

Shaping the Spirit:

policy and practice for
promoting spiritual development
in the educational context



Standing Advisory Council on
Religious Education (SACRE)
Guidance



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1. Introduction and Policy

1a. Introduction from Kent Standing Advisory Council on Religious Education (SACRE) and the Advisory Service Kent (ASK)

The Kent Standing Advisory Council for Religious Education (SACRE) and the Advisory Service Kent (ASK) are pleased to offer this guidance which builds on and replaces that provided in 1999. It:

- aims to support meeting statutory requirements with regard to providing opportunities for children's and young people's spiritual (moral, social and cultural¹) development within the educational context²
- explains and exemplifies key areas of legal requirements and educational thinking about the importance of addressing the needs of the child or young person in its broadest sense, their personal as well as their academic development³
- encourages through for example the self-evaluation and planning process to give a clear priority to spiritual development. It is necessary to recognise and provide a wide-range of opportunities for spiritual development and to encourage children's and young people's positive responses to them. By doing so this makes a vital contribution to developing and reinforcing a school's ethos and values. It underpins and reinforces the need to live out in the life of the school the fact that 'Every Child Matters'.

1b. Kent SACRE definition of spiritual development

- The key function of SACRE is to offer advice to the Local Authority on matters pertaining to religious education (RE) and collective worship. There are obvious and explicit links between both these areas and spiritual development. SACRE wants to underline the importance of spiritual development across the whole of school life in effectively supporting the personal and academic development and well-being of all our children and young people. We encourage all our schools and settings to offer a range of experiences and opportunities that supports the spiritual development of all our children and young people to contribute towards enabling them in becoming successful learners, confident individuals and responsible citizens. Such a focus will also make a contribution to helping schools in their duty to promote and enhance community cohesion.

We remind all our schools that they are required to provide a balanced and broadly based curriculum⁴ that:

- promotes the spiritual, moral, cultural, mental and physical development of learners at the school and within society, and
- prepares learners at the school for the opportunities, responsibilities and experiences of adult life.

These overarching aims provide the essential context within which schools develop their curriculum.

We recommend that schools seriously consider:

- making sure that the spiritual (moral, social and cultural) development dimensions of school life are taken seriously as contributing to improving the personal and academic development and well-being of children and young people
- ensuring that teaching and learning opportunities include developing the skills and capacities that help children and young people respond spiritually (morally, socially and culturally) to the experiences of life and living.

1 Whist the main focus of this resource is on explaining and exploring the spiritual dimension within an educational context this can not be totally separated from the moral, social and cultural aspects of personal development.

2 Educational context includes all Local Authority schools and settings

3 The Education Act (2002).

4 This responsibility extends across the whole curriculum and throughout statutory schooling. So whether a child or young person is in Year 2 of the primary school or is studying GCSEs, BTECs or Diplomas in the secondary school this provides the basis for their educational entitlement.

SACRE's definition of spiritual development with the educational context is:

Spiritual development is the concern to develop the most distinctive and desirable capacities of the human person⁵, i.e. those capacities that, above all, distinguish human beings from other living creatures. It is a concern which goes beyond what children and young people know and do and relates to what sort of person they are and are becoming.

Some key questions to consider:

What sort of children and young people do we want our pupils/students to be and become?

What is the **essential knowledge and understanding** we want them to have?

What **skills and attributes** do we want them to develop?

What **values** do we want them to base their behaviour on?

How can we support our children and young people in their spiritual (moral, social and cultural) development?

What do we mean by **spiritual** (moral, social and cultural development) within an **educational context**?

How does our **ethos** contribute to our children's/young people's personal development and well-being? How do we know and what can we improve?

How does the way they **learn** and the way in which we **teach** contribute to developing these areas? How do we know and what can we improve?

How does the **curriculum** we provide, including the **way we organise learning**, and the **wider experiences and opportunities** we offer support their development across these important dimensions of personal development? How do we know and what can we improve?

How do the **wider and extra-curricular opportunities** support the range of spiritual development opportunities we provide for all our children and young people? How do they respond? How do we know and what can we improve?

2. What is spiritual development within the educational context?

2a. What is meant by spiritual development?

2.a.1 Our focus is to explore spiritual development within an educational context but in order to do that we must also consider some of the different emphasis in meaning given to spiritual development in other contexts.

2.a.2 Spiritual development **within a religious context**

The term 'spiritual' when used in a religious, faith-based context can mean both:

- the ultimate goal of that tradition, and
- the teachings, disciplines and practices which enable the adherent or the community to achieve its spiritual goals.

Spiritual practices such as prayer, meditation, yoga and fasting are ways in which individuals or groups seek to live out and develop their faith by drawing closer to or into 'the divine' (numinous - God, however defined or understood). 'Spiritual' within a religious context carries with it a connotation of commitment and faith. It is how the believer expresses, refines and develops their faith, personally and as a community.

The term spirit (soul, atman etc) refers to the non-physical and therefore spiritual dimension and/or existence of a human being. For some with a religious faith it is linked to individual identity. It is what makes 'you' you and will be identifiable as such after the physical body has died. For others with a religious faith it is linked to the divine and not to the individual. For some it exists as a separate entity; for others it is part of a greater whole.

Spirituality is the vehicle through which a person of faith expresses and develops their faith, moving towards its spiritual goal.

2.a.3 Spiritual development in a **non-religious context**

Spirit (and its derivatives) is used in everyday language in such phrases as, 'in high spirits', 'in low spirits', 'a spirited performance' or 'team spirit'. The terms spiritual and spirituality are also often used outside of traditional religious contexts to describe:

- aspects of responses to such areas as art, architecture, music, dance and sport. Here it is often linked with aesthetic responses
- a wide range of techniques, practices and therapies which seek to liberate and heal people. These often, but not always, have their origins in religious spiritual practices but many who practice them are doing so from a non-religious perspective. For example yoga originated as a religious spiritual technique linked with disciplining the body, mind and spirit. Many who practice yoga in the West today do so as a form of physical activity and mental relaxation.

Note: Spiritual development and **spiritualism** are not the same. The terms 'spiritual development' and 'spirituality' should not be confused with or linked to the term 'spiritualism'. Spiritualism is associated with the belief in the possibility of communicating with the spirits of the departed and more specifically with a movement started in 1848 in the United States of America by the Fox sisters of New York State. It is not a mainstream religious movement and is often associated with the paranormal.

2.a.4 Spiritual development within an **educational context**

At its simplest, spiritual development can be described as '**a concern to foster the growth of the human spirit**'.

Some **key questions** for settings and schools to consider:

What is the **human spirit**?

What **activities** foster the flourishing of the human spirit?

What **aspects of the 'life of the spirit'** should be fostered in the educational context?

What is the **goal** of this process of development?

Spiritual development within an educational context is about helping children and young people develop not only academically but also personally - to develop as well-rounded people, ready, willing and able to take their place in society, fulfilled and happy personally, spiritually aware and socially and emotionally engaged with others. This is at the heart of the five outcomes of **Every Child Matters** - to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic wellbeing (see Appendix 5⁶)

Spiritual development is therefore concerned with everyone. Since every human being is more than only physical: every human being has a spiritual dimension. How individuals and groups define, express and develop that spiritual dimension varies. For some it is to do with the mind or intellect, for others it is to do with the soul. For some it is intimately bound up with belief in God, for others it is not. Some 'find' their spirit in the beauty of nature or in a work of art, others in religious contemplation. Acknowledging and developing the spiritual dimension is axiomatic to developing as a human being, to considering what it means to be human and responding to the experiences of life and living. It is at the heart of the search for meaning and values and a purpose by which to live, and as such it is intimately bound up with the moral, social and cultural dimensions of human existence and development. This is summarised in Appendices 1 and 2.

2.a.5 Kent SACRE's definition is:

Spiritual development is the concern to develop the most distinctive and desirable capacities of the human person, i.e. those capacities that, above all, distinguish human beings from other living creatures. It is a concern which goes beyond what children and young people know and do and relates to what sort of person they are and are becoming.

It is thus essentially to do with a child's or young person's '**being and becoming**' - their well-being. Certain features of this definition should be noted:

- it is deliberately **inclusive** with a focus on the spiritual development of all irrespective of age, gender, sexual orientation, ethnicity, religion, social background or ability. It is about and for every child and young person
- it has at its heart the **all-round personal development** of the child or young person - academic, mental, physical, spiritual, moral, social and cultural, encouraging them to develop values by which to live and virtues that support and form character. It aims to support and develop spiritual awareness and self-esteem
- it involves the nurture of particular **spiritual values** which requires a school to make choices about the **human capacities** it wishes to emphasise and develop. The choices made have a **moral dimension**. For example a capacity such as empathy, will be encouraged whilst another, such as indifference to human need, will be discouraged (see section 2c)

6 Can be downloaded from http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_psd.cfm

- it does not seek to **nurture** children and young people in a specific religious or spiritual tradition. Consideration of a range of alternative spiritual traditions and practices will be necessary. However, neither does it seek to diminish or undermine their nurture into their religious or spiritual tradition. It rather seeks to complement their religious or spiritual tradition background and practices.

2.b What about moral, social and cultural development?

2.b.1 'SMSC' is like a four leaf clover - four dimensions of personal development that are part of the whole but with distinct aspects to each. It has been part of the Ofsted (Office for Standards in Education) inspection process since it began (see 2.d.1 and 2.d.2).

2.b.2 Like 'spiritual' **moral development** cannot be defined by one simple statement but involves several elements:

- the will to **behave morally as a point of principle**
- knowledge of the **codes of conduct agreed by society** - accepted ways of behaving (here it links strongly with social and cultural development)
- considering **behaviour** in the light of its **impact on others** (here it links strongly with spiritual and social development)
- understanding of the **criteria needed to make moral judgements**
- the **ability to make judgements on moral issues**.

In summary: '**Moral development is knowing what is right and wrong and acting upon it as applicable**'.

2.b.3 **Social development** is about helping children and young people develop the necessary skills and attributes to:

- **take responsibility** - for themselves and for others. Relationships are important and relating well to others is both a prerequisite and an effect of social development (links here with the SEAL (Social and Emotional Aspects of Learning) programme - see 2.c.3 and Appendix 3 a and b);
- **take the initiative** and develop an understanding of both **rights and responsibilities**
- **understand** what it means to **live within and as a part of a community** and make a **positive contribution** to the life of school and to wider society. This links explicitly with the aims of the curriculum⁷ - being a 'responsible citizen'. It implies the acceptance and appropriate challenging of group norms/rules and the ability to see oneself as part of that group.

2.b.4 **Cultural development** involves:

- the **appreciation of one's own and of other cultural tradition(s)**
- **valuing and celebrating a range of traditions and life-styles**
- **widening horizons and deepening understanding of the norms and ways of life** of others.

It is:

- **wide-ranging** - including arts, crafts, music, literature, food, festivals and celebrations, religion, age, gender etc
- linked with **self-knowledge** and **self-esteem** as well as the **acceptance and valuing of others**.

