



COMPTON ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL POLICY FOR SPIRITUAL DEVELOPMENT

Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas. All its work is underpinned by its core values of love, courage and respect.

Introduction

This policy is a review of a previous document. It was developed with reference to Winchester Diocesan Policy and Guidance for Spiritual, Moral, Social and Cultural Development.

Principles

Spiritual development is the development of that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth, and which motivate and guide them. It is about the understanding of our relationships with God, with others, with the world and with ourselves. It also concerns the development of a sense of meaning and purpose.

Spirituality is not synonymous with religion; all areas of the curriculum may contribute to a pupil's spiritual development. The development of spirituality in a child is central to the development of a child as a whole person and is at the heart of the school's ethos.

Aims

In a Church of England Aided Primary School we seek to develop spirituality within the context of Christian beliefs but we recognise that some children will find spirituality in other religious traditions or in ways not dependent on a religious tradition at all.

We aim for all our children to:

- Know and be able to talk about the school's key values, which are LOVE, COURAGE and RESPECT;
- Develop a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour;
- Develop an awareness and an understanding of their own and others' beliefs;
- Have opportunities to learn about God as part of the Christian faith and develop this relationship if they choose;
- Have respect for themselves and others;
- Have a sense of empathy with others and show concern and compassion;
- Develop a growing ability to show courage in the defence of their beliefs;
- Have an appreciation of the intangible – beauty, truth, love, goodness, mystery, sorrow;
- Be able to enjoy a sense of awe and wonder about the world;
- Develop an understanding of feelings and emotions and their likely impact on themselves and others;
- Develop an expressive and creative response;
- Celebrate 'specialness' for themselves and others;
- Be willing to grapple with difficult ideas that have no particular answer;
- Enjoy periods of stillness and quiet reflection.

Strategies to promote spiritual development

At Compton we use collective worship, RE and PSHE (including circle time) to:

- Provide opportunities for pupils to explore other values and beliefs, including religious beliefs, and the way they impact on people's lives;

- Encourage pupils to explore and develop what motivates them and others, and to share their experiences with confidence;
- Use our foundation governors, Rector and other visitors to share beliefs and broaden children's knowledge and understanding;
- Help pupils to understand human feelings and emotions and their impact on how people behave;
- Use class and whole school worship to develop a sense of belonging as part of the family of God;
- Celebrate Christian festivals in All Saints' church often with the wider community;
- Maintain an ethos which allows children to grow and flourish and which shows that they are respected and that their feelings, opinions and questions are valued;
- Give children opportunities to lead worship for other classes and/or the whole school.
- Encourage children to understand differences and respect the integrity of individuals;
- Ask questions about meaning and value;
- Celebrate pupils' efforts, work and achievements;
- Share difficult times;
- Identify opportunities in planning for awe and wonder across the curriculum and be alert to spontaneous opportunities as they arise for spiritual moments. These could be explored further through class worship as identified or recorded in a class book.

We use four objects to symbolise our relationship with God, the world, others and ourselves and these are displayed in the Hall and referred to during worship. They are:

- A candle to represent our relationship with God;
- A window to represent our relationship with the world;
- A bridge to represent our relationship with others;
- A mirror to represent our relationship with ourselves.

These symbols are referred to and discussed during worship, RE lessons and PSHE sessions.

Spiritual Journals

Each class will have a class 'floor' book to record and capture moments of spiritual reflection. These are for special moments where staff help the children identify and reflect on their relationship with God, the world, others and reflect themselves.

They aim to develop pupils' awareness of the importance of such moments and a willingness to stop and appreciate them fully. Class time will be given on a regular basis for the children to reflect and make entries into the class journals. As their use becomes embedded within the school routine it is hoped that children will begin to identify special moments which help with their spiritual development. These special moments will have a noticeable impact on children's understanding of spirituality and what it means to them.

Monitoring

The success of the school's policy for spiritual development can be monitored through the willingness of children to engage in discussion about spiritual matters and the quality of their response. It can be measured by the respect they show for people of different cultures and religions and by their ability to engage in reflective and thoughtful activities.

This subject is monitored and reviewed regularly through

- Discussion between the HT and RE leader;
- Staff meeting discussions;
- Governors' contributions via the Curriculum Committee and Foundation Governors Committee;
- The HT's overarching responsibility for this policy and its implementation.

Reviewed and amended November 2024

Signed:
Headteacher

Date:

Signed:
Chair of Governors

Date: