Shropshire Hills Federation

Spiritual Development Policy

What is Spirituality?

Spirituality is the human capacity to reflect on life's deeper meanings, to connect with oneself, others, the world, and something greater—whether that be God, nature, or a sense of awe and wonder. It involves asking big questions, appreciating beauty, and developing a sense of purpose and belonging. At Shropshire Hills Federation, Spirituality is often expressed through worship, prayer, and biblical reflection and explored through values, reflection, and shared human experiences. There is an emphasis on personal growth, empathy, and global citizenship, a relationship with God, moral development, and service.

All humans need to be aware of, and acknowledge, their own inner life of thoughts, feelings and emotions. What does it mean to be human? This is an important part of developing self-respect, a sense of identity and self-worth. In turn, this enables us to value and respect others. Pupils will be given a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences. An important part of personal growth is being able to develop relationships with others, recognising them as people of worth and value. This includes developing a sense of community and building social relationships. Pupils will be given the opportunity to develop an understanding of both their individual and group identity and to form and maintain worthwhile and satisfying relationships. Asking Ultimate Questions is the search for meaning and purpose in life. It involves asking questions such as "Why me?" in times of suffering, or "What happens when you die?" The youngest children often ask the most profound questions of this type and deserve to be taken seriously when they do so. We believe that it is important that this area of reflection and challenge is encouraged, not stifled. Ultimate questions are not limited only to RE and collective worship but can arise at any time.

Church of England

The conviction at the heart of the Church of England Vision for Education is that children who are part of a school community formed around our vision will discover an education that embraces excellence and academic rigour within the wider framework of spiritual, physical, intellectual, emotional, moral and social development and enables them to flourish.

The Church of England explores various research and interpretations of what spiritual development is within Spiritual Development Interpretations of Spiritual Development in the Classroom October 2019.

Connection

A Shropshire Hills Federation, we believe that spirituality is deeply rooted in the sense of connection — to ourselves, to others, to the wider world. Our collaborative activities help build a strong, inclusive community. This is a particular focus now that we have built firm foundations for our Federation to flourish; by embracing shared spiritual values we can create meaningful opportunities for our communities to come together, celebrate their cultural richness, and build a deeper sense of unity and understanding.

Our Shared Understanding

At Shropshire Hills Federation, after considering the Education Act, Ofsted's definition, SIAMs Framework, Church of England's research, and training with the Diocese, we have chosen a shared understanding of what spiritual development is: *'**A growing awareness of Self, Others, Beauty and Beyond'***.

This shared approach to spiritual development provides clarity and a range of opportunities for children to develop spiritually through 4 clear concepts:

Self – Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Others – Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Beauty – Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.

Beyond – Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

The table below is included as a supportive guide for the teaching of spiritual development:

Spiritual Domain	Reception	KS1	LKS2	UKS2
Self	• What makes me happy? • What do I do in my spare time that I like? • What things do I value?	• Who am I? • What am I worth? • How do I decide what is right and wrong?	• What are feelings? • Don't we deserve to be happy? • What should I do about right and wrong? • What do I deserve in life? • Who should I look up to? • What type of person do I want to be? • What difference does being loved make? • Is belief in something important? • What rights do I have?	• Should you respect yourself over all other things? • Where does your identity come from? • Does more mean happier? • Is my understanding self a selfish concept? • Are the opinions of my friends important to me? • Are my beliefs important?
Others	• What makes a good friend? • Why are my friends important to me? • What do I like about my friends? • How do my friends make me feel? • How do I look after my friends and family?	• Why do people bully others? • How do I treat others? • Do I treat other people in the same way? • Should I treat my friends differently from others? • Why do we fight and argue? • Should we always be loyal to our friends? • How can I demonstrate compassion?	• Why do people ignore others when they need help? • Is being a good friend easy? • Why do we sometimes hurt the feelings of our friends? • How sincerely can I care for those who may be in need but whom I have never met? • Why should we care for them? • Will we ever live in a world without fighting? • What responsibilities do I have for others?	• Is it better to please oneself first; or others? • Why do people have to suffer? • What is pain? • Is there such a thing as a bad person? • What is worth striving for? • Why isn't life always fair? • Is being fair always the right thing to do?
Beauty	• What types of weather do you like the most and why? • What is your favourite colour and why? • What sounds do you like to listen to? • What makes you afraid? • What is your favourite time of day/season?	• Do different colours have different moods? • What gives them these moods? • What is the most beautiful thing in the world? • Why should I care about animals and plants? • How/why does the weather affect our mind?	• How do we know we've found all the colours in the world? • What seasons do you feel most reflect your personality? • What is the difference between hearing and listening? • Should we try to tame nature? • What does it mean that beauty is in the eye of the beholder? • What would it be like without seasons?	• What is a perfect world? • Why is there ugliness in the world? • Can you love something ugly? • Why do you like certain types of music? • What response do you get when you look at a piece of art? • Is beauty something that you can learn, or do you just have to feel it? • What is the point of being creative?
Beyond	• What are the stars for? • Why do we have rainbows? • How big is the sky? • What is the smallest thing there is? • Why are people different? • What does God look like?	• Where is God? • What might heaven be like? • Is there such a thing as an angel? • If you can't see something, is it still real? • What is true happiness? • When have you experienced moments of awe and wonder?	• What is the purpose of the earth? • Is God alive now? • Why is there illness? • Why do destructive things, like earthquakes, have to happen? • Which is stronger- love or hate? • Is it good that scientists can't explain everything? • Why are there religions? • What is beyond the universe?	• Do we come back after death as a different being? • Is there life after death? • Where do our spirits go when we are dead? • Do we have a soul? If so, what happens to it after death? • Why do we love? What lasts forever? • What is unknowable? What else is there to discover? • How do we know what we don't know? • What is worth dying for?

