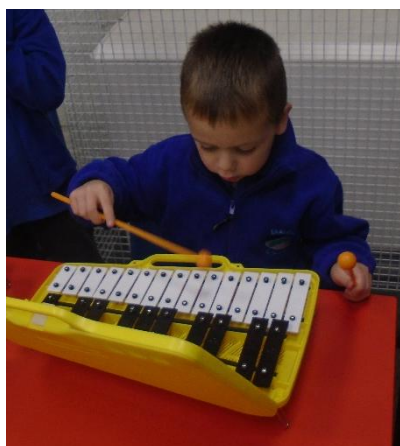


The Federation of St.Giles' and St.John

Spiritual development statement

Spiritual development relates to fundamental questions about the meaning of life. As church schools, we believe that spirituality should influence all areas of education and life. Spirituality is a very personal experience and it differs from person to person. We use appropriate language to define spirituality and we regularly use the following:



- A sense of awe and wonder-including a sense of fascination and enjoyment in learning about themselves, others and the world around them, including caring for nature and the world around them.
- Use of imagination and creativity in their learning and a willingness to reflect on their experiences.
- Learning to love and loving to learn.

Windows, Mirrors & Doors

At the Federation of St. Giles' and St. John, we use the Windows, Mirrors & Doors approach to support pupils' spiritual development, particularly in collective worship.

Windows - Looking outwards... - are for looking out onto the world and becoming aware of its wonders. The whole curriculum and life itself are full of opportunities to recognise this sensitively.

Mirrors - Self reflect... - are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions, learning from our own and each other's responses. In schools we must allow time for this, for individual and group reflection and sharing of perspectives. Some subjects and times allow for this specifically, such as religious education and collective worship but in all subjects, there will be opportunities, unexpected or planned, when things just 'crop up'. It is possible to make the most of all these times by adopting a whole school approach.

Doors - Open and share... - are for looking through to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response. This can simply be done through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.

We provide pupils across the curriculum the:

Time to look: Giving pupils and the wider school community opportunities to become aware of the world in new ways and learning about life in all its fullness. This includes things that we find amazing and things that challenge us.

Time to reflect: Giving pupils and the wider school opportunities to reflect on their experiences and to think about life's big questions and consider some possible answers and explanations. Encouraging people to learn from life and to think about other people's point of view.



Time to act: Giving pupils and the wider school community time to respond and to do something creative to express, apply and develop their thoughts and beliefs.



Spirituality in action

Because our way of teaching and learning encourages creativity and time to reflect and question, we see many examples of spontaneous spirituality in our school. We also provide opportunities to encourage and develop spirituality.

During forest school sessions, children and adults have a designated time to pause, listen and appreciate the sounds, sights and smells of the natural world. Children are also encouraged to notice seasonal changes.



Planting and nurturing seeds and plants are important in our setting and we are currently developing a multi-sensory spiritual garden in the playground. The children have taken a leading role in setting this up and caring for this area.



Through the many first-hand experiences and visits, children have varied opportunities to engage with nature and to experience the healing properties of plants and animals.

The arts play a significant part of the learning in our schools and children are given many chances to engage with art, music and performances and to express themselves in different and creative ways.



We are nurturing our friendship with our links to local care homes in Doddington and Kinlet, respectively. We also want to refresh connections with our link schools in Tanzania and in London. These activities and links promote awareness and understanding of different cultures, beliefs and celebrate diversity.

Big Questions

The use of 'Big Questions' provides further opportunity to allow pupils to spiritually develop within the classroom. We have mapped out the Diocese of Hereford's Spirituality Big Questions (Appendix A) to fit our class structure and to match our curriculum each half term/term over a 2 and/or 4 year rolling programme.

We also put big questions on our weekly flyers to promote spiritual thinking in the wider school community which relate to the focus for that week's worship.

How and when does spiritual development occur?

We will support children's spiritual development by providing them with as many opportunities as possible to spiritually flourish. Spiritual development opportunities will occur through specifically planned activities but also through ad-hoc day-to-day experiences within school. We support pupils in their spiritual development by:

- providing opportunities for spiritual development in Collective Worship
- providing opportunities for spiritual development in RE
- providing opportunities for spiritual development in the wider curriculum
- capturing opportunities for awe and wonder as they arise providing a 'Spiritual Space' for children to reflect and pray

- providing 'Worship Spaces' in classrooms, public spaces, outside, by using the church building, and other places of worship
- providing outdoor provision/spiritual space through forest school
- carrying out invitational end-of-day prayer/reflection engaging in local church services, gatherings, workshops etc.
- providing trips and visits that provide awe and wonder
- providing opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities
- capturing spiritual development through records, displays etc.
- maintaining spiritual development as a key focus area in school development.