas of the curriculum may contribute to pupil's spiritual development.

At XII Apostles RCPS we believe that everyone who interacts with pupils needs to be involved in promoting the pupils spiritual development.

This policy outlines the purpose, nature and management of Spiritual Development at XII Apostles RCPS. The school's mission statement clearly reflects the importance of Spiritual Development.

Mission Statement

Through Loving and Learning we will follow Jesus

1. To place Christ at the centre of everything we do
2. To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
3. To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

The children will have access to and further understand the school mission statement through work carried out to support the children's Spiritual Development.

At XII Apostles RCPS, we believe that spiritual development is concerned with how an individual acquires personal beliefs and values, especially on questions about religion, whether life has a purpose and the basis for personal and social behaviour questions which are 'at the heart and root of existence'.

Aims

The school aims to support children and the staffs Spiritual Development through providing children and staff with opportunities to:-

- Reflect on themselves, others and life's fundamental questions.

- Exercise intellectual curiosity, testing their beliefs against others and exploring sameness and differences.
- Study and discuss the insights of the great teachers and philosophers.
- Experience awe and wonder, to be moved by nature and by excellence in human achievement.
- Exercise imagination and intuition, in creative pursuits and in forming theories in their academic work and daily life.
- Discuss and debate, insights, beliefs, ideas, emotions, feelings and experiences.
- Engage in prayer, worship and reflection.

Objectives

To achieve these aims the school will:-

- Be aware of opportunities to discuss spiritual issues.
- Have an agreed set of shared values, which the children and staff follow.
- Ensure that work relating to Spiritual Development permeates the whole school.

Planning

Aspects of Spiritual Development planning will be found in:

Come and See planning

Collective Worship Planning

Planned Circle Time/PSHE activities

Foundation Stage Planning

Teaching And Learning

Explicitly -- through lessons in, citizenship, PSHE, Collective Worship and in Subject Areas.

Implicitly – through actions, relationships, ethos/ climate and unspoken expectations.

By Example – through the way adults interact with each other and pupils.

Spiritual Development will also be promoted through following the Liturgical Cycle and through:

The Broader Curriculum – extra curricular activities at lunch times and after school, residential experience and community service.

The School Context -- school structures, systems, processes and rules.

More Specific Examples—

Curriculum –

Music – appreciation and feelings

Poetry – appreciation and feelings

Singing – appreciation and feelings

Drama – appreciation and feelings

Art – appreciation and feelings

Dance – appreciation and feelings

Collective Worship

Citizenship/ P.S.E.D.

Class Prayer Books – children express own thoughts and feelings

Visits to Church/ Visits from Father/ Visits

From people of other cultures or faiths

Literacy – stories from other cultures

Geography – looking at other cultures

Assemblies/ Collective Worship/ Prayer Time- Provides time for the children to reflect

Writing Journals – allows the children to express themselves

Holy Communion and Confirmation – Year 4

Reconciliation – Year 4

Extra Curricular Activities - School Visits/ Visitors – sense of awe and wonder/ extending experiences

Organisation

Spiritual Development will be carried out through all other areas of the curriculum as and when spiritual issues arise in the work being carried out. Also spiritual issues will be discussed as and when they arise in the classroom, either as a result of something that happened in class or in the world around them.

Differentiation and SEN

All children will be actively encouraged to grow spiritually and fulfil their potential as individuals and as human beings at their own level.

Assessment

This will be carried out through the observation of the children interacting and working within the school.

Children who are developing spiritually will be increasingly:

- Open and responsive, aware of themselves and of life's challenges.
- Trusting in themselves and in others (and for some in God).
- Willing to engage, to take responsibility and to do what is right with courage and hope.
- Able to love others, be generous in spirit and respond well to hardship.

They will also be:

- Responsive to awe and to mystery.
- Keen to explore and understand, even where understanding may seem difficult or impossible.
- Eager to find meaning and purpose
- Keen to find good (and/ or God).
- Creative and imaginative in a constant search for answers, including answers to life's fundamental questions.

Recording

This will take place through notes made in RE planning and other lesson plans.

Equal Opportunities

Each child is given every opportunity to participate fully in activities which promote their Spiritual Development.

Role of the RE Subject Leader

The RE Subject Leader is responsible for the whole school Spiritual Development Policy and its review in consultation with other members of staff. The subject leader takes responsibility for the acquisition and storage of resources with the advice of colleagues. The subject leader will keep the school up to date with any developments in Spiritual Development and liaise with the Arch-diocese. The subject leader will assist the class teacher in the delivery of lessons which promote Spiritual Development.