



# St Paulinus Catholic Primary School

*"Inspiring all to live, learn and love in the light of Jesus"*

(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." cf John 8:12)

## Spiritual Education Policy

Signed ..... Date .....

Headteacher

**Policy reviewed by Subject Managers :** Miss Sophie Hayes March 2017

**Policy updated by :** Miss E. Sinclair, March 2017

**Policy review date :** March 2020



# Spiritual Education Policy

## **Mission Statement**

"Inspiring all to live, learn and love in the light of Jesus"

## **Introduction:**

The spiritual dimension has everything to do with who and what our pupils are and who and what they will become, and this is essentially a lifelong process that is not framed within normal attainment targets, nor can it be tested or measured at intervals.

The Spiritual Education offered to pupils at St. Paulinus Catholic Primary School enables them to grow in their religious faith, to develop a relationship with Jesus Christ allowing them to encounter, grow in knowledge and love and form a deep reverence for God. The Holy Spirit working in their lives opens up the pathways to Him. They are able to experience flow in their spiritual lives. They will deviate from their spiritual journey. They will misread sign posts on their journey. They will select alternative routes yet gradually they will be supported and enabled to move forward on their journey of faith.

## **Aims:**

- To become aware of a relationship with Jesus Christ expressed through story, prayer and worship
- To question and explore the meaning of their existence – ‘why’, ‘how’, ‘where’ and ‘what’.
- For children to explore and demonstrate their knowledge of other world religions and philosophies.
- For children to reflect and develop personal views and insights.
- To have opportunities to explore values and to grow in an environment of respect and empathy with others where difference is celebrated.
- For children to be encouraged to explore and develop what animates them, and supports their faith formation.

## **Teaching and Learning Methods and Approaches**

Class teachers and support staff are encouraged to use kinaesthetic and visual methods to promote opportunities for children to experience, talk and reflect upon the spiritual.

Visits to a variety of “Places of Worship” will be promoted as will visitors coming into school to speak to the children. Opportunities will be utilised in the community for the children to share their own experiences, views and values with other children.

A range of practical resources will be available for staff to use, ie. Pat Ainge “Pray Together”, The Way the Truth the Life scheme, Wednesday Words, SEAL resources, Statements to live by, and British Values resources.



**Spiritual Education allows for opportunities to be experienced by the pupils in a cross curricular way.**

Here are a few examples and by no means an exhaustive list. Teachers will be able to add to this.

- |                    |   |
|--------------------|---|
| English            | - <b>Appreciation</b> - Learning to value what others have written or read.<br><b>Creativity</b> – in writing prayers for use in worship.   |
| I.T.               | - <b>Questioning</b> - The use of IT in the world. Are computers making writing obsolete?<br>Positive use of ICT, ie, communication with others.  |
| Art                | - An <b>empathy</b> of spirituality as expressed by artists, eg. Leonardo da Vinci.<br><b>Appreciation</b> of art or a 'parable' means of telling a story.  |
| Science            | - <b>Sense of awe</b> – the beauty of a plant growing / the size of the universe.<br><b>Recognition of pattern and relationships</b> – lifecycles   |
| Maths              | - <b>Symbols</b> - and their understanding<br><b>Prediction</b> - what would happen if ?<br>Special numbers, ie., 3, 7, 40  |
| R.E.               | - <b>Respect and tolerance</b> - that people have the right to hold different beliefs from their own.   |
| History            | - <b>Sense of wonder</b> – researching life in previous centuries,<br><b>Cause and effect</b> - WWII  |
| Music              | - <b>Creativity</b> - composing your own music<br>Recognition of pattern in rhythms, and tempo<br>Chords - use of music as a means of communication   |
| Geography          | - <b>Awe</b> - sights of the world<br><b>Cause and effect</b> – draught   |
| P.E.               | - <b>Team spirit</b> – working together for the ultimate achievement of the team  |
| D.T.               | - <b>Imagination</b> - finding new ways to solve a problem<br><b>Appreciation</b> - valuing other people's work skills and abilities<br>Making something to help others   |
| Collective Worship | - Searching and stillness to be at one in the moment with God through stories about Jesus Christ.<br>Year 3+ recognition of Christ in the Eucharist   |
| Behaviour Policy   | - Positive behaviour is encouraged at all times. The policy encourages promotion of sharing, listening, taking turns, to be quiet and sit and be still when necessary. Empathy with other pupils is encouraged at the same time as allowing for pupils to have their own space. |



**To encourage spiritual development in the children, opportunities will be available for :-**

- Questioning
- To relate their learning to their own context
- Periods of silence, reflection and relaxation
- Celebration
- Learning prayers
- Relating why we do certain things in particular forms of worship.

**Signs of Spiritual Development in a pupil might be characterised by :-**

- Curiosity
- Exploring, questioning attitudes
- Imagination
- Development of the pupil's own beliefs
- Experiencing awe and wonder
- Developing a socially acceptable set of values, beliefs and principles
- Independence
- Searching for meaning and purpose in life
- Awareness of how beliefs contribute to personal identity
- Appreciation of the intangible, beauty, love, truth, mystery
- Respect for self and others
- An appreciation of transcendence.
- The ability to :-
  - Enter into relationships
  - Understand feelings and emotions
  - Distinguish between right and wrong
  - Articulate own attitudes and values / ability to stand up for one's beliefs
  - Reflect on one's responsibility
- Sense of reverence / awe in presentation of assemblies / liturgy. Acknowledge 'special' times, places, etc.

**Evaluation:**

Firstly to inform all stakeholders about Spiritual enhancement we will consider:

- Observation of class Collective Worship.
- Evidence found in pupil's books.
- Global, national and local displays within school.
- Transcribed recordings of pupil's voices.
- Charitable activities held within the school.
- Minutes of the R.E. team meetings.
- Children's physical, sensory and vocal responses to whole school acts of Collective Worship and the celebration of the Mass.



- Advent and Lenten shared dramas and representations of the Bible story.
- Class assemblies to the whole school that incorporate prayer, song, praise, thanks.

Secondly, in order to ascertain which of the previous experiences and opportunities provided enable pupils to address the following points we will evaluate the evidence and look for those times that allow pupils:-

- To develop a sense of the presence of God in their lives
- To reflect on and respond to this presence
- To become familiar with the life, words and action of Jesus
- To become familiar with the life, words and actions of the saints and significant Christians
- To hear how people of other faiths respond to their faith through their knowledge of other faiths
- To acquire insights into their personal existence
- To make sense of their life experience
- To develop a sense of wonder, awe, reverence, imagination
- To develop the human capacity to go beyond physical, tangible reality

#### **Equal Opportunities - Ability Race Gender**

These will be pursued in line with the school's equal opportunity policy.

#### **Resources**

Again this list is not exhaustive and teachers will add their own resources to the list in order to promote spirituality.

"The Way, the Truth and the Life"

Worship – Pat Ainge

Staff Development and Inset e.g. Worship training,

Wednesday Word

Statements to live by

British Values resources

SEAL materials

"Journey in Love"

Worship planning formats

#### **Policy Monitoring and Review**

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.