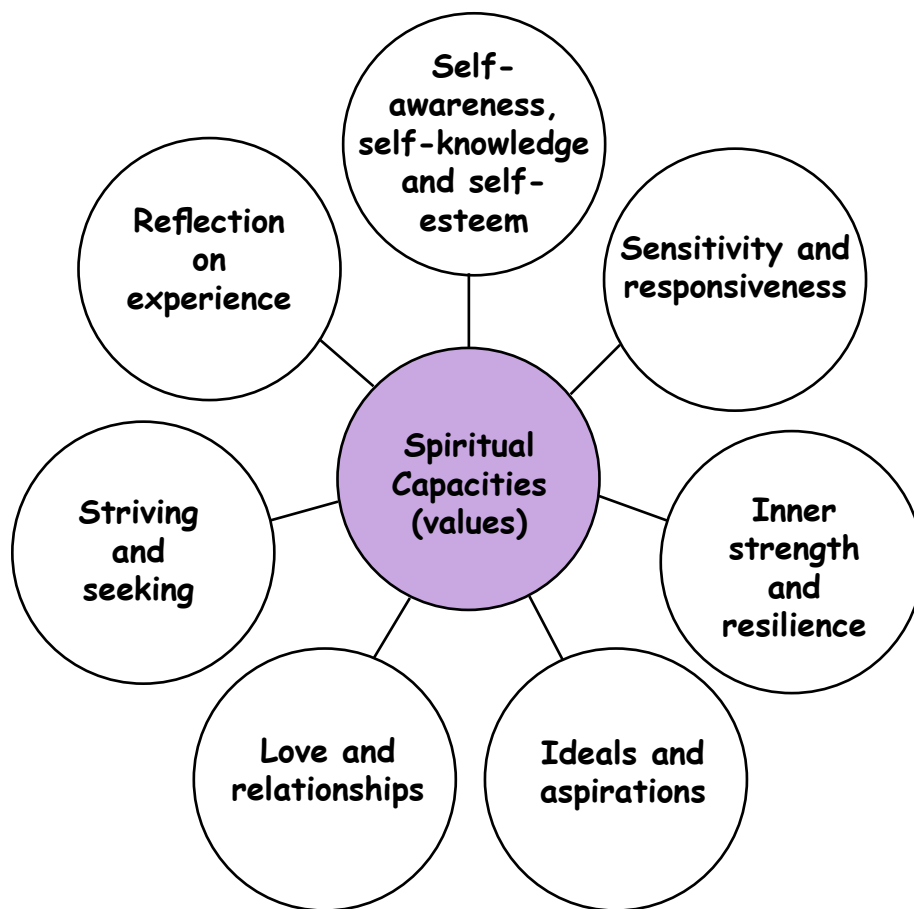
Cultural development opportunities need to take into consideration the pupils'/students' own background(s) and address other cultural backgrounds. There is sometimes confusion between **religion, ethnicity and culture**⁸. Each relates to the other and the demarcation lines are not always clear.

7 Secondary - September 2008.

8 See Gathering Together: policy and practice for Collective Worship, SACRE/ASK 2008 Appendix 4.

2.c What are some of the distinctive and desirable capacities of human beings?

2.c.1 At the core of Kent SACRE's understanding of the spiritual development of children and young people in settings and schools lies the idea of **spiritual capacities**, i.e. that humans possess certain abilities which can be called spiritual, which are capable of and worthy of development within the educational context. The capacities might also be called **spiritual values**. Choices have been made about what are the core spiritual capacities and these choices are not made in a moral or cultural vacuum. They have been heavily influenced by the Judaeo-Christian tradition and by post-enlightenment Western thought about what it means to be human and how human beings relate to each other. They have also been influenced by educational work and priorities such as for example Every Child Matters, community cohesion and Ofsted insights. They have been grouped in 'families' of similar qualities:



It is not the specific capacities identified within each family that are important, or the set of headings or categories into which they are placed. Some may wish to group them differently. However, SACRE is putting these forward as core spiritual capacities as a basis for developing thinking and practice (see pages 10-12 with further spiritual capacities outlined in Appendix 4).

2.c.2 Are some of these spiritual capacities more important than others? The simple answer is no but the focus a particular school may have for its pupils/students (or for a year group or class within it) will depend on its aims and values and on the needs of the particular pupils/students. This may mean emphasising one particular capacity more than the others (either for the whole school or for a group within it). For example, one school (or year group or class) may have pupils/students who need to learn to be more considerate towards others. Another school (or year or class) may have pupils/students who need to develop a clearer awareness of their own abilities and a stronger belief in their own ability to succeed. Schools are encouraged to consider the needs of their own pupils/students in deciding the relative emphasis placed on the capacities but within the context of developing all the capacities.

- 2.c.3 The **SEAL** programme (<http://www.bandapilot.org.uk/>) provides a useful framework for primary and secondary schools as they seek to build up their pupils'/students' positive attitudes and behaviours by focusing on social interaction and emotional development. There are obviously links between the underpinning qualities and skills of the SEAL programme (self-awareness, managing feelings, motivation, empathy and social skills) and spiritual development, particularly with the core capacities. Schools following the SEAL programme are encouraged to highlight the ways in which it can support and complement spiritual development opportunities effectively (see Appendix 3a and b).
- 2.c.4 The Personal Learning and Thinking Skills (PLTS) of the secondary curriculum and the proposed skills for Personal Development aspect of the Rose Review of the primary curriculum provide useful vehicles through which a school may choose to enhance the way in which it encourages pupils/students to develop the spiritual capacities outlined in this document (see Appendix 3b).
- 2.c.5 Leuven is an approach to monitoring and developing the well-being and involvement of young children developed by a team based at the Research Centre for Experiential Education (Leuven University, Belgium) under the leadership of Dr Ferre Laevers. By well-being the Leuven approach means a focus on encouraging children to be 'at one' with themselves and positive in their relationships with others. The underpinning philosophy is that this will in turn impact on their educational attainment and achievement. Well-being demonstrates itself in a number of ways - enjoyment, relaxation and inner peace, vitality (energy), openness, self confidence and being in touch with oneself (see Appendix 3c for a consideration of how these relate to spiritual competencies). As an authority, Kent has been closely involved with this work, especially for the early years. From January 2009 there is a roll out of support, provided by ASK, for the early years and primary phases, to develop Leuven approaches in an action research partnership with Leuven University.



<p>Self-awareness, self-knowledge and self-esteem: Children/young people will be given opportunities to become aware of their own...</p>	<ul style="list-style-type: none"> • inner world of thoughts and feelings, hopes and fears, personality, needs and wants • gifts, talents, abilities and strengths as well as their limitations and weaknesses, for example through target setting and mentoring sessions • identity - who they are and what influences them, who and what they want to become - what they want to stay the same and what they want to change - how will/do they change.
<p>Sensitivity and responsiveness: Children/young people will be given opportunities to...</p>	<ul style="list-style-type: none"> • transcend the present moment, e.g. in recalling the past, considering the future or exercising their imagination • become aware of their moral obligations, e.g. to keep their word, to control their temper rather than letting it control them • be moved by deep emotion, reflection and/or action by aspects of life such as the natural and made world, the creative arts, architecture, literature, poverty, injustice, innocent suffering, mystery and human achievement • express gratitude and appreciation - of self and others, for many towards God (however defined or understood) • consider and experience the importance of stillness, reflection and for many prayer.
<p>Inner strength and resilience: Children/young people will be encouraged to develop the ability to:</p>	<ul style="list-style-type: none"> • direct their own future, e.g. through target setting and assessment for learning opportunities, planning to achieve their goals and taking appropriate action to do so, through making appropriate choices • exercise self-control in a range of contexts • respond creatively to difficult and challenging experiences, such as turning a crisis or tragedy into an opportunity for bringing about change • respond creatively and with courage to challenging and changing situations • being hopeful, patient, persevering and resilient in the face of difficulty - overcoming disappointment and overcoming obstacles, perseverance.
<p>Ideals and aspirations: Children/young people will be given opportunities to...</p>	<ul style="list-style-type: none"> • create and invent works of beauty, value and usefulness • develop their own beliefs and values whilst being accepting of other people's beliefs and values when they differ from their own • learn about the processes of spiritual development, stages of the spiritual life and the goal of spiritual development in a range of religious and secular spiritual traditions • pursue ideals and visions for the future - for themselves and others - develop their sense that they can make a difference (sense of agency to effect change) and their leadership skills.

<p>Love and relationships: Children/young people will be encouraged to...</p>	<ul style="list-style-type: none"> • sympathise and empathise with others in meaningful ways so that they can come to grasp some insight into other people and respond accordingly • develop intimate and enduring relationships with other people (and for some, with God) • value themselves, other people and the environment (local, national and global) • seek to create, maintain and repair relationships with others – to be peace-makers, to be able to give and receive love and affection, to forgive and be forgiven • display active goodwill towards others • be compassionate • express regret and apologise, when appropriate to do so.
<p>Seeking and striving: Children/young people will be encouraged to seek:</p>	<ul style="list-style-type: none"> • for meaning and purpose in experiences of change, loss, suffering, beauty, birth and death and allow that meaning to influence their lives e.g. respond to an appeal for children in need • to learn from the insights of different religious and spiritual traditions • truth • to do what is right in different circumstances • to overcome obstacles and difficulties for themselves and others.
<p>Reflection on experience: Children and young people will be encouraged to...</p>	<ul style="list-style-type: none"> • reflect on the way their attitudes and values have been formed by their experience of life • recount personal spiritual experiences and ponder on those of others • think about who and what affects them and why • consider what is right and wrong and act on what is right • ask deep and ultimate questions such as humankind's place in the world, the purpose of life and death, our origins and final destiny and the possible existence of God (see Appendix 2).

Are some of these spiritual capacities more important than others?

There is no easy answer to this question for the answer depends on the aims and values of the setting or school, within the broad aims of the curriculum and the needs of the children and young people being served.

What can we do?

Use these spiritual capacities as a starting point for discussion and development. Settings and schools, whether they recognise it or not, induct their children and young people into some kind of spiritual tradition and set of spiritual values. They need to ensure that this induction, by default or by design, is not into:

- a purely secular form of spiritual development which brackets out and/or ignores any religious options, or
- a vaguely and superficially religious spiritual development which blurs the distinction between different religious and theological traditions and excludes any consideration of secular alternatives.

The spiritual capacities grouped above seek to provide a clear and balanced framework for supporting spiritual development within the educational context.

A staff and/or governor meeting activity to consider spiritual capacities:

Think about the skills and attributes that you want you pupils/students to have/develop. Jot them down on your own and then share them with a partner. In pairs write onto small post-it notes your agreed skills and attributes (one for each post-it) and stick them in one of the 7 boxes you think they belong with. Which ones are well-covered, which ones less so? Why? Reword and re-order the capacities in the light of your discussion. With some adaptation this activity could also be used with pupils/students e.g. school council, class or tutor groups.

The spiritual capacities are available for download from http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_psd.cfm

2.d How does a focus on spiritual development underpin the academic and personal development of children and young people?

