

<p><b>Self-awareness, self-knowledge and self-esteem:</b> Children/young people will be given opportunities to become aware of their own...</p>	<ul style="list-style-type: none"> <li>• inner world of thoughts and feelings, hopes and fears, personality, needs and wants</li> <li>• gifts, talents, abilities and strengths as well as their limitations and weaknesses, for example through target setting and mentoring sessions</li> <li>• 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.</li> </ul>
<p><b>Sensitivity and responsiveness:</b> Children/young people will be given opportunities to...</p>	<ul style="list-style-type: none"> <li>• transcend the present moment, e.g. in recalling the past, considering the future or exercising their imagination</li> <li>• become aware of their moral obligations, e.g. to keep their word, to control their temper rather than letting it control them</li> <li>• 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</li> <li>• express gratitude and appreciation - of self and others, for many towards God (however defined or understood)</li> <li>• consider and experience the importance of stillness, reflection and for many prayer.</li> </ul>
<p><b>Inner strength and resilience:</b> Children/young people will be encouraged to develop the ability to:</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• exercise self-control in a range of contexts</li> <li>• respond creatively to difficult and challenging experiences, such as turning a crisis or tragedy into an opportunity for bringing about change</li> <li>• respond creatively and with courage to challenging and changing situations</li> <li>• being hopeful, patient, persevering and resilient in the face of difficulty - overcoming disappointment and overcoming obstacles, perseverance.</li> </ul>
<p><b>Ideals and aspirations:</b> Children/young people will be given opportunities to...</p>	<ul style="list-style-type: none"> <li>• create and invent works of beauty, value and usefulness</li> <li>• develop their own beliefs and values whilst being accepting of other people's beliefs and values when they differ from their own</li> <li>• 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</li> <li>• 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.</li> </ul>

<p><b>Love and relationships:</b> Children/young people will be encouraged to...</p>	<ul style="list-style-type: none"> <li>• sympathise and empathise with others in meaningful ways so that they can come to grasp some insight into other people and respond accordingly</li> <li>• develop intimate and enduring relationships with other people (and for some, with God)</li> <li>• value themselves, other people and the environment (local, national and global)</li> <li>• 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</li> <li>• display active goodwill towards others</li> <li>• be compassionate</li> <li>• express regret and apologise, when appropriate to do so.</li> </ul>
<p><b>Seeking and striving:</b> Children/young people will be encouraged to seek:</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• to learn from the insights of different religious and spiritual traditions</li> <li>• truth</li> <li>• to do what is right in different circumstances</li> <li>• to overcome obstacles and difficulties for themselves and others.</li> </ul>
<p><b>Reflection on experience:</b> Children and young people will be encouraged to...</p>	<ul style="list-style-type: none"> <li>• reflect on the way their attitudes and values have been formed by their experience of life</li> <li>• recount personal spiritual experiences and ponder on those of others</li> <li>• think about who and what affects them and why</li> <li>• consider what is right and wrong and act on what is right</li> <li>• 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).</li> </ul>

### 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 your 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](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](http://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 statement<sup>9</sup> 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**<sup>10</sup> 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**<sup>11</sup>. From September 2008 Ofsted has been, as part of the inspection process, making judgements about schools' effectiveness in doing this<sup>12</sup>. 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](http://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](http://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>