

## Spiritual Development at Ropsley C of E Primary School

Pupils' spiritual development involves the growth of their sense of self, their **unique potential**, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of **life's fundamental questions**. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own **inner lives** and **non-material wellbeing**.

<b>Characteristics</b>	<b>How?</b>
<p>Shown by:</p> <ul style="list-style-type: none"> <li>• beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</li> <li>• use of imagination and creativity in their learning</li> <li>• willingness to reflect on their experiences.</li> </ul>	<p>Through RE and collective worship.</p> <p>In all lessons. Foster a positive approach to learning, open to question and able to make good use of what they are learning.</p> <p>Through all lessons inc. Numeracy, Literacy, Art and RE</p> <p>Through prayer, collective worship and opportunity for discussion. SEAL and PSHE lessons.</p>
<b>Further Characteristics</b>	<b>How?</b>
<ul style="list-style-type: none"> <li>▪ giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives</li> <li>▪ where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them</li> <li>▪ encouraging pupils to explore and develop what animates themselves and others</li> <li>• encouraging pupils to reflect and learn from reflection</li> <li>• giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an</li> </ul>	<p>Through RE and collective worship, visits and visitors. Church Schools Festival</p> <p>RE &amp; Collective Worship and vicar 'drop in sessions.'</p> <p>RE/PSHE</p> <p>RE/PSHE and in all lessons.</p> <p>RE, PSHE, Collective Worship, SEAL.</p>

<p>understanding of them can be helpful</p> <ul style="list-style-type: none"> <li>• developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected</li> <li>• accommodating difference and respecting the integrity of individuals</li> <li>• promoting teaching styles which: <ul style="list-style-type: none"> <li>○ value pupils' questions and give them space for their own thoughts, ideas and concerns</li> <li>○ enable pupils to make connections between aspects of their learning</li> </ul> </li> <li>• encourage pupils to relate their learning to a wider frame of reference – for example: asking 'why?', 'how?' and 'where?' as well as 'what?'</li> </ul> <p>monitoring, in simple, pragmatic ways, the success of what is provided.</p>	<p>Through all staff and in all lessons Excellence Assembly</p> <p>Peer feedback and discussions Ability grouping in lessons</p> <p>A curriculum which encourages independence and choice and is carefully planned to provide opportunities for application.</p> <p>PSHE – discussions SEAL Assemblies RE</p> <p>Feedback and observations RE assessments</p>
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