- 2.d.1 Ofsted, through the inspection process, confirms the importance of pupils'/students' spiritual (moral, social and cultural) development, which is seen as being crucial for the individual pupil/student and also for society as a whole. Spiritual development is at the heart of what education is all about - **helping pupils/students grow and develop as people**. The motivation to learn is based on curiosity, the inclination to ask questions, to use the imagination, draw on and develop insights and follow intuition - all of which link closely with the spiritual capacities outlined previously.
- 2.d.2 In the inspection process a connection is rightly made between spiritual development and learning - 'A spiritual sense can be seen as a prerequisite for learning since it is the human spirit that motivates us to reach beyond ourselves and existing knowledge to search for explanations of existence. **The human spirit engaged in a search for truth**' could be a definition of education, challenging children and young people to explore and develop their own spirituality and helping them in their own search for truth.' (Education for Adult Life: The Spiritual and Moral Development of Young People 1996). A useful document that can be freely downloaded from the Ofsted Website is: Promoting and evaluation pupils' spiritual, moral, social and cultural development (Ofsted 2003) - <http://www.ofsted.gov.uk/assets/3598.doc>.
- 2.d.3 A consideration of spiritual development, in the words of a well known advertising strap-line, 'reaches the parts that others can't', in the sense that it allows for the heart of the setting or school - its **ethos** - to be put 'centre-stage'. A school's ethos is all-encompassing and is **the distinctive range of values and beliefs that define the motivation behind its work**. Addressing the sort of people we want our pupils/students to be and to become using the spiritual capacities as a touchstone will impact on the school's ethos as those capacities take centre stage in supporting the academic and personal development and well-being of those in our charge.
- 2.d.4 Every child and young person has the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being (**Every Child Matters** - www.everychildmatters.gov.uk). SACRE asserts that this is only possible if the school's ethos is underpinned by a strong commitment to spiritual (moral, social and cultural) development since these dimensions are intrinsic to both personal development and academic success. See Appendix 5 for a draft statement⁹ on the ethos of the school drawing on Every Child Matters within the context of spiritual (moral, social and cultural development).
- 2.d.5 Appendix 6 provides a **draft statement**¹⁰ and **policy document** about spiritual, moral, social and cultural development. It is offered as a **starting point** and should be **adapted to meet the specific context of the individual school**. Appendix 11 offers some **principles and practice** when developing approaches to spiritual development.
- 2.d.6 Since September 2007 schools have a duty to promote **community cohesion**¹¹. From September 2008 Ofsted has been, as part of the inspection process, making judgements about schools' effectiveness in doing this¹². Broadly schools' contribution to community cohesion can be grouped around:
- **teaching and the curriculum**
 - **equity and excellence** and
 - **engagement and extended services**.

Schools need to take into consideration the religious, spiritual and cultural backgrounds of those who attend the school and of the local community. They also need to address the personal learning needs of all pupils/students including their spiritual (moral, social and cultural) development learning needs. A focus on the **spiritual capacities** outlined here (see 2c) can support schools in their duty to promote community cohesion as well as in promoting the

9&10 To download go to: www.kenttrustweb.org.uk/ask/curriculumsubjects/ask_cs_re_sacre.cfm

11 Guidance on the duty to promote community cohesion, DCSF - free download - www.teachernet.gov.uk/publications.

12 Inspecting maintained schools' duty to promote community cohesion: guidance for inspectors - Ofsted September 2008 - free download from <http://www.ofsted.gov.uk/Media/Ofsted/Forms-and-guidance2/Education-schools/s5/Community-Cohesion-Guidance-on-inspecting.doc>

well-being of all their pupils/students. For example a child/young person who is sensitive and responsive is more likely to be aware of the needs of others (locally, nationally, globally) and be respectful towards others. A child/young person who has inner strength and resilience is more likely to want to make a positive contribution to changing society for the better as well as helping those less fortunate than themselves.

- 2.d.7 Whilst **RE** and **collective worship** should make a significant contribution to the spiritual development opportunities provided by any school they are not the only areas to do so. It is the school's responsibility to make **appropriate plans for** and develop **appropriate approaches towards** supporting the spiritual development of all its pupils/students. This will be linked to **curriculum content** (what is taught) but also to the **learning and teaching strategies** selected (how it is taught). Activities that **engage and motivate**, that encourage **response and reflection** and that encourage pupils/students to have **high aspirations and take responsibility** for their own learning and for that of others are more effective in promoting spiritual development.
- 2.d.8 Appendix 8a provides a starting point for a school to address how different curriculum areas might contribute to spiritual development opportunities in general. Appendix 8b links the Early Years and Foundation Stage areas of learning with the spiritual capacities outlined in this guidance (see 2c). Appendix 8c asks questions of the curriculum leader about the areas contribution to spiritual, moral, social and cultural development. Appendix 8d encourages thought around approaches that support spiritual development. They can be used independently or together to help a school in considering where they are and what they need to do to develop further¹³.
- 2.d.9 During 2012 London is hosting the Olympic and Paralympic games. The period preceding the games is an important one of motivation and preparation. The Games are not only about sport. They also celebrate cultures, people and language. The Cultural Olympiad which was launched in September 2008 is an important precursor to the Games. There is a national programme which includes a focus on **Olympic and Paralympic values (friendship, courage, determination, excellence, equality, respect and inspiration)** with educational materials available to explore these values with children and young people from aged 3 to 19¹⁴. It is hoped that focusing on these values will be an enduring legacy of the Games. **Kent 20 in 12** is a programme which aims for all Kent schools and settings to register for the national programme. A wide range of resources and ideas are provided for schools to promote the Olympic and Paralympic values¹⁵. In the years running up to the Games there will be different themes to follow. There will also be a range of support material and activities which will provide opportunity for involvement. In Kent these values have been focused on the concept of **PRIDE**.

Personal Excellence
Respect and Friendship
Inspiration
Determination and Courage
Equality

These values, as interpreted by Kent 20 in 12 can provide a useful vehicle for developing the spiritual capacities which underpin the guidance outlined in this document (see Appendix 9).

13 To download go to: http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_psd.cfm

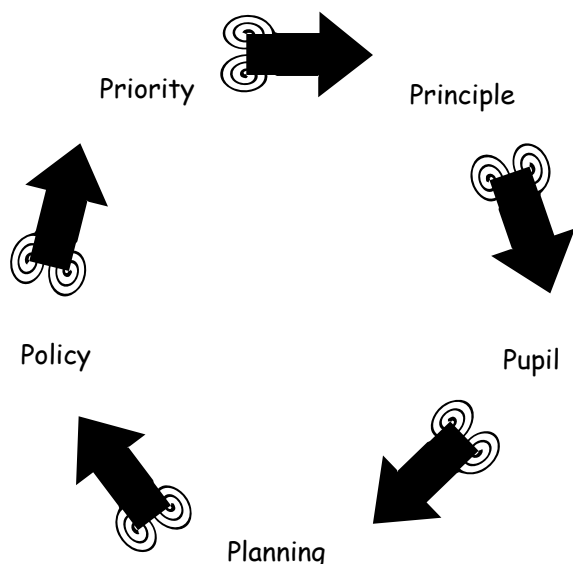
14 See: <http://getset.london2012.com/home>

15 See www.kent20in12.org.uk

3. How might we plan for and improve the way we deal with the spiritual dimension within the educational context?

3a. What are the five Ps?

3.a.1 The statutory aim of the curriculum includes promoting the spiritual development of children and young people. The responsibility lies with the headteacher and governors to ensure that the curriculum meets statutory requirements. Spiritual, moral, social and cultural development is intrinsically bound together with the personal and academic development of pupils/students and with the school's ethos, aims and purposes. The governing body and the headteacher have a **strategic role** in developing the school's vision and in monitoring its implementation. The school Self Evaluation Form (SEF) provides a focus for self-evaluation with regard to both academic standards and personal development and well-being. It can form the basis for considering the effectiveness of the focus on spiritual development across the school.



3.a.2 To help them in fulfilling this duty SACRE suggests that schools consider supporting pupils'/students' spiritual development through making it a **priority**, based on a matter of **principle** and on the needs of the **pupil**. It should involve a range of stakeholders in **planning** and in developing and monitoring the effectiveness of a school **policy**.

3.a.3 If a school is going to take seriously its responsibility to provide a wide range of opportunities for the personal and academic development of its pupils/students, then it needs to make spiritual development a **priority**. This will require:

- involving governors and senior managers
- referring to it in the school SEF and ensuring that it is part of the school's improvement plan
- providing staff time and training to support developments.

3.a.4 This priority needs to be clearly and explicitly based on the educational **principle** that schools should be concerned about:

- the development of the whole child - personal and academic - thus contributing to their well-being
- the formation of character
- encouraging learning about and learning from spiritual traditions

- the development of pupils'/students' beliefs and values.

3.a.5 This principle needs to be clearly focused on the needs and well-being of the **pupil/student** and on the kind of person the school is seeking to develop. It should be firmly based on the five areas of Every Child Matters.

3.a.6 The needs of the pupil/student remain at the heart of the **planning** process. Schools may find it helpful to consider forming a working group to take the planning process forward. A planning group might involve:

- a senior member of staff (headteacher, deputy or assistant)
- pastoral and academic staff and non-teaching staff
- a governor
- pupils/students
- other stakeholders - an interested parent or carer, a member of a local faith community.

A four stage process should be considered:

Where are we now? What is our understanding of spiritual (moral, social and cultural) development within our school? What do we do well? What do we need to develop further?

Where do we need to be? What are our aims in focusing on spiritual development and what are the outcomes going to be for our pupils/students? What impact is it going to have on our school's ethos and ways of working? How will it impact on teaching and learning and on raising standards?

What do we need to do to make it happen? How are we going to achieve our aims? What are we going to do and by when? What resources and training will we need? How will we need to develop our practice? Who are we going to involve and why?

How will we know when we've got there? What will be our success criteria? So that in two or three years time we start the cycle again from a different starting point.

- 3.a.7 A whole school **policy** on spiritual (moral, social and cultural) development provides a benchmark by which to monitor the effectiveness of both provision and response (see Appendices 5 and 6). Policy and practice on spiritual development needs to be set in the wider context of a school's overall aims and values and its concern for the development of the whole child. A comprehensive and effective policy is likely to include:
- a named co-ordinator for spiritual development with a designated role and responsibilities, ideally a member of the senior management team
 - the provision of funding for INSET and training for all staff
 - the aims, ethos, and values of the school
 - the legal and educational underpinning
 - the expectations of OFSTED and where applicable denominational inspection procedures
 - perceptions about the needs of pupils/students in the school which will influence policy and practice
 - reference being made in the school's brochure
 - expectations and provision in all curriculum subjects, e.g. the need to include a reference to spiritual development in all subject/departamental policies identifying appropriate opportunities for promoting spiritual development in schemes of work (see Appendix 8a)
 - expectations and provision in other areas of school life, e.g. collective worship, extra-curricular
 - cross-references to other whole school policies such as teaching and learning, equal opportunities, community cohesion, anti-bullying etc
 - strategies for monitoring and evaluating the school's provision, e.g. a review of subject policies and schemes of work and lesson observation, SEF

- strategies for recording and reporting on provision, progress and achievements, e.g. pupil self assessment
- the date of policy and date of its review.

3.a.8 Provided in the Appendices are a number of documents from which schools can select to provide a basis for discussion and development. The Appendices can be downloaded from http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_psd.cfm.

Church schools will need to take account of Appendix 10a (Anglican) and 10b (Catholic)



Appendix 1

Spiritual development within an educational context

Spiritual

all pupils - not confined to religious beliefs or a particular faith



fundamental to human condition (to what it means to be human)



relationships with others/God



search for individual identity (to what it means to be me)



response to experience of life (making sense of life and living)



search for meaning and purpose and values by which to live
(links with moral, social and cultural development)

Spiritual development involves two (some would say three) dimensions:

1. Looking inwards:

- personal identity and individual development including a sense of self and of identity (as an individual and part of different groups); personality and behaviour; emotional and aesthetic responses; developing qualities of character and behaviours; developing the conscience and the will.

2. Looking outwards:

- addressing different spiritual (including but not exclusively religious) responses to life and living including, for example, creativity, contemplation and reflection (prayer), personal commitment, the quest for meaning and for something 'beyond ourselves'.

