



Love, Learn, Follow, Jesus

MISSION STATEMENT

*At St Joseph's Catholic Primary School,
Through an open and generous heart,
we learn together as a family in faith,
following the gospel values of love.*

St Joseph's Catholic Primary School Spirituality Development Policy

Written by: Headteacher

Adopted by the Governing Body: September 2018

To be reviewed: Yearly

Next review: September 2019



Introduction

Spiritual development is a process of growth. God comes to meet us through people, places and events, and it is the individual's response to these encounters with God that shape and determine our spiritual nature.

An important part of this development is becoming aware of and reflecting on experiences, and interpreting them in a way that allows self- knowledge, personal views and insights to grow, and applying past experiences to life. This whole area of community and the fostering of good relationships are vital for understanding spirituality in a Catholic school.

We are all made in God's image and likeness; therefore every meeting with someone is an encounter with God and an opportunity for spiritual growth. It is this recognising and responding to God that is a key element in Spiritual development.

Inclusion

At St. Joseph's Catholic Primary School we recognise our responsibility to provide a broad and balanced curriculum for all our pupils. All aspects of the curriculum reflect the three principles essential to developing a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

AIMS:

- To live, learn and grow through our Catholic Faith, following Jesus in all we do.
- To create (or build) positive and close links between school, home, parish and the wider community learning together.
- To make our school a place where all are warmly welcomed, valued and fulfil their true potential.
- To promote skills needed to create a love of learning through outstanding teaching, care and support.
- To enable all to develop self confidence and esteem so that they can make moral choices.

Spiritual Development involves:-

- ❖ The development of insights, beliefs, attitudes and values, which guide and motivate us. A developing understanding of feelings and emotions, which cause us to reflect and to learn.
- ❖ For all pupils a developing recognition that their insights, principles, beliefs, attitude and values influence, inspire or guide them in life.



Objectives

In St. Joseph's School we encourage pupils' spiritual development by:

- ❖ Giving pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives.
- ❖ Where pupils already have religious beliefs, supporting and developing these beliefs in ways, which are personal and relevant to them.
- ❖ Encouraging pupils to explore and develop what animates themselves and others.
- ❖ Encouraging pupils to reflect and gain insight through reflections.
- ❖ Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- ❖ Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.
- ❖ Accommodating difference and respecting the integrity of individuals.
- ❖ Promoting teaching styles which:
 - Value pupils and their questions and give them space for their own thoughts, ideas and concerns.
 - Enable pupils to make connections between aspects of their learning.
 - Encourage pupils to relate their learning to a wider frame of reference (e.g. asking why? how? and where? as well as what?)

The Role of Governors

The Governing Body supports the Head Teacher by promoting and developing:-

- ❖ The distinctive nature/ethos of the school
- ❖ Monitoring and asking challenging questions regarding the opportunities open to children to develop spiritually.
- ❖ Be aware of the policies and practices in our school around Collective Worship and promoting a sense of awe and wonder.

The Role of the Headteacher and Teachers

The staff promote the following characteristics to develop pupils' spirituality:-

- ❖ A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.
- ❖ An awareness and understanding of their own and others' beliefs.
- ❖ A respect for themselves and others.
- ❖ A sense of empathy with others, concern and compassion.
- ❖ An increasing ability to reflect.



- ❖ An ability to show courage in defence of their aims, values, principles and beliefs.
- ❖ A readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination.
- ❖ An appreciation of the intangible-for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity.
- ❖ A respect for insight as well as knowledge and reason.
- ❖ An expressive and/or creative impulse.
- ❖ An ability to think in terms of the 'whole'-for example, concepts such as harmony, interdependence, scale and perspective.
- ❖ An understanding of feelings and emotions and their likely impact.
- ❖ find effective ways of developing pupils' drive, sense of identity and self worth

The Curriculum

Through the 'Come and See' education programme, the wider curriculum and the relationships we have with the children and the community, through lessons the staff will promote:-

- ❖ A sense of awe, wonder and mystery.
- ❖ A sense of transience and constant change.
- ❖ An awareness of the possibility of order, purpose and pattern.
- ❖ An awareness that there is often more to things than meets the eye- a sense of transcendence.
- ❖ A sense of the importance of silence and reflections and the ability to listen.
- ❖ A sense of self-esteem and worth.
- ❖ An appreciation of the worth and qualities of others.
- ❖ A sense of community and an understanding of its celebrations, rituals, values and responsibilities.
- ❖ A sense of joy in life and the worth of play.
- ❖ Awareness of limitations and frustration, loss and the sadder side of life.
- ❖ Appreciation of the natural world and its patterns as a source of meaning and symbols for our existence; seasons, light, bread, water, wind, the earth.
- ❖ Appreciation that freedom and ability to choose are at the heart of human dignity.

The Role of the Parents.

- ❖ Parents have the responsibility to support the school's spiritual development policy and to actively encourage their children to fully participate in the life of the school.
- ❖ Parents will be invited to participate in assemblies, year group masses, services and celebrations.
- ❖ Parents are the child's first educators and as such will continue to promote the sense of awe and wonder within their children.



Pupil Participation.

- ❖ At St. Joseph's Catholic Primary School all children are encouraged be responsible for themselves and to make their own decisions. Opportunities are given throughout the day, during lessons, assemblies etc, for quiet reflection.
- ❖ They are encouraged to make decisions and be pro-active in the development of attitude and values which influence them in school life.

Assessment of Spiritual Development.

We seek to provide the children with:-

- Knowledge of the central beliefs and ideas and practices of major religions and philosophies.
- An appreciation that the world and the living things within it are made by God.
- Beliefs, which are held personally and the ability to give some account of these and derive values from them.
- Behaviour and attitudes which derive from such knowledge and understanding and from personal conviction, and which show awareness of the relationship between belief and action.
- Personal response to questions about the purpose of life and to the experience of beauty and love or pain and sadness.

The class teacher will monitor and evaluate the skills attained by children in his/her class according to these qualities demonstrated.