



# St Peter's

Church of England (Aided) Junior School

Learning and Living Life in all its Fullness

John 10:10 – 'I have come that they may have life and have it to the full'.  
Inspired by John 10:10, we strive for all members of our community to learn and live  
'Life in all its Fullness'.

## Spiritual Development Policy

### Our Church School Vision

Our Christian vision is inspired by John 10:10: *'I have come that they may have life, life in all its fullness'*.

In celebration of the loving gift of life, which we believe that Jesus offers to all in abundance, we strive to 'Learn and Live - Life in all its Fullness'. As members of St. Peter's School, we are encouraged by the lessons we see in the life and learning of St. Peter, who challenges us to extend fullness of life to our local and global community as we seek to 'use whatever gift you have received to serve others' (1 Peter 4:10).

Spiritual development at St Peter's is integral to our Christian vision. We understand that when Jesus speaks of 'life in all fullness' (John 10.10), the word he uses for life has a sense of the spiritual as well as the physical. Although we see in the Gospels Jesus' deep concern for the physical and emotional wellbeing of those he encounters, the ultimate intention of his mission is that all may live in the fullness of a relationship with God. We aspire for every member of our school community to flourish.

### Our Church School Values

Underpinned by our vision of *'life in all its fullness'*, our Church School Values are Celebration, Collaboration, Respect, Responsibility, Service and Truth. We strive to embed our values in all areas of school life, promoting them as a guide for flourishing in life and learning.

As spiritually developing people, we:

- **CELEBRATE** the freedom to express our spirituality.
- **COLLABORATE** with others, forming strong relationships and recognising common ground.
- **RESPECT** the different spiritual expressions we encounter and listen to others' ideas.
- Take seriously our **RESPONSIBILITY** to pursue 'life in all fullness' for ourselves and for others in our school, our community and our world.
- Express our beliefs and values through our **SERVICE** to others.
- Search for **TRUTH** while exploring ultimate questions, feeling comfortable with uncertainty and expressing awe and wonder.

### Our Vision for Spiritual Development

*Spiritual development is the development of an awareness that there is "something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to."* (Terence Copley)

Spirituality relates to an individual having a sense of peace and purpose, discovering our place in our school, local community and wider world. Spiritual Development is a personal journey and we recognise that there are many spiritual styles; for some it will connect with a relationship with God, but it can also be a powerful non-religious experience.

At St. Peter's, spiritual development flows through all aspects of school life and is essential to the personal development, growth and well-being of all within our school community. We primarily practice Christian forms of spirituality and worship, for example participation in church services, collective worship, pause days and prayer space. Through these, we invite varied participation respecting children's beliefs and their response to spiritual activities.

We believe that every person is created in the image of God. We seek to create a sense of belonging for every member of our school community so that each one of us can safely explore what it might mean to have 'life in all its fullness'

### **Building Blocks for Spiritual Development**

In our life at St. Peter's, we explore relationships with ourselves, our community and our world. These experiences provide an ongoing invitation to relate to God.

Across collective worship, religious education, throughout the curriculum and within the ethos and daily life of our school, children will encounter these building blocks for Spiritual Development:

- Self-Awareness or Self Knowledge
- Forming Relationships
- Asking Ultimate Questions
- Uncertainty, Awe and Wonder
- Beliefs and Values
- Creativity
- Feelings and Emotions

These building blocks are carefully aligned to half term curriculum projects, enabling children to experience and re-visit them throughout their time at St. Peter's. For example, in Year 3, children consider: what makes a community flourish? As part of this project, children encounter the building block of Forming Relationships. They revisit this building block in Year 6, when they investigate: what makes a warm welcome? Subject leaders have also considered the ways in which children develop spiritually in each area of the curriculum, linked to the building blocks.

*\*An overview of the Building Blocks, developed by the Diocese of Norwich, can be found in the appendix. An example for spirituality in Religious Education (RE) and Physical Education (PE) can be found in the appendix.*

### **Our Aims for Spiritual Development**

Underpinned by our Church School vision and values - and the building blocks for Spiritual Development, we aim for children and adults to grow in their ability to:

- identify their beliefs and values and be guided by them so that they are willing to take a stand to defend them

- be self-aware and empathise with the experience of others in the school, local and global community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- explore their imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be comfortable with stillness and silence and open to engage in reflection
- 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
- relate to people of all faiths and none, especially through nurturing our strong relationships with staff and congregations at St Peter's Church

### **Our Approach**

We use the language of '*Windows Mirrors and Doors*' throughout our curriculum and collective worship. We seek to instil this reflective ethos in all areas of school life.

- **Windows** are for looking out onto the world and becoming aware of its wonders, both the 'wows' and 'ows'; things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions.
- **Mirrors** are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other's responses.
- **Doors** are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response.

*(The Church of England Education Office: Interpretations of spiritual development in the classroom).*

At the end of every half term, children reflect on their overarching curriculum project question through a '*window, mirror and door*' reflection. These reflection questions are mapped out in our 'life in all fullness' overview.

### **Legal Requirements**

The promotion of spiritual development is a requirement of all schools in England as part of their offering of a 'broad and balanced' curriculum. Church of England schools are recognising the need to work this out with integrity, recognising that, whilst having a Christian foundation, they are inclusive and diverse communities of children, staff and families.

The 2023 SIAMS inspection Framework asks, 'How is spiritual development an intrinsic part of the curriculum?'