3. Looking upwards:

- searching for God - the divine/numinous - however defined, understood or expressed - some would say that this is implicit within 'looking inwards' and 'looking outwards' and is therefore not a third dimension of spiritual development.

(NB: RE Today led a project on spiritual development for the secondary school, funded through the Templeton Foundation, which resulted in the production of a resource for teachers and students entitled 'Looking inwards, looking outwards' - see Appendix 12)

Appendices 1-11 are available to download from http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_psd.cfm

Appendix 2

Some examples of 'Ultimate Questions'

The following offers some examples of the sort of questions that have been called ultimate or fundamental questions. It is important to realise that sometimes young children may be asking an ultimate question about for example the fact of pain or evil, if they ask a question like, 'Why are there stinging nettles?'

1 Authority

Who can I trust?
Who should I listen to?
Who should I obey?
What can I believe?
Who can I believe?
Whose rules should I follow?
Why shouldn't I steal?
Where can I find the truth?
Am I answerable to anyone?

2 Morality

How do I decide what is right?
Where do my ideas about right and wrong come from?
Where do our ideas about right and wrong come from?
Why is honesty better than dishonesty?
Why shouldn't I do bad things? E.g. Why shouldn't I steal? Why shouldn't I cheat? Why shouldn't I lie?

3 Values

What really matters to me?
Do people matter more than things?
Why is courage better than cowardice?
Why is justice so important?
Are people more important than animals?

4 Origins

How did the universe begin?
How can something come from nothing?
Why is there anything rather than nothing?
Is there a Creator or is everything really just a cosmic accident?
If there is a God, who made God?
Are we alone in the universe?

5 Identity

Do I know the 'real' me?
Do others see me the way I see myself?
Do I see myself in the way that others see me?
How can I get to know the real me?
Am I being true to the real me / myself?
What does it mean to be me?
What does it mean to belong?
What does it mean to be human?

6 Destiny

Where am I going?
Can I determine my own future?
Can I change?
Can I 'buck the trend'?
What can I hope for?
Is death really the end?
Why must we die?
Is there life after death?
Is there a heaven or hell?
Is there an ultimate reward or punishment?



Will evil prevail?
Is reincarnation true?
What future is there for the human race?
How will the world end?

7 Meaning

Why do we keep asking 'Why'?
Does anything make sense?
Is there a God?
Why is life unfair?
Why is there so much suffering?
Why do we not stop the suffering?
What brings lasting happiness?
Is there a reason why things happen to us?
Is there such a thing as an 'act of God'?

8 Purpose

What is it all for?
Why go on?
Why do some people appear to win and others appear to lose?
Does life have any purpose?
What does it mean to be successful?
What should I aim for?
Can I be different?

This list of questions has been slightly adapted from one produced as part of RE Today's Looking Inwards Looking Outwards project. We are grateful to RE Today for their permission to use the original list.

One of the 32 page booklets in the Engaging with Secondary RE series is entitled 'Spiritual RE' (Edited by Lat Blaylock, RE Today, ISBN 978-1-905893-10-2 - www.retoday.org.uk). It explores issues to do with spiritual development from an RE perspective.



Appendix 3a

SEAL: the social and emotional aspects of learning (primary)

There are links between the underpinning qualities and skills of the SEAL programme (self-awareness, managing feelings, motivation empathy and social skills) and spiritual development.

An overview of the themes of SEAL (primary) and links with spiritual development

Theme number	Theme title	Key social and emotional aspects of learning addressed	Spiritual capacities eg	Note
1	New beginnings	Empathy Self awareness Motivation Social skills	Sensitivity and responsiveness Self-awareness, self-knowledge and self-esteem Reflection on experience Inner strength and resilience	This table links the key social and emotional aspects of learning addressed by the SEAL resource with the spiritual capacities outlined in the Kent SACRE guidance 'Shaping the Spirit'. These aspects focus on two dimensions of spiritual development - looking inwards and looking outwards - and not explicitly on looking upwards. (see Appendix 1) SEAL assemblies have great potential for providing spiritual development opportunities. They are however assemblies and not necessarily acts of collective worship (see <u>Gathering Together: policy and practice for collective worship</u> - SACRE guidance 2008 - section 3f and for example A teacher's dozen Cunningham,B., Ferguson, T and Grewcock W ISBN 0-955 3860-0-4 - an assembly resource - Christianity)
2	Getting on and falling out	Managing feelings Empathy Social skills	Love and relationships Sensitivity and responsiveness	
3	Say no to bullying	Empathy Self awareness Social skills	Sensitivity and responsiveness Seeking and striving Reflection on experience Self-awareness, self-knowledge and self-esteem	
4	Going for goals	Motivation Self awareness	Inner strength and resilience Ideals and aspirations Seeking and striving Reflection on experience Self-awareness, self-knowledge and self-esteem	
5	Good to be me	Self awareness Managing feelings Empathy	Reflection on experience Self awareness, self-knowledge and self-esteem Love and relationships Sensitivity and responsiveness	
6	Relationships	Self awareness Managing feelings empathy	Self-awareness, self-knowledge and self-esteem Love and relationships Reflection on experience Sensitivity and responsiveness	
7	Changes	Motivation Social skills Managing feelings	Inner strength and resilience Ideals and aspirations Seeking and striving Love and relationships Self-awareness, self-knowledge and self-esteem	

Appendix 3b

SEAL: the social and emotional aspects of learning (secondary)

An overview of the themes of SEAL aspects of learning and links with spiritual development

<p>Spiritual capacities e.g.</p>	<p>Social and Emotional Aspects of Learning</p>	<p>Social and emotional skills are the skills required to make positive relationship with others by:</p> <ul style="list-style-type: none"> • understanding and managing ourselves (emotions, thoughts, behaviours) - 'looking inwards' • understanding and responding to the emotions and behaviours of others - 'looking outwards' <p>At the heart of SEAL lie five aspects of learning that provide an essential starting point when planning the SEAL programme - these dovetail with the spiritual capacities laid out in this document as exemplified here.</p> <p>The Personal Learning and Thinking Skills (PLTS) of the secondary curriculum focus on young people becoming:</p> <ul style="list-style-type: none"> • independent enquirers • team workers • creative thinkers • self managers • reflective learners • effective participators <p>These are ways in which the spiritual capacities and the SEAL aspects of learning are exemplified and expressed across the whole curriculum. In order to develop these skills young people need to develop their abilities to:</p> <ul style="list-style-type: none"> • collaborate • problem solve • empathise and listen • question • be flexible • reason and plan • manage distractions • review and evaluate • develop perseverance • take risks <p>In so doing their personal development and well-being can be enhanced.</p>
<p>Self-awareness, self-knowledge and self-esteem Love and relationships Reflection on experience Sensitivity and responsiveness</p>	<p>Self-awareness</p> <ul style="list-style-type: none"> • knowing myself • understanding my feelings 	
<p>Love and relationships Sensitivity and responsiveness Self-awareness, self-knowledge and self-esteem</p>	<p>Managing my feelings</p> <ul style="list-style-type: none"> • managing my expression of emotions • changing uncomfortable feelings and increasing pleasant feelings 	
<p>Inner strength and resilience Ideals and aspirations Seeking and striving Reflection on experience</p>	<p>Motivation</p> <ul style="list-style-type: none"> • working towards goals • persistence, resilience and optimism • evaluation and review 	
<p>Sensitivity and responsiveness Love and relationships Reflection on experience Self-awareness, self-knowledge and self-esteem</p>	<p>Empathy</p> <ul style="list-style-type: none"> • understanding others' thoughts and feelings • valuing and supporting others 	
<p>Love and relationships Sensitivity and responsiveness Ideals and aspirations Reflection on experience</p>	<p>Social skills</p> <ul style="list-style-type: none"> • building and maintaining relationships • belonging to groups • solving problems, including interpersonal ones 	

Appendix 3c

Leuven: well-being and involvement

An overview of indicators of well-being and involvement and links with spiritual development

Indicators of well-being		Involvement is a very special state of mind. It includes:
Spiritual capacities e.g. Sensitivity and responsiveness Love and relationships Seeking and striving	Enjoyment: having fun, taking pleasure in interacting with others and activities - look happy, smile/laugh, chatting/singing	
Self-awareness, self-knowledge and self-esteem Sensitivity and responsiveness	Relaxation and inner peace: relaxed impression, don't feel threatened in any way - open expression on faces, body language shows no sign of tension or restlessness, muscles relaxed	
Seeking and striving Sensitivity and responsiveness	Vitality: energy - lively and expressive faces, radiate, positive use of space around them	
Reflection on experience Sensitivity and responsiveness Love and relationships	Openness: open attitude to world around them, ready to experience, accessible and approachable to others, happy with attention they receive	
Self-awareness, self-knowledge and self-esteem Inner strength and resilience Seeking and striving Reflection on experience	Self confidence: self assurance, a sense of self value, positive self image as the foundation for resilience, assertive	
Self-awareness, self-knowledge and self-esteem Sensitivity and responsiveness	Being in touch with oneself: feelings and emotions not suppressed	

Appendix 4

Some further spiritual capacities

The following list comes from the original Kent SACRE guidance with slight adaptation and gives further desirable human and spiritual qualities or values worth developing with children and young people, which would command wide acceptance in settings and schools and in the wider society (including across different religious groupings and denominations). *Schools may wish to use this list to add to or to refine the meaning of the core spiritual capacities outlined in this guidance.*

Human beings possess the capacity to be:		
A	accepting	- of differences, human frailty, loss...sensitivity
	adaptable, flexible	
	adventurous	
	(able to) apologise	- be sorry, accept other's apologies - repentance
	(able to) admire	- the achievement of others
	appreciative, grateful	
	aspirational	- for self and others - seeking and striving
B	brave	
C	(aware of own) capability	- links to self-awareness and self-esteem
	caring	- of others
	communicative	- through language, gesture, art, dance, ritual
	compassionate	- love and relationships
	conscientious	
	considerate/thoughtful	
	co-operative	
	(able to) cope	- with hardship, loss, etc - resilient
	courageous	- able to say 'no' - go against the group
	creative	- problem-solver - solutions - expressive
	curious	- asking questions - seeking answers - engaged
D	decisive	- inner strength and resilience
	discerning	
	(have a sense of) direction	- self-knowledge - values and attitudes
E	empathetic	- 'see and feel world from another's viewpoint'
	energetic	- with a sense of purpose (direction)
F	fair	- sense of justice (self and others)
	(able to have) faith	- in self, others, God (however defined or understood)
	(able to) forgive	- self and others
	free	- make choices - positively influence course of life
	friendly	
G	generous	
	gentle	
	good	- morally aware
	gracious	
H	helpful	
	honest	
	hopeful	
I	imaginative	- creative
	independent	- self aware
	interdependent	- relationships
	(able to show) initiative	- creativity and leadership
	(show) integrity	- based on values such as honesty and justice
	insightful	
	inspired	- by the world, the arts, human achievement, faith
	intuitive	

J	just	
K	kind	
	knowing	- about diverse beliefs and values
L	listeners	- to themselves and others
	loving	
	loyal	
M	(to consider) the meaning of life	- reflection on experience
	merciful	
O	open	- to learning
	optimistic	- resilient
P	patient	
	perceptive	- insightful - human nature, feelings
	persevering	- resilient
	positive	- outlook on life
Q	questioning	- themselves and place in world - ultimate questions
R	reflective	- thoughtful and responsive - big questions, emotions
	(in) relationship	- self, others, God (however defined or understood)
	reliable	
	respectful	
	resourceful	- seeking and striving
	(take and show) responsibility	
	responsive	- to others' needs, feelings and wishes, events, world
S	self-aware	- understanding - strengths, attitudes, aptitudes
	self-confident	- sense of capability towards self and others
	self-determining	- direct own lives, set goals and take action
	self-disciplined	- order, perseverance, resilience
	(able to show) self-respect	- self esteem - result of being self-aware, confident
	(able to) share	
T	tactful	
	(able to) think	- for themselves, critically, deeply, make links
	tolerant	
	(able to) transcend	- the present moment-exercising imagination
	trusting	- self, others, God (however defined or understood)
	trustworthy	
	truthful	
U	understanding	- sensitivity and responsiveness
	unselfish	
V	(able to) value	- self, others, the environment, property, beliefs
W	wise	- more than knowledge, ability to use positively

Appendix 5

Every Child Matters (within the context of spiritual, moral, social and cultural development) - draft statement

This statement is the basis of our ethos as a school and the values we share by which all our policies and practice should be judged. We affirm the importance of the spiritual, moral, social and cultural development of children/young people as an underpinning of their academic attainment and achievement.

