



Cromford C of E Primary School

Name of Policy: Spiritual Development

Policy Number: 99

This policy has been reviewed on 12th July 2018 and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.

Minute number:	11biii
Next date for review/approval:	Summer 2020
Chair of Governors:	Gill Donaldson

SPIRITUAL DEVELOPMENT POLICY

Rationale

The spiritual development of pupils lies at the heart of the curriculum of a Church school. The context is a Christian framework, while recognizing the importance of spiritual development of pupils whose religious conviction and experience lies outside the Christian tradition.

Definition

Spiritual development relates to that aspect of the inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterized by reflection, the attribution of meaning to existence, valuing a non-material dimension to life and intimations of an enduring reality.

Aims

1. To develop the children's sense of awe and wonder, and their curiosity about life.
2. To foster the emotional life of the child, particularly in regard to being able to express feelings and develop an ability to appreciate.
3. To provide opportunities to develop attitudes of stillness and reflection.

4. To learn how beliefs and commitments mould human enterprise and that what you believe matters.

English

- **Creativity**, the ability to create your own world and make things happen in it.
- **Imagination**, describing things which are not actually there.
- **Questioning**, looking at the way words are used – why does punctuation matter? How does it make a difference?
- **Appreciation**, learning to value what others have written, the rhythm of words and sounds.
- **Expression**, writing as a way of release of emotion and inner feelings.

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Maths:

- **Recognition of pattern and relationships**, the way numbers are organised, the regularity of numbers.
- **Questioning**, what would happen if? Does the regularity of numbers imply an organiser behind it all?
- **Open ended exploration**, leading to the idea of infinity.
- **Symbols**, one thing representing something else -, +, =, -, etc.

Science:

- **Sense of awe**, looking at pattern in the natural, for example, pointing out to children that they are the first people ever to see this apple as you cut it open.
- **Excitement**, as children have a sense of anticipation at the conclusion of an experiment or an investigation.
- **Appreciation**, of the wonder of the natural world, of the order and design found there.
- **Recognition of pattern and relationship**, looking at life cycles and patterning in the natural world.
- **Questioning**, Where did life start?, How did the world begin?, How will it end?

Information and Communication Technology

- **Questioning**, Do computers matter more than people? Could we manage without them? Do they have the capacity for good and evil?
- **Appreciation**, acknowledgement of the time saved by the use of computers and the speed at which they work.

Physical Education:

- **Personal challenge**, to try learning new skills, or to make your body go that little bit further, or faster, or for a longer time than before.
- **Appreciation**, to recognise the skills and abilities of others'
- **Questioning**, to examine questions such as:
Why are there rules for games?
Does it matter if you cheat as long as you win?
Do we all have to play to the same rules?
Does there have to be a referee/umpire?
- **Team spirit**, recognising that you need to work together and co-operate if you are to win as a team.

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History:

- **Empathy, imagination**, putting yourself in the place of someone in history.
- **Realisation of your place in the wider context**, understanding that as well as being part of a community physically, each person is part of a continuum of history – they are tomorrow's history.
- **Questioning**, Does what happened in the past have any impact on my life today?
- **Sense of wonder**, finding out what life was really like in times gone past.

Geography:

- **Awe**, at the sights in the natural world, mountains, waterfalls, the sea, deserts, etc.
- **Recognition of cause and effect**, discovering that the way one group of people lives has an effect on others.
- **A sense of community**, environmental issues, both locally and globally.

- **Questioning**, How should I live my life? Do I see myself as part of the 'family of mankind?'

Music:

- **Appreciation**, responding to music, describing how it affects emotions. Also, appreciation of the skill of others as they perform.
- **Recognition of pattern**, looking at harmony, chords, rhythm, tempo, etc.
- **Imagination**, discovering the pictures that different music conjures in you mind.
- **Creativity**, composing your own music.
- **Questioning**, Why do some people react differently to different pieces of music?

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Design and Technology:

- **Creativity**.
- **Imagination**, finding new solutions to a problem, or thinking about different ways to change something.
- **Questioning**, What do we 'value' in the world? Does it mean any more if you have made something yourself, or bought a mass produced object? How can an object tell a story?
- **Appreciation**, valuing what others have made, their skills and learning to appreciate their own skills and abilities.

Art:

- **Imagination**, depicting things that are not physically present.
- **Creativity**.
- **Appreciation**, recognising worth in other people's work. Examining your response to a piece of work and questioning why it makes you feel that way.

Religious Education:

- **Empathy**, learning about other people's customs and beliefs.
- **Respect and tolerance**, as children discover that people have a right to hold beliefs that are different from their own.
- **Questioning**, Does what people believe have any effect on how they live their lives? How? Does it matter what I believe in?

Chair: _____

Headteacher: _____

Minute Number:

Date: July 2016

Review date: