

St Hugh's Catholic Primary School

Spiritual Development Policy

Introduction

At St. Hugh's Catholic Primary School, we recognise that spiritual development is a vital part of the holistic development of pupils, integral to Christ's mission that 'all may have life, and have it to the full' (John 10:10).

Spiritual development is concerned with how an individual acquires personal beliefs and values, especially on questions about religion, whether life has purpose, and the basis for personal and social behaviour; it is also about the provision a school makes – through its curriculum, through prayer and liturgy and through its ethos and climate. It helps children to make sense of these questions; it helps to form children's responses to life and to various forms of experience, or even to questions about the universe.

Spiritual development deals with what is supremely personal and unique to each individual. It is about asking who you are and where are you going. It seeks to promote the development of feelings, emotions and intellectual curiosity. It therefore requires teachers to lead children in the direction of open-ended enquiry and to accept the invitation to take increasing responsibility for themselves and their work.

Aims

- To support children in developing insights, principles, beliefs, attitudes and values which will guide and motivate them. For many children, these will encompass religious beliefs.
- To encourage children to reflect and to learn from their reflection.
- To be aware of and understand their own beliefs and those of other people, developing respect for themselves and others.
- To develop an appreciation for the intangible – beauty, truth, goodness, and mystery.

Objectives

- To foster an ethos where spiritual values are prized.
- To enrich spiritual values through the Catholic life of the school, with particular emphasis on prayer and liturgy.
- To promote spiritual values across the curriculum.
- To promote spiritual values in extra-curricular activities.

We will achieve these objectives through:

- The implementation of the Mission Statement.
- The Catholic life of our school encompassing prayer and liturgy, the RE curriculum, assemblies and Catholic Social Teaching.
- The delivery of Journey in Love
- Sacramental preparations
- Liturgical celebrations
- The teaching of other faiths
- The wider curriculum, for example through literacy, art, music, PE, PSHE, science, history and geography – all areas which lend themselves to creativity and /or the opportunity to question, relating their learning to a wider frame of reference.
- Inspirational opportunities e.g. School trips, guest visitors.
- The celebration of our work through reward assemblies, concerts and displays.

Children may display evidence of having benefited from provision intended to promote spiritual development if, at a level appropriate to their age and ability, they demonstrate such qualities as:

- Knowledge of beliefs, ideas and practices.
- Understanding of how people have sought to explain the universe through stories.
- Beliefs which are held personally.
- Behaviour and attitudes which show awareness of the relationship between belief and action.
- Personal response to questions about the purpose of life, and to the experience of, e.g. beauty, love or suffering.

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- Being aware of their self-worth, uniqueness, identity, gifts and talents and are able to celebrate their own and others' achievements
- Trusting in themselves, in others and in God
- Taking responsibility and to do what is right with courage and hope
- A sense of awe, wonder and mystery and an understanding of the quality of silence and awareness