At _____ school we believe that:

- every child/young person has the right to:
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution, and
 - achieve economic well-being.

We want every child/young person in our school to be (and develop further as) a:

- successful learner (who enjoys and achieves)
- confident individual (who is able to make good life-style and appropriate moral choices), and
- responsible citizen (who cares for others - locally, nationally and globally).

This means that we seek to:

- value every individual acknowledging their uniqueness and their different skills and attributes
- work with every child/young person and their family to ensure that their learning needs are met and that they achieve the highest standards possible
- provide wide-ranging opportunities to support every child's/young person's all-round personal development, including their spiritual, moral, social and cultural development
- encourage every individual to have high aspirations, recognising their own potential and supporting others in achieving theirs.

Therefore, we will:

- respect each individual as a unique being accepted as part of our diverse school community where we promote life choices which support the health and well-being of the individual
- endeavour to provide a safe and secure environment in which not only are our pupils/students safe and secure but they also feel safe and secure. This will include fostering respect for self, other children/young people and adults, and the world around us (e.g. animals and the environment)
- provide wide-ranging academic and personal development opportunities that encourage each individual to enjoy and achieve and be their best
- develop skills, attributes and capacities that help pupils/students recognise their rights and responsibilities as younger members of society (school, local, national and global) and help them to act upon those rights and responsibilities and so make a positive contribution to the lives of others
- provide opportunities for pupils/students to develop high aspirations and make informed decisions and life choices.

In support of this we provide:

- a balanced and broadly based curriculum that:
 - promotes the spiritual, moral, cultural, mental and physical development of pupils/students in our school and of society; and,
 - prepares our pupils/students for the opportunities, responsibilities and experiences of adult life.

Agreed by the Governing Body of _____

on _____

Review date: _____

Signed: _____

Chair of Governors

Headteacher

To think about / discuss:

This statement is offered as a starting point for discussion to help develop your school's ethos and vision for its task of educating children/young people. It particularly focuses on the importance of spiritual, moral, social and cultural development opportunities in supporting this. **It should be adapted to suit your particular school's ethos, values, aims and objectives.**

- What do you like/dislike about this statement?
- How does it reflect your school's understanding and priorities?
- Who might you involve in discussions and decisions about your school's ethos and values and how might you involve them? How do/would you induct new staff into this way of thinking?
- How might you change the statement to more closely reflect your school's expression of Every Child Matters within the context of spiritual, moral, social and cultural development?

NB Church schools should use Appendix 10a or 10b to inform decisions made when adapting this statement.



Appendix 6

Spiritual, moral, social and cultural development (draft statement and policy)

Importance statement:

We want our pupils to be **successful learners** (who enjoy and achieve), **confident individuals** (who are able to make good life-style choices) and **responsible citizens** (who care for others -locally, nationally and globally).

The academic and personal development and well-being of every child/young person in our school is of paramount importance to us here at school. This includes recognising the importance of providing a range of opportunities for our pupils/students to respond to, that supports their spiritual, moral, social and cultural development. Fundamental to our school's ethos is the belief that by educating the 'whole child' we are enhancing their life chances. Academic excellence is important in everything we do in order to help our pupils/students reach their full potential. We are aware that a focus on personal development in general and spiritual, moral, social and cultural development in particular, contributes to academic achievement, since it raises motivation and self-esteem and leads to a better learning environment in which our pupils/students will flourish. We are committed to empowering our pupils/students to be confident, healthy, happy, reflective and well informed people who are able to make informed choices and decisions.

Spiritual, moral, social and cultural development

NB: Whilst each dimension is outlined below separately there is a great deal of overlap between the four areas.

Spiritual development:

Spiritual development: to be human is to be spiritual since human beings are more than the purely physical. For some, the spiritual is intimately bound up with belief in God (however defined or understood) whilst for others it is bound up with the human spirit alone.

We are committed to:

- celebrating the religious and non-religious beliefs and values that our pupils/students bring as part of their family/cultural heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- fostering common human values (e.g. love, tolerance, forgiveness) and building spiritual capacities (e.g. sensitivity and responsiveness, inner strength and resilience) to promote self-worth, self-esteem and a valuing of others
- helping our pupils/students come to an understanding of themselves as unique individuals (for some this will be inextricably linked with their belief in God/the divine) and encouraging them to reflect on ultimate questions
- developing their curiosity, imagination, creativity and aesthetic responses to life and learning, and promoting a sense of awe and wonder.

Moral development:

Moral development - knowing what is right and wrong and acting on it accordingly.

We are committed to empowering our pupils/students with the ability to recognise what is right and wrong and act upon it accordingly. We are committed to encouraging them to take personal responsibility for their actions. Everyone is expected to abide by our behaviour code which includes:

- being truthful and honest, keeping promises
- respecting the rights and property of others, their opinions and customs, even when they are different from our own
- acting respectfully and considerately towards others
- helping others (within our school community and also locally, nationally and globally)
- solving differences of opinion in non-violent ways.

Consequently, we reject all forms of bullying, cruelty, dishonesty, falsehood, rudeness, irresponsibility, violence and discrimination (e.g. racism, sexism, homophobia, ageism).

Social development:

Social development: developing an understanding of rights and responsibilities of living in community - of being a 'responsible citizen'.

We aim to enable the individual to meet his/her responsibilities towards themselves and others through:

- fostering the skills and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- providing an environment where pupils/students can take responsibility for themselves and others in school and in the wider society (local, national, global).

Cultural development:

Cultural development: knowledge and understanding of own and others' cultural traditions.

We value and celebrate the cultural diversity of our school, our society and the world in general by:

- promoting an appreciation of our own cultural tradition(s) and encouraging an appreciation of other people's cultural traditions including those represented in the school as well as in the local, national and global communities
- celebrating the richness of culture and tradition.

In the light of this we will:

- ensure that the spiritual, moral, social and cultural development of our pupils/students is taken seriously and appropriately promoted across the curriculum and in the wider life of the school by, for example:
 - providing an appropriate range of effective teaching and learning strategies that enable pupils/students to reflect on and respond to issues of spiritual, moral, social and cultural importance and concern; encouraging them to learn how to be physically still and yet mentally alert as they think deeply about (reflect on) such issues; using their senses and developing their curiosity, imagination and creativity
 - encouraging all our children/young people to act responsibly and take responsibility for themselves and others; maintaining a positive climate in school in which all are valued and respected and expected to make positive contributions to school life
 - supporting staff in an understanding of these important dimensions of human development as part of the educational process; identifying training and resource needs; ensuring that staff new to our school are inducted into our policy and practice surrounding these areas of personal development
 - encouraging all teachers to plan for and respond to opportunities to encourage children/young people to address these issues within the context of different subject's/area's programmes of study; expecting curriculum leaders to take into consideration spiritual, moral, social and cultural development issues as part of subject planning and monitoring processes
 - recognising the importance of our collective worship programme in supporting and encouraging pupils/students to respond to these issues
 - ensuring that a senior member of staff (e.g. Deputy Headteacher with responsibility for teaching and learning) has oversight of spiritual, moral, social and cultural development across the school
 - reviewing the effectiveness and impact of our policy and practice as part of our cycle of school development (at least once every three years), including taking into account Ofsted/denominational inspection expectations.

The following are closely linked with our spiritual, moral, social and cultural statement and policy:

School Aims and Every Child Matters Statement

SEF

Inclusion and Equal Opportunity Policy

Community Cohesion Statement

Our Home/School Agreement

Behaviour Policy

Subject areas policies and schemes of work especially but not exclusively religious education, personal, social health and economic education and Citizenship

Teaching and Learning

Agreed by the Governing Body of _____

on _____

Review date: _____

Signed: _____

Chair of Governors

Headteacher

Person with responsibility (e.g. Deputy headteacher - teaching and learning)

To think about / discuss:

This statement and policy is offered as a **starting point** for discussion to help develop your school's provision for spiritual, moral, social and cultural development opportunities as part of the educational process. **It should be adapted to suit your particular school's ethos, values, aims and objectives.**

- What do you like/dislike about this statement/policy?
- How might it help your school in addressing these issues?
- How does it reflect your school's understanding and priorities?
- Which other policies does your school have and how do they relate to what is outlined here?
- How does your school ensure that governors, staff, pupils/students and their families are aware of and engaged with developing such a statement/policy?
- How might you change it to more closely reflect your school's response to providing effectively for the spiritual, moral, social and cultural development of your pupils/students and encouraging them to respond positively to this provision?

NB Church schools should use Appendix 10a or 10b to inform decisions made when adapting this statement.

Appendix 7

Spiritual development: some things to consider:

1. The environment in which pupils/students learn:

- How does our **ethos** enable every individual pupil/student and staff member to:
 - feel valued (is listened to, participates effectively etc) and feel safe
 - be encouraged to strive to be the best they can, to have a questioning and searching attitude and to ask questions about meaning and purpose
 - be free to explore and express their views honestly and openly and is understanding of and respectful towards the feelings and beliefs of others?
- How does our **learning environment** ensure that:
 - a clearly defined statement of aims for spiritual development is understood and supported by all governors and staff which means that opportunities are appropriately planned for, linked to particular curriculum content, to support pupils'/students' spiritual development. Opportunities are taken as they arise through curriculum (and extra curricular) activities (e.g. from a question or comment by a pupil/student) to support their spiritual development
 - positive personal relationships, between children/young people and between children/young people and adults, are encouraged based on the value of and respect for every individual. Positive links are made with the wider community (outward looking - takes community cohesion issues seriously) and children/young people are encouraged to reflect on and take seriously their place in the world
 - there is a wide range of appropriate extra-curricular activities (including extended schools and wrap-around care) and residential experiences that offer opportunities for building up self-esteem and developing self-reliance as well as taking responsibility for others?
- How do our **physical surroundings** allow:
 - pupils/staff to feel valued - are the buildings and grounds clean, tidy and well maintained
 - displays to be effective and support learning well - do they celebrate the contribution of all ability levels and provide opportunities to share ideas and prompt questioning
 - for some quiet/reflection space (inside and outside the school building)?

2. Curriculum

- How does the **whole curriculum** (and the way it is organised):
 - help pupils/students learn about themselves and others (knowledge and understanding)
 - help pupils/students learn from themselves and others (reflection and application)?

