

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.

Area of learning	What it focuses on	Spiritual capacities: e.g.	Note
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	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.
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	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.

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.