

Hillesley

PRIMARY SCHOOL



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Spiritual & Moral Development Policy

WRITTEN BY	REVIEWED ON	RATIFIED BY GOVERNORS ON	RENEWAL DUE
Vicky Cooper	February 2019	February 2019	February 2022

POLICIES FOR CROSS REFERENCE – COLLECTIVE WORSHIP, RE, EQUALITIES

VISION STATEMENT

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“Spiritual development is concerned with what is supremely personal and unique to each individual” OFSTED

At Hillesley School we understand spiritual development to be a growing awareness of the awe, wonder and mystery of life and the ability to reflect on these experiences. Spiritual development is the exploration with all our faculties of that which is “beyond knowing.”

Spiritual Development across the Curriculum

Spiritual Development is the way each individual discerns meaning and significance through experiences and responds to those experiences. As it is a key factor in the way we see the whole of life it is not confined to our RE and Worship but extends across the curriculum and all aspects of school life. The school sees Spiritual Development as a key factor in achieving our vision of helping children become fulfilled members of society.

The received aspects of spiritual development are:

- Beliefs, including religious beliefs
- A sense of awe, wonder and mystery
- Experiencing feelings of transcendence
- A search for meaning and purpose
- Self-knowledge
- Relationships
- Creativity
- Feelings and emotions

Aims

- To provide opportunities for children to witness what other people find spiritual e.g. acts of worship/places of worship
- To develop an understanding and awareness of self and each child's own unique place in life
- To recognise and value the worth of each individual, so each person can relate to each other with confidence and respect
- To explore feelings and emotions
- To provide opportunities where we may encounter awe and wonder
- To develop a valuing of self, others and our earth
- To develop the ability to relate religious beliefs to our own experiences of life
- To promote spiritual development through the whole curriculum, persons, relationships, ethos and culture of our school

Policy into Practice

- We aim to give opportunities for discussion, reflection and exploration of issues and feelings through RE, worship, PSHE activities (e.g. circle time) and the development of curriculum as a whole.
- We aim to promote spiritual development through styles of teaching and learning which stimulate the imagination, encouraging the children to question and to express ideas and feelings even when it is difficult to put them into words.
- We celebrate excellence, beauty, discovery, order and events which are important in a child's life.
- We consider: choices, consequences, joy, suffering, life and death.
- We are alert for the unprepared moment or opportunity for spiritual development, to grasp moments of wonder and to focus on things beyond our ability to comprehend, thus giving the children a sense of awe, wonder and mystery.
- We aim to use skills of listening, looking, reflecting, thinking, considering, responding and expressing views which may be adapted in the light of others' responses.
- We encourage quiet reflective times in the school day where there are times of silence and stillness.
- Opportunities for spiritual development may be indicated on long term planning where appropriate

Moral Development

Moral development is related to spiritual development.

It requires children to be able to distinguish "right and wrong" as a moral concept.

We base our moral teaching on the two commandments of Jesus, namely to love God and one's neighbour. To this end we want to uphold such moral values as: telling the truth; keeping promises; respecting the rights of people, property, and the environment; acting considerately and taking personal responsibility for one's actions including developing self-discipline.

We aim to give our children knowledge, understanding and moral skills, so that they can make judgements and arrive at appropriate decisions.

Moral development in school must build on the framework of morality formed in the home. Where patterns of morality and behaviour vary with those expected at school, particular sensitivity is given.

Assessment

Assessment is about the way a child responds to what we provide; however, it is important to remember that children may be unaffected or resistant to this provision. The school will make judgements about the quality of the opportunities which it provides for the spiritual development of its pupils. The Governors of the school may use pupil conferencing to collect evidence to assess the Spiritual Development of pupils.