This resonates with the Church of England's Vision for Education (2016), at the heart of which is education for human flourishing and Jesus' words in John's Gospel: 'I have come that you might have life, life in all its fullness.' (John 10:10)

### **Monitoring and Evaluation**

In order to ensure the priority, profile and progression of spiritual development:

- Subject leaders will identify and review opportunities for spiritual development building blocks within their subject areas.
- Class teachers will identify and evaluate spiritual development opportunities within the curriculum, linked to the building blocks.
- Leaders and Governors on the RSC committee will review the on-going development of spirituality across the curriculum.
- Collective Worship Governor will monitor the impact of spiritual development opportunities across collective worship.
- The RSC committee review the implementation of this policy.
- Governors will ensure that our relationship with St. Peter's Church remains strong.

## Appendix One - The building blocks of spirituality (Diocese of Norwich)

The "building blocks" of Spiritual Development are:

**Self-Awareness or Self Knowledge:** All humans need to be aware of, and acknowledge, their own inner life of thoughts, feelings and emotions. What does it mean to be human? This is an important part of developing self-respect, a sense of identity and self-worth. In turn, this enables us to value and respect others. Pupils will be given a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.

**Forming Relationships:** An important part of personal growth is being able to develop relationships with others, recognising them as people of worth and value. This includes developing a sense of community and building social relationships. Pupils will be given the opportunity to develop an understanding of both their individual and group identity and to form and maintain worthwhile and satisfying relationships.

**Asking Ultimate Questions:** This is the search for meaning and purpose in life. It involves asking questions such as "Why me?" in times of suffering, or "What happens when you die?" The youngest children often ask the most profound questions of this type and deserve to be taken seriously when they do so. We believe that it is important that this area of reflection and challenge is encouraged, not stifled. Ultimate questions are not limited only to RE and collective worship but can arise at any time.

**Uncertainty, Awe and Wonder:** In historical and spatial terms everyone is insignificant. An awareness of one's place in the world enables a person to live with natural doubt and uncertainty and encourages the search for meaning in life. When faced with eternity and infinity, or the wonders of the natural world and human achievements, feelings of awe and wonder are also a natural response. For some this may include experiencing feelings of transcendence which give rise to belief in the existence of God. It may also encourage a belief in ideals and possibilities of rising above one's present experience of the world (e.g., by adopting and supporting specific causes or issues). Pupils will be given opportunities to reflect on, consider and celebrate the wonders and mysteries of life and to experience moments of stillness and reflection, for example in Collective Worship.

**Beliefs and Values:** This is the search for, and development of, personal beliefs and values which may or may not be shared with other members of the community. This naturally may include the development of religious beliefs, and as a church school we seek to be a supportive environment in which people can explore and clarify their own beliefs.

**Creativity:** This is the exercising of the imagination or intuition and insight to express one's innermost thoughts and feelings, especially through the creative arts. Creative work can be an important tool for exploring some of the other areas of spiritual development, including the Creative Curriculum, Music, Art and opportunities beyond the traditional classroom setting.

**Feelings and Emotions:** The sense of being moved by kindness or beauty, or being hurt by hatred and injustice. This should bring a growing awareness of when it is important to control feelings and emotions. Pupils will be able to foster their emotional life and express their feelings in the community of the church school, knowing themselves to be accepted and loved as unique individuals. We recognise that these areas of experience are common to most people - they are the "third dimension" of existence alongside the physical and the mental. All the above experiences may be explained and explored in both religious and non-religious terms and demonstrates our commitment as a church school open to those with other faiths and beliefs.

## Appendix Two – Spiritual Development in Religious Education (RE)

<p>Religious Education enables us to explore the worldviews of those with whom we share the world, in order to better understand and value their beliefs and our own</p>	<p><b>Self-awareness/knowledge</b> We explore answers which different worldviews offer to the question of what it means to be human and respectfully reflect on our own beliefs and those of others</p> <p><b>Forming relationships</b> We learn to value the beliefs of others so that we can find common ground and collaborate while feeling secure in our own identity</p> <p><b>Asking Ultimate Questions</b> We learn how different worldviews might answer theological, sociological questions and take opportunities to develop our own responses</p> <p><b>Uncertainty, Awe and Wonder</b> We explore how different worldviews seek meaning in life and take time to reflect on belief and possibility</p> <p><b>Beliefs and Values</b> We search for and develop personal beliefs and values and are supported in the discussion and expression of religious beliefs</p> <p><b>Creativity</b> We explore how people of differing worldviews express their thoughts and feelings imaginatively, especially through the creative arts, and creatively explore our own responses to ideas and questions</p> <p><b>Feelings and Emotions</b> We have opportunities to express our feelings about what we see and believe, and support one another in positively responding to experiences</p>
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### Appendix Three – Spiritual Development in Physical Education (PE)

<p>Physical Education inspires us all pupils to succeed and excel in competitive sport and other physically-demanding activities.</p>	<p><b>Self-awareness/Knowledge</b> We learn to respect one another by showing sportsmanship towards the opposition and encouraging others to achieve their best</p> <p><b>Forming Relationships</b> We learn to value others' ideas and suggestions by collaborating, communicating and competing with each other</p> <p><b>Asking ultimate questions</b> We explore the significance and implications of winning and losing, as well as celebrating others' successes</p> <p><b>Uncertainty awe and wonder</b> We develop competence to excel in a broad range of physical activities and strive to lead healthy, active lives</p> <p><b>Beliefs and values</b> We have opportunities to develop belief in our abilities, no matter what challenges we face</p> <p><b>Creativity</b> We learn to express our creativity through routines and sequences, as well as developing our skills and techniques in team sports</p> <p><b>Feelings and Emotions</b> We have opportunities to learn to control our emotional responses to situations, supporting one another through our understanding of and empathy with others' feelings</p>
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