Adapted from Salisbury DBE 2012 Andrew & Sarah Rickett/Derek Holloway.

Exploring the OWs, WOWs, and NOWs of life.

Type	Description	Example
OWs (Opportunities to Wonder)	Moments that spark curiosity and awe.	A sunrise photo in science; a poem about love in English.
WOWs (Windows On the World)	Experiences that open up new perspectives.	Learning about Ramadan in RE; exploring rainforest biodiversity

NOWs (Nurturing Our Wisdom)	Experiences that open up new perspectives. Time for reflection and meaning-making.	Journaling after a class debate; quiet time after a story.

Windows, Mirrors and Doors Approach

At Shropshire Hills Federation, we use the **Windows, Mirrors & Doors approach**, a concept developed by Liz Mills, to support pupils' spiritual development, particularly in collective worship.

Concept	Purpose	Examples
Windows: Looking out	Opportunities for children to be aware of the world in new ways, looking out into the world. These are opportunities for pupils to learn about the lives, beliefs, and values of others. They help develop empathy and broaden perspectives.	RE: Learning about Diwali, Eid, or Passover and how these festivals are celebrated. English: Reading stories or poems from diverse cultures or faith backgrounds. Geography: Exploring how different communities around the world care for the environment. Art: Studying religious or spiritual art from different traditions (e.g., Islamic geometric patterns, Christian icons). Assemblies: Inviting guest speakers from different faiths or worldviews.
Mirrors: looking in	Opportunities to reflect on their experiences. These are moments for pupils to reflect on their own identity, values, beliefs, and experiences.	English: Writing a personal poem about a time they felt awe, peace, or connection. PSHE: Reflecting on what makes them feel calm, safe, or inspired. Music: Composing or choosing a piece of music that expresses their inner thoughts or beliefs. RE: Reflecting on their own responses to big questions like "What is a good life?" Art: Creating a self-portrait that includes symbols of what matters most to them.
Doors: stepping through	Opportunities for children to respond.	Community Projects: Organizing a charity fundraiser or volunteering for a local cause.

	These are opportunities for pupils to act on what they've learned or felt—engaging with the world in meaningful ways	Environmental Action: Planting trees or creating a school garden Peace and Justice: Writing letters to support a human rights campaign. School Worship or Reflection Time: Leading a moment of silence, prayer, or meditation. Creative Expression: Sharing a poem, artwork, or performance that inspires others to think or act.

How & 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. The following is a guide to support the opportunities for spiritual development:

Subject	Opportunities
PE	By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative . By being aware of one's own strengths and limitations
Computing	By wondering at the power of the digital age e.g. use of the internet and social media. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues
Drama	By allowing for insight, self-expression and the chance to walk in someone else's shoes
Design and Technology	By enjoying and celebrating personal creativity. By reviewing and evaluating created things.
Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum

	area) with music being played as background. By considering how music makes one feel and can 'move us' deeply. Music as expression and connection.
Art and Design	By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena. By exploring the work of up and coming artists who have varied emphases on their work. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality; ethical issues. By promoting the process of 'reviewing and evaluating' Expressing identity, beauty in diversity.
PSHE	By developing awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By cherishing relationships.
RE	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. By asking and responding to questions of meaning and purpose. By considering questions about God and evaluating truth claims. By exploring spiritual practices such as worship and prayer and considering the impact of these on believers as well as any relevance to their own life. .
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other parts of the UK, possibly through a schools linking programme. Environmental awareness, cultural appreciation.
History	By considering how things would be different if the course of events had been

	different; for example what difference would it have made if the Normans had not been successful in 1066? By looking at local history and investigating the reasons why there is a landmark, building or museum. By speculating about how we mark important events from history and the people who shaped them.
MFL	By exploring the beauty of languages from around the world. By exploring the way language is constructed.
Science	By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment. Wonder in nature, ethical science.
English	In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language.
Maths	By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends their day with how children in the UK spend their time. By considering pattern, order, symmetry and scale both man made and in the natural world. By appreciating the beauty of shape and space.

Spiritual Development Record

We record and capture ad-hoc spiritual development occurrences throughout school on the Spiritual Development Occurrences Record Sheet (below)

This is updated half-termly/termly.

Term	Big Question	Domain	Spiritual Space (Curriculum Areas)	Experience – Window	Reflection - Mirror	Growth – Door	Spiritual style
Aut 1							
Aut 2							
Spr 1							
Spr 2							
Sum 1							
Sum 2							