



Spirituality



What we will cover....

1. Why do we teach spirituality?
2. What is spirituality?
3. What opportunities do we give for spiritual development?
 4. How can we articulate this to the children?
5. Spiritual Development policy and curriculum map.





Why do we teach spirituality?



Why do we teach spirituality?



- It is in the Education Act 2002 –
 - (a)promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - (b)prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Why do we teach spirituality?



- It was agreed at United Nations Convention of the Rights of the Child –

Article 27 of the UNCRC says that children and young people should be able to live in a way that helps them reach their full physical, mental, spiritual, moral and social potential

Why do we teach spirituality?



OFSTED and SIAMS will inspect this.

Why do we teach spirituality?



We have a moral duty to support spiritual growth as an aspect of character education.



What is spirituality?



Definitions of spirituality



OFSTED

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- use of imagination and creativity in their learning | willingness to reflect on their experiences.

SIAMS 2018

The school has a clear and secure understanding of spiritual development that is distinguishable from social, moral, and cultural development and is shared by staff. Progressively deeper opportunities exist across the curriculum which enable pupils to develop curiosity through questioning that helps them explore and articulate spiritual and ethical issues. Pupils value learning and enjoy questioning, listening and responding creatively across a range of subjects

Shahne Vickery's Research



Children's spiritual development

Spiritual Capacities – 10 of these areas to develop

Spiritual Contexts – our context is an inclusive Church of England school.

Spiritual Experiences – what opportunities school can provide to allow the capacities to develop

The ten spiritual capacities are as follows:

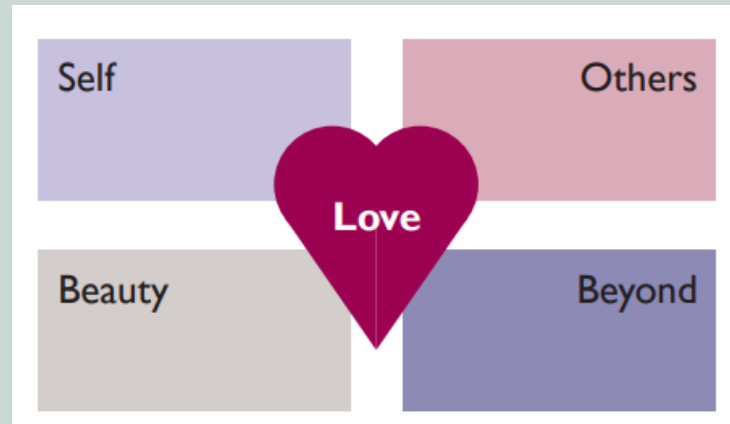
- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer.
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

Andrew Ricketts' framework for spirituality



Children's spiritual development





Self

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being.

Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Beauty

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity.

Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

Others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others.

Spiritual learners reflect on how their values and principles affect their relationships with others.

Beyond

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday.

Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

How might the different subjects in school develop spirituality?



- Opportunities for spiritual revelation in collective worship are in exploring the following:
 -
 - Opportunities for reflection and response are planned into worship.
 - Stillness.
 - Personal and collective beliefs are respected.
 - Sharing and celebrating common beliefs.
 - Celebrating success.
 - Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
 - Common activities such as singing, listening, laughing, praying, reflecting on a theme.
 - Remembering and celebrating the lives of people of spiritual significance.
 - Emphasising common purpose and values.
 - Experiencing emotions.

RE



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- Opportunities for spiritual revelation in RE are in exploring the following:
- People, places, things, books, actions and ideas held by religious believers to be holy.
- Ultimate questions of meaning and purpose.
- Ideas of the divine / questions of God.
- Forms of worship.
- Use of music, art and drama to express beliefs.
- Varieties of beliefs, celebrations and rituals.
- Ideas of commitment and belonging to groups and institutions.
- The idea of mystery and questions with no clear answers.

PSHE and RSE



- Opportunities for spiritual revelation across in PSHE are in exploring the following:
 -
 - Discussion and debate regarding social and moral issues
 - Knowledge of society, rights and responsibilities, including discrimination and prejudice
 - Empathy for those who suffer
 - Asking big questions
 - Emotional understanding and shared language
 - Positive sense of self

Across the Curriculum



English

- Empathy with authors and the characters in stories and plays.
- The appreciation of beauty in language.
- Emotions and sentiments in writing and speech.
- The values of great works.
- Heroes and heroines in literature.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.

Maths

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

Science

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.
- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

Across the Curriculum



PE

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievements.
- Emotion in sport.
- Personal limitation and failure.
- Appreciation of perfection.
- Sportsmanship.

DT

- Discovering how something works.
- Appreciating genius.
- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.

Computing

- The wonder of worldwide instant communication.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

Across the Curriculum



Creative Arts

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.
- Mood, skill, pattern, formulae

Geography

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.

History

- Being in touch with past people, things and ideas.
- Being part of history.
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace – interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.

Across the Curriculum



Languages

- The appreciation of beauty in language.
- Empathy and joy of communication
- Understanding of other cultures

The wider curriculum

- visit places of beauty, interest and challenge
- admire and wonder at the natural environment and human creative efforts
- work out personal relationships in unusual and challenging situations
- experience community cohesion links at a local, national and global level
- engage in activities that promote courageous advocacy
- participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.

How can we articulate this to the children?



Additional slide on the collective worship slides.

Please delete as appropriate and keep the most relevant point for your Get Together.



Thank you



Please take 5 mins to
look through the
curriculum map and
spiritual development
policy.