

St. Vincent de Paul Catholic Primary School



Spiritual Development Policy

Introduction

Spiritual development deals with what is supremely personal and unique to each individual. Whilst all other aspects of our pupils' development relate to matters of a collective well-being or how we relate to others, the spiritual side draws attention to aspects of human nature which may give more meaning and purpose to our human existence.

Aims

1. Spiritual education aims to help pupils acquire insights into their personal existence, which are of enduring worth, whilst answering personal and social behaviour questions, which are at the heart and root of existence.
2. Spiritual development should concern how an individual acquires their personal beliefs and values about religion or the purpose of life.
3. Spiritual development is influenced by what our school provides through its curriculum, collective worship and ethos. Therefore, one should always be concerned about how to help pupil's respond to life and experience.

Spiritual Development is characterised by:

1. Reflection.
2. The attribution of meaning to our experience.
3. Valuing a non-material dimension in life.
4. Intimations of an enduring reality.

All areas of the curriculum may contribute to pupils' spiritual development.

Encouraging Spiritual Development

1. The starting point for such spiritual development is in the development of all those aspects of living which take us outside ourselves, in appreciating beauty, goodness and truth.
2. Opportunities in which we invite pupils to reflect on what they have seen or done, or how they react to it and on the meaning they give to that experience.
3. Through the values and attitudes the school identifies, upholds and fosters.
4. Through the contribution made by the whole curriculum.
5. Through Religious Education acts of collective worship and other assemblies.
6. General ethos and climate of school in carrying out the aims of its Mission Statement.
7. Through extra-curricular activities.

Assessment of Spiritual Development

Pupils may display evidence of having benefited from provision intended to promote spiritual development if, at a level appropriate to their ages and ability, they demonstrate such qualities as:

1. Knowledge of the central beliefs and ideas, and practices of major world religions and philosophies.
2. An understanding of how people have sought to explain the meaning of the universe through various myths and stories, including religious, historical and scientific interpretations.
3. Beliefs, which are held personally and the ability to give some account of these and derive values from them.
4. Behaviour and attitudes, which derive from such knowledge and understanding and from personal conviction, and which show awareness of the relationship between belief and action.
5. Personal response to questions about the purpose of life, and to the experience of beauty and love, or pain and suffering.