Content: How is the contribution that each curriculum area makes to a pupils'/students' spiritual development highlighted and planned for? How does each teacher (and teaching assistant) take those opportunities forward? (See Appendix 8a)

Strategies: Are teaching and learning strategies chosen that encourage spiritual development - such as for example nurturing skills and attributes that allow for the imagination and stimulate creativity and resourcefulness? How do approaches to such things as target setting, assessment for learning, including self- and peer-assessment and mentoring support spiritual development opportunities through subjects?

Are opportunities provided that encourage:

- stillness and reflection - as individuals and in groups
- expression of own thoughts, feelings, beliefs and sensitivity towards those of others
- curiosity, creativity and the use of the imagination - a sense of mystery (awe and wonder)

- consideration of 'ultimate questions' and values by which to live
- positive relationships
- celebration of success and perseverance in face of difficulty?

Consideration needs to be given to how the curriculum addresses the child's/young person's own spiritual development. For example, how does it seek to explore and expand awareness of his/her inner life (feelings, beliefs, values, attitudes), encourage reflection and sensitivity, awe and wonder, exploration of, and reflection on the insights provided by the subject areas studied into questions of meaning and purpose?

3. Religious Education (RE)

In line with **REact! A creative vision for Religious Education** (ASK and Kent SACRE 2006):

- does the school make adequate provision, e.g. resources, training, time - a minimum of 5% in each Key Stage and 15 hours per year in the Sixth form is recommended
- how does RE help pupils/students:
 - learn about religion (knowledge and understanding)
 - learn from religion (reflection and application)
- how does RE address the child's/young person's own spiritual development i.e. seek to explore and expand awareness of his/her 'spirit' (mind/intellect, feelings, beliefs, aspirations, values, attitudes); how does it encourage reflection and sensitivity, awe and wonder, exploration of, and reflection on the insights provided by religious belief systems into questions of meaning and purpose?

4. Collective worship

In line with **Gathering Together: policy and practice for collective worship** (ASK and Kent SACRE 2008):

- is there adequate provision - frequency, time, seating, space
- are there periods of stillness and silence to encourage pupils/students to practice reflection and prayer and to what extent do pupils/students and adults respond appropriately
- to what extent is music used appropriately to create an appropriate atmosphere for collective worship
- how does the whole experience communicate the importance and value of collective worship
- in what ways is a sense of reflection and prayer, belonging and community stimulated?

These considerations are offered as a checklist to help schools consider relevant questions about the specified areas. They are offered to help focus **self-evaluation**. They include specific reference to both RE and Collective Worship. This does not mean that these are the areas where spiritual development opportunities are exclusively situated. It does mean however that RE and Collective worship should be making a significant contribution to spiritual development opportunities and responses across the school.

Appendix 8a

Different subjects' contribution to spiritual development

Spiritual: through the curriculum and the way it is organised and delivered - here are a few thoughts to get your discussions started - you are encouraged to add your own:

Subjects make a contribution to the spiritual development of children and young people through the **content** (i.e. what is taught - the subject matter) and the **processes** (i.e. the skills/attributes and the teaching/learning strategies) used.

English	Expression of personal thoughts, views, beliefs, values, opinions and feelings through for example creative writing and poetry. Literature and poetry can lift us beyond everyday life to the world of the imagination. Story can be used to explore aspects of what it means to be human (values and capacities - such as love, courage, resilience, etc) and help us respond to the experiences of life. Communication and expression - self/others. Beauty of language - communication and emotions - reflection and application.
Maths	Insights into the infinite and description of natural forms - exploring order and pattern, symmetry in nature, infinity, probability, coping with chaos. Problem solving, thinking and logic - discipline and rules - pleasure and satisfaction on reaching a solution. Wondering. Questions of design - reflect on pattern, shape, sign and symbol. Reflecting on the use of words like true, valid, factual, accurate and precise in mathematics. Consider the concept of infinity in patterns and number. Reflection on the use of data (moral and ethical implications also).
Science	Exploring the natural world - wonder at the beauty and pattern in the universe - awe at the vastness of space - awareness of human significance and insignificance in the scale of this. Amazement at the variety of life and at the complexity of the human body. Science is about exploration - a key dimension of spiritual development - asking questions and looking for answers. Joy at discovery. Learning to value and respect all forms of life. Reflecting on importance of scientific thinking in daily life - impact and ethics. Asking and responding to questions - developing enquiring minds.
Art	Expression of inner feelings, including the religious and spiritual impulse present in art and how religious and spiritual traditions have expressed themselves in painting, sculpture and architecture. Considering the motivation and creativity of the artist - exploring creativity and the use of the imagination. Encouraging children to 'see with the inward eye' (Blake) - to develop aesthetic and critical awareness. Exploring the spiritual insights of others through their art. Control v expression. Detail v 'the big picture'. Beauty. Personal response and the use of visual images to evoke a range of emotions - expressing concerns and feelings through creating images and objects - symbolism of shape/colour/texture.
ICT	Questions of communication, big world/small world - wonder at the power of the internet and of the uses to which it is put - potential and impact on human life - equality and access. The wonder of technology - human achievement and creativity - values of work. Creativity, progress, understanding and responsibility. The internet as a gateway to big life issues - asking questions and challenging information.

<p>Business and enterprise and related areas (e.g. economic awareness)</p>	<p>Reflect on the meaning of life by considering the implications of choices made by individuals and groups relating to work and leisure. Considering the value of life - wealth and materialism - alternative lifestyles - the meaning of happiness. Recognise the need for and dignity of work for the individual and for society. Develop a sense of awe and wonder at human ingenuity. Reflecting on the complexity of human relationships in the workplace and wider society. Develop tolerance and understanding towards different viewpoints when debating key economic and business related issues.</p>
<p>Citizenship</p>	<p>Self in society. Others in relationship. Raising questions of meaning and purpose - often controversial. Spiritual values such as justice and equity. Considering how to make a difference (self and others) developing a 'sense of agency' - self-awareness, self-knowledge, self-esteem - problem solving and creativity. Responsibility. Personal (and group) identity and sense of belonging.</p>
<p>Design and Technology</p>	<p>Enjoying personal creativity - recognising that we have the potential to make things better for others.....unselfish pleasure in creating something. Expressing oneself. Making something for others recognising their need - functionality and aesthetically pleasing. Communicating ideas and aspirations for the natural and 'man-made' world. Raising questions about the effects of technological change on human life and on the world.</p>
<p>Drama</p>	<p>Appreciate the way a person's spirit can be expressed through drama - creativity, imagination, inspiration and aspiration. Develop empathy, sensitivity and tolerance towards the views and values of others (through for example role play and improvisation). Expressing powerful emotions and building self-esteem and encouraging self-worth. Drama as a vehicle for experiencing spiritual, moral and ethical issues.</p>
<p>History</p>	<p>Developing a sense of self and others in time - experiencing a sense of awe and wonder when visiting an ancient building, when holding an ancient artefact. Realisation of how short our lives are on the scale of human history - becoming aware of the concept of time - past, present, future and our part in it. Learning about the impact of past events on one's own present existence - developing awareness of the interconnection. Questions arising from war/suffering about human (and divine) nature. Sensitivity towards and awareness of influence of religion (good and bad) in human history. Reflect on what we can learn from the past. Reflection on issues of truth - bias in source material. Seeing the impact of events in history from the viewpoint of those who were alive at the time - empathy.</p>
<p>Geography</p>	<p>Developing a greater knowledge of self and others. Global dimension - questions about nature and beauty of the world and humankind's place in and effect on the world - reflect on the amazing variety of environments and people across the globe - lifestyles, values and attitudes. Developing a sense of place. Experiencing the beauty of the landscape. Wonder at geologic time scale. Developing awareness of interdependence and responsibility - development education issues - moral and practical issues of pollution, conservation etc. Celebration of own and others' cultural, religious and spiritual traditions.</p>
<p>Languages</p>	<p>Providing insights into the thinking of others through developing knowledge of their language. The beauty of language - connections and differences. Empathy and understanding - communication - tolerance and appreciation of others' beliefs and customs through understanding the language and literature of another country. Satisfaction and self-esteem when learning a new skill.</p>

<p>Music</p>	<p>How music can make you feel - how it can 'move' us (spiritual experience - aesthetic experience). How music can convey human emotions and experience - tragedy, sadness, joy. The experience of participating and expressing oneself through music - creativity and self-expression. Listening and responding to the religious/spiritual music of different times and cultures. Appreciating that the spiritual impulse has often been present at the creation of great works of music. Appreciation of how music is used in different ways - in worship, to help people relax. Appreciation of own and others' musical traditions - similarity and diversity. Self-awareness, self-discipline, inner strength and resilience through practice to achieve goals/skills need to express self in and through music. Joy of participation and performance. Appreciations of others' skills and talents.</p>
<p>Personal Social Health Economic Education</p>	<p>Considering self and others - relationships - sensitivity and responsiveness. Self-esteem and respect for others. Awareness of and responding to others' needs and wants. Exploring meaning and purpose for individuals and society. Inner strength - outward resilience - reflection - personal development - self knowledge, self-esteem.</p>
<p>Physical Education</p>	<p>Joy in performing and sharing - team work develop a sense of self-esteem and belonging - of being significant and of making a contribution. Engaging the emotions and giving a sense of well-being. Develop human qualities of self-discipline, commitment, perseverance and self-confidence in developing physical skills and in achieving success. Learn about own strengths and limitations, aptitudes and abilities. Experiencing pleasure and exhilaration.</p>
<p>Religious Education</p>	<p>Exploring beliefs and values - developing own beliefs and values. Experiencing wonder and joy through the stories, celebrations, rituals and different expressions of religion, including their practices and symbols. Asking and responding to questions about meaning and purpose about what it is to be human and live fully. Considering questions about God and the non-physical dimension of human existence. Evaluating truth claims. Wondering. Understanding and respecting the insights and beliefs of others. Exploring spiritual/religious practices e.g. worship, prayer, and considering their impact on believers and any relevance to one's own life.</p>

Some important questions to consider:

1. As a school/subject leader/key stage/department/faculty what contribution do, can, or should the different curriculum areas make to the spiritual development of our pupils/students - both in terms of the content we cover and the processes we adopt (e.g teaching and learning strategies engaged with)?
2. Think of how you currently organise your school's curriculum or subject area's scheme of work. What are its current strengths in terms of helping children/young people develop spiritually (morally, social and culturally)? How do you know? What might/do you need to change to make further improvements?
3. How might approaches to curriculum design and delivery such as themed or topic based learning or the creative learning journey in the primary school and project or problem based learning in the secondary school support spiritual development opportunities through the skills and processes such approaches might encourage? What opportunities do Diplomas provide and how do you build on them?
4. How might learning outside the classroom opportunities promote the development of spiritual capacities?

Appendix 8b
Early Years Foundation Stage – areas of learning

The six areas of Learning and Development together make up the skills, knowledge and experiences appropriate for babies and children as they grow, learn and develop. Although presented as separate areas, it is important to remember that for children everything links and nothing is compartmentalised. The challenge for practitioners is to ensure that children's learning and development occur as an outcome of their individual interests and abilities and that planning for learning and development takes account of these.		
		Note
		This table links the areas of learning for the Early Years and Foundation Stage with the spiritual capacities outlined in the Kent SACRE guidance 'Shaping the Spirit'. It is offered as a starting point for considering how children's spiritual (moral, social and cultural) development can be enhanced and their love of learning fostered. Some areas more readily link with particular capacities than do others. The line of reasoning here is that by focusing on encouraging children's sensitivity and awareness (of self and others) their personal, social and emotional development is improved. Through developing skills of reflecting on experience their knowledge and understanding of the world is more relevant.
		In the Early Years Foundation Stage, as when children are older, their academic development is improved when their personal development (including the spiritual, moral, social and cultural dimensions) is addressed.
Area of learning	What it focuses on	Spiritual capacities: e.g.
Personal, social and emotional development	dispositions and attitudes self-confidence and self-esteem making relationships behaviour and self-control self-care sense of community	Self-awareness, self-knowledge and self-esteem; Sensitivity and awareness, Love and relationships; Ideas and aspirations, Reflection on experience
Communication, language and literacy	language for communication language for thinking linking sounds and letters reading writing handwriting	Reflection on experience; Ideas and aspirations; self-awareness, self-knowledge and self-esteem
Problem-solving, reasoning and numeracy	numbers as labels and for counting calculating shape, space and measures	Ideas and aspirations; inner strength and resilience
Knowledge and understanding of the world	exploration and investigation designing and making ICT time place communities	Seeking and striving; Reflection on experience; Sensitivity and responsiveness; Self-awareness, self-knowledge and self esteem; Love and relationships
Physical development	movement and space health and bodily awareness using equipment and materials	Self-awareness, self-knowledge and self-esteem; Inner strength and resilience; Seeking and striving
Creative development	being creative – responding to experiences, expressing and communicating ideas exploring media and materials creating music and dance developing imagination and imaginative play	Self-awareness, self-knowledge and self-esteem; Inner strength and resilience, Reflection on experience; Ideas and aspirations; Sensitivity and responsiveness

Appendix 8c

Spiritual, moral, social and cultural development within the educational context: curriculum area provision and practice

What contribution can/does my subject make to my school's provision of opportunities for the spiritual, moral, social and cultural development and how do the pupils respond?

Four questions to think about and focus on:

How does MY CURRICULUM AREA in MY SCHOOL:

- provide pupils/students with knowledge and insight into values and religious beliefs and enable them to reflect on their experiences in a way which develops their self-knowledge, self-esteem and spiritual awareness?
- contribute to teaching the principles which separate right from wrong and help pupils/students to act on these principles appropriately?
- encourage pupils/students to relate efficiently to others, take responsibility, participate fully in the community and develop an understanding of citizenship?
- teach pupils/students to appreciate and develop their own cultural traditions and appreciate the diversity and richness of other cultures?

1. As a school/subject leader/key stage/department/faculty what contribution do, can, or should we make to provision of opportunities for the spiritual development of the pupils/students we teach? How can we identify such opportunities within our planning? How would a greater emphasis on this dimension of human experience change what we teach and the ways in which we teach it? How do we know how our pupils/students respond to the opportunities we provide for/with them?

2. Think of a lesson or group of lessons taught recently - if you had been focusing on its contribution to the provision of opportunities for **spiritual development** and how your **pupils/students respond** to this, how might you have changed:

- your planning?
- your delivery?
- the activities you expected from the pupils/students?
- your assessment activities and approaches?

Appendix 8d

Considering some approaches to support spiritual development

Some possible approaches to support spiritual development:				
Subject/class	often	some-times	never	what's this
Silence to promote deep thinking/reflection				
Listening to music to aid thinking/reflection				
Creating music in response to thinking/reflection				
Prayer				
Reflecting on works of art - their meaning and symbolism				
Creating art in response to thinking/reflection				
Exploring the meaning of story (especially religious and spiritual)				
Writing stories/poetry to express meaning and emotions				
Guided visualisation				
Discussion about feelings and responses (class or small group)				
Circle time approaches in other curriculum areas				
Reflection diaries				
Responding to 'big questions' about life and living - raised by the teacher.				
Asking 'big questions' about life and living - raising by the children/young people				
Activities to stimulate the imagination and creativity e.g. play				
Activities to promote skills/attitudes such as empathy and understanding of others' feelings/beliefs/life-styles e.g. role play				
Activities to encourage self-awareness and self-esteem e.g. acting as a leader in a group				
Self/peer-assessment to encourage reflection about what has been learned (and how)				
etc...				
etc...				
etc...				

Make a list of different types of activities that you think might promote the following:

Stimulate imagination and creativity

Develop empathy and understanding

Develop self-awareness and self-esteem

Encourage thoughtful and reflective responses



This is designed to help teachers consider some of the ways in which spiritual development opportunities can be actively promoted in teaching and learning and to use initial responses to it as a starting point for development within a school or subject area.

Appendix 9

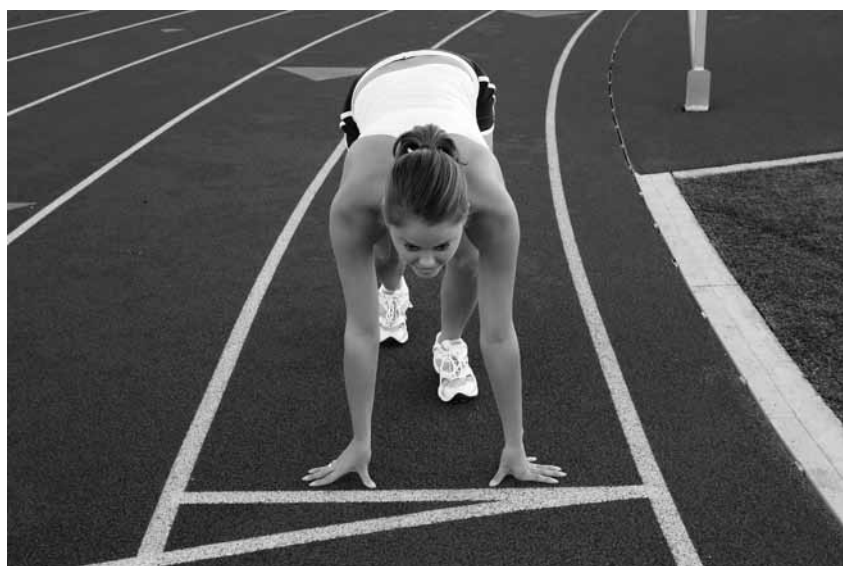
Spiritual development and the Olympic and Paralympic Values 2012 (Kent 20 in 12)

Kent 20 in 12 Olympic/ Paralympic Values - PRIDE	Spiritual Capacities - Kent SACRE guidance: e.g.
Personal Excellence	Self-awareness, self-knowledge and self-esteem; Inner strength and resilience; Reflection on experience
Respect and Friendship	Sensitivity and responsiveness; Love and relationships
Inspiration	Reflection on experience; Inner strength and resilience; Ideas and aspirations
Determination and Courage	Ideas and aspirations; Seeking and striving; Self-awareness, self-knowledge and self-esteem; Inner strength and resilience
Equality	Sensitivity and responsiveness; Love and relationships

There are links between the Olympic values as expressed by Kent 20 in 12 and the spiritual capacities as laid out in the Kent SACRE guidance on Shaping the Spirit.

To think about:

- How can/should/do we as a school encourage our pupils/students to develop PRIDE in terms of the Kent 20 in 12 programme?
- How can/should/do we link PRIDE with our school's provision of opportunities for the spiritual, moral, social and cultural development of our pupils/students?
- How can/does a focus on developing the spiritual capacities as outlined in Kent SACRE's document, Shaping the Spirit help us support our pupils/students in developing PRIDE?
- What do we as a school need to do in order to develop our pupils/students values and attitudes in ways that support their personal and academic development?



Appendix 10a

Spiritual development in the church school context: advice from the Anglican Dioceses of Canterbury and Rochester

In addition to the guidance given in 'Shaping the Spirit', which recognises that spiritual development is part of being human and that there are many ways to nurture and express this, Church of England schools must ensure that they are promoting and developing distinctively Christian spirituality. This duty derives from the religious character of the schools and their instruments of government. Consequently, the Statutory Inspection of Anglican Schools requires that these schools be judged by their effectiveness and distinctiveness as Church schools. Within the inspection framework, the school must demonstrate that the spiritual development of its pupils is shaped by Christian traditions and approaches and that Christian spiritual development is encouraged throughout the curriculum and management of the school.

Traditionally the word 'spirituality' has been used by Christians to refer to the practices and activities which they undertake in order to seek God's presence and to develop a relationship with God. The Christian understanding of God is that there is one God in three persons: God the Father and Creator; Jesus Christ, his incarnate Son; and the Holy Spirit, the power of God in the world. God is revealed by scripture, tradition and reason as the Father dwelling in unity with the Son and the Holy Spirit. Pupils' Christian spiritual development and experience should reflect this richness and diversity. They should consider the implications of their own faith position (whatever it is) and the faith of the Church throughout the curriculum, by a range of appropriate activities and challenges, in a spirit of exploration, inquiry and openness.

In order to develop their relationship with God, Christians:

- pray
- worship
- celebrate festivals
- read and reflect on the Bible
- read and reflect on devotional literature
- take part in the Sacraments
- listen to sacred music
- look at sacred art
- go on retreat
- go on pilgrimage

These Christian spiritual practices should be included in Church schools, particularly within Collective Worship and explored in the RE and wider curriculum. The school environment should also aim to enrich pupils' Christian spiritual experiences and awareness by way of symbols, displays, occasions for contemplation and quiet, and interactive prayer opportunities, like prayer-trees.

Resources that support the development of distinctively Christian spirituality include:

Pause for Reflection: a resource for spiritual development in schools: 15 ideas for creative, interactive displays to promote spiritual development in the primary school. Each display is fully explained with instructions for assembling the reflective corner, questions to ask the children and follow up discussion ideas. Cost £21.00.

Available from: Diocese of Gloucester REsource Centre, 9 College Green, Gloucester, GL1 2LX.
Tel: 01452 410022 Extn 277/278 fax: 01452 421474 Email: jumpingfish@glosdioc.org.uk Order form: www.gloucester.anglican.org/downloads/160.pdf

Understanding Children Understanding God by Ronni Lamont, (SPCK 2007). A practical book that outlines current thinking on child development and spirituality, and brings them together to propose effective ways to work with children in the church. It engages with the ideas of Godly Play and provides interesting case histories to get you thinking. Cost: £12:99

Contact details:

Virginia Corbyn, Canterbury Diocesan Board of Education, Diocesan House, Lady Wootton's Green, Canterbury, CT1 1NQ phone: 01227 459401 or vcorbyn@diocant.org

Jan Thompson, Rochester Diocesan Board of Education, St Nicholas Church, Boley Hill, Rochester, ME1 1SL phone: 01634 560000 or jan.thompson@anglican.org

Appendix 10b

Spiritual development in the church school context: Catholic Archdiocese of Southwark

For specific advice on spiritual (moral, social and cultural) development in Catholic schools in the Archdiocese contact:

Commission for Schools and Colleges, St Edward's House, St. Paul's Wood Hill, Orpington, Kent, BR5 2SR

phone: 01689 829331

fax: 01689 829255

e-mail: office@rcsouthwark.org.uk

Some useful resources:

Diocesan policy on Education in Human Love 2005 - available from the Commission

Educating together in Catholic Schools - a shared mission between consecrated and the lay faithful - can get a copy via the Commission

Evaluating the Distinctive nature of a Catholic School - CES - 1999. Available from the Catholic Education Service - <http://www.cesew.org.uk/index.asp?id=1>

Catholic Schools and other faiths - Bishop' conference 1997 Pub. by Matthew James Pub Ltd Tel no 01245 347710 - available for download from http://www.cesew.org.uk/uploads/documents/csof_other_faiths1997.pdf

The Spirituality of Leadership 2008 : ISBN 978-1-905566-08-2

Appendix 11

Early in 2009 QCA produced some guidance on spiritual development.¹ It includes the principles of good practice as laid out below.

Principles of good practice

Spiritual and moral development is at the heart of community life and building a community. This relates to the school's ethos as well as how children learn. The following principles of good practice can apply to all the professionals working in an extended school, all those with a relationship with the school, and to governors. The principles are a shared responsibility and work best when all staff, parents and other stakeholders understand and accept them.

1. Think process, not product

The spiritual and moral dimension will develop best in young people when the school engages them in a learning process. Schools do not need to worry about finding all the answers, or producing spiritually and morally perfect people. Instead, schools can focus on providing experiences which young people can use in their own growth. For young people, what makes the difference is the experience of having opportunities for discovery, enquiry, reflection, expression and discussion. A study of other people's experiences can be useful as a stimulus.

2. Build and maintain stakeholder support

Responsibility for spiritual and moral development is best shared by all the professionals working in an extended school, and all those with a relationship with the school. It is particularly important that the senior leadership team and governors have a good understanding of, and commitment to, the school's approach. Parents are entitled to clear information about the school's approach. Schools will wish to reassure parents, whatever their views, that learning about spirituality and morality is an opportunity, not a threat.

3. Promote wellbeing

There are many profound connections between spirituality, morality and wellbeing. Schools are most likely to succeed when they incorporate spiritual and moral aspects of learning alongside:

- the five outcomes of Every Child Matters
- emotional health and personal wellbeing
- health education
- healthy school status
- social and emotional aspects of learning (SEAL)
- personal, learning and thinking skills
- curriculum dimensions.

4. See connections within and across the whole curriculum

Every part of the curriculum has the potential to be personally relevant to the learner and to yield opportunities for spiritual and moral aspects of learning. Whatever the subject matter is, ask questions about it, explore connections with other subjects and reflect on the significance it has for pupils' lives. Each subject Importance Statement can be a useful place to start planning.

5. Be open to diversity

There is no single path or stance for spiritual and moral development. All schools have a responsibility to promote community cohesion. All schools can contribute to fostering reflective, generous-spirited and globally aware young people who can acknowledge and respect diverse ideas.

16 The web address for downloading it is incredibly complicated (see Appendix 12) - best to go to QCA - www.qca.org.uk and then do a search for spiritual and moral development.

6. Listen to children's questions and narratives

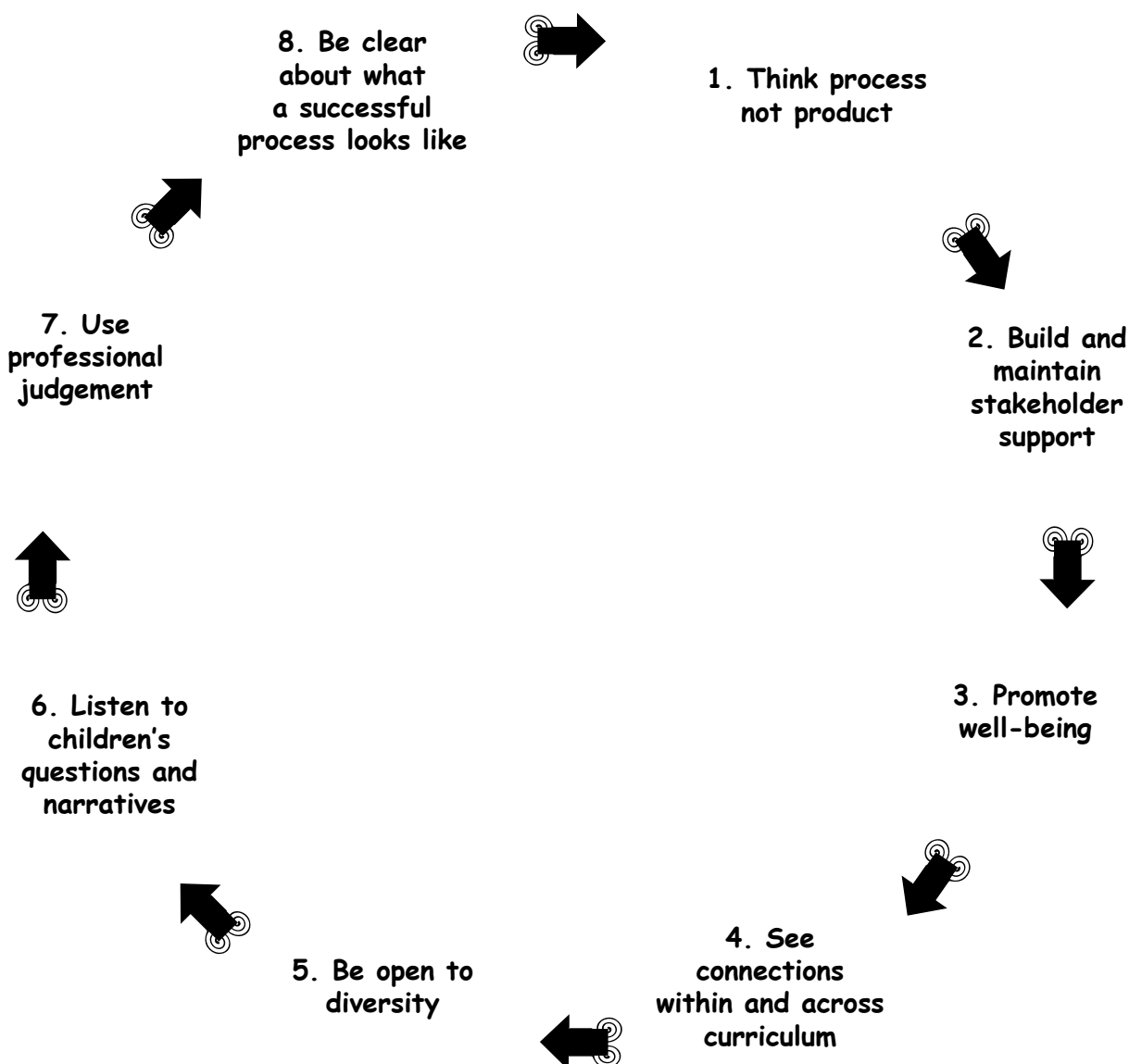
Many good opportunities for reflection come about when young people ask questions or share their experiences. It is important to give young people time for reflection. The adult's role in this context can be to listen, and to encourage other pupils to see the importance of the question or contribution, as well as eliciting responses.

7. Use professional judgement

Every professional working with children needs to form his/her own professional judgement about professional boundaries with regard to spiritual and moral issues. There may be times when the appropriate response is to share some personal beliefs or experiences, but at no time should it be obligatory or a right to do so.

8. Be clear about what a successful process looks like

From the start, schools are more likely to be successful in providing good opportunities if they take time to be clear about how they will measure successful provision for spiritual and moral development. The range of opportunities offered across the curriculum can be improved by feedback received through pupil voice, parental and stakeholder opinion, lesson observation and staff comment.



Appendix 12

Some further resources

Some examples of websites and downloads:

www.smsc.org.uk/index.asp - SMSC Online - a support website for integrating smsc values across all subjects - charity - founded by Christians open to all - church and non-church schools.

www.natsoc.org.uk/schools/curriculum/smsc - Church of England National Society resources on spiritual, moral, social and cultural development issues and more generally on ethos issues.

www.ehv.org/ - Human Values Foundation - provides support and resources for approaching values development across the school.

<http://www.childrenspirituality.org/> - The Association of Children's Spirituality - aims to promote the importance of children's spirituality both within education and within wider contexts of children's care and well-being.

www.humanism.org.uk/site/cms/contentViewArticle.asp?article=1249 - article about spiritual development - some issues for humanists.

www.qca.org.uk/libraryAssets/media/6149_re_spiritual_and_moral_develop.pdf - a discussion paper about spiritual and moral development - from 1995 but still with relevance - free download.

<http://curriculum.qca.org.uk/key-stages-3-and-4/personaldevelopment/moralandspiritual/index.aspx?return=/search/index.aspx%3FfldSiteSearch%3Dspiritual+moral%26btnGoSearch.x%3D13%26btnGoSearch.y%3D13> - 2009 guidance from QCA on spiritual and moral development

[http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/Religious-education/Primary/Promoting-and-evaluating-pupils-spiritual-moral-social-and-cultural-development/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Curriculum/Religious-education/Primary/Promoting-and-evaluating-pupils-spiritual-moral-social-and-cultural-development/(language)/eng-GB) - useful material from Ofsted (2004)

http://www.farmington.ac.uk/documents/new_reports/PS50.pdf - a Farmington Fellowship report on Stilling and Guided Meditation, Karen Wardle (2007)

Some examples of print resources:

The Spirit of the Child, David Hay and Rebecca Nye, ISBN 97818 4310 341 4 - Jessica Kingsley Publishers, 2006. Based on a 3 year research study this is a stimulating reference book to consider approaches to fostering children's innate spirituality.

Values and Visions: a handbook for spiritual development and global awareness, Sally Burns and Georgeanne Lamont, Hodder and Stoughton, ISBN 0340 64412 5. A way of working to explore and reflect key values in schools.

Stilling : A Pathway for Spiritual Learning Michael Beesley, 2003, Salisbury Diocesan Board of Education.

Oneworld Book of Prayer: A Treasury of Prayers from Around the World, Juliet Mabey (a nice anthology of prayers)

Spirited Poetry, RMEP, 2007, Edited by Lat Blaylock

The Spiritual Dimension of Childhood, by Kate Adams, Brendan Hyde & Richard Woolley, Jessica Kingsley Publishers, 2008, ISBN 978 1 84310 602 9

From RE Today - www.retoday.org.uk

A-Z practical learning strategies (to support spiritual and moral development), Joyce Mackley and Pamela Draycott. Starting at A and ending at Z the resource provides a wide range of classroom approaches to encourage pupils'/students' engagement in and enjoyment of learning.

Reflections: strategies to support spiritual and moral development, Rosemary Rivett. A resource bank of ideas for reflective, participatory activities in RE and collective worship.

Stilling Exercises for Young People - Suitable for 8+. Non religious stilling exercises led by experienced buddhist meditators. Produced by Clear Vision Trust.

Looking Inwards Looking Outwards - Student Resource Book and Teacher Handbook A useful resource for secondary schools explicitly addressing spiritual development issues through thought-provoking and engaging activities.

Praying Their Faith - an anthology of tradition prayers from different religions on a range of topics - includes guidance on using them in RE and in collective worship.

5 Acknowledgements and thanks

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(Teacher and a member of SACRE's Church of England group)

About Advisory Service Kent (ASK)

The Advisory Service Kent (ASK) provides practical help and support in relation to whole curriculum and individual subject areas. This resource is produced as part of our commitment to supporting schools.

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About Standing Advisory Council on Religious Education (SACRE)

The Standing Advisory Council on Religious Education (SACRE) is a statutory body that oversees the delivery of Religious Education and Collective Worship in the county. It meets three times per year and produces an annual report on its activities. It provides advice to the authority on RE and collective worship and related issues. Its membership is made up of four groups representing the Local Authority, Teacher representatives, the Church of England and Christian and other religious traditions/denominations.

The Clerk to SACRE can be contacted in writing at:

Chief Executive's Department,

Room 199, Sessions House,

County Hall, Maidstone,

ME14 1XQ.

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Oxford Road
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