**St Oswald’s Catholic Primary School**

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**Love Jesus**

**Love Learning**

**Love Each Other**

**“We are a learning community promoting the Gospel values of mutual trust, care and respect”**

**Spiritual Development**

 **Policy 2025 2026**

**“We are a learning community promoting the Gospel values of mutual, trust, care and respect”**

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SLT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows guidelines and practices that are stated and outlined in St. Oswald’s Equality Scheme.

Introduction

Spiritual development is concerned with how an individual acquires personal beliefs and values, especially on questions about religion, whether life has purpose, and the basis for personal and social behaviour questions which are ‘at the heart and root of existence.’

At St Oswald’s Catholic Primary School we aim to provide effective ways of developing pupils’ drive, sense of identity and self-worth, developing their principles, beliefs and values, including those that have a religious basis. We recognise that this is done through the entire curriculum, (especially Religious Education) through Celebration of the Word, through our ethos and climate in the way that we help individuals to make sense of these questions, and the way we help form pupils’ response to life and to various forms of experience.

Aims and Objectives of Spiritual Development

* To develop the insights, principles, beliefs, attitudes and values which guide and motivate us. For many pupils, these will have a significant religious belief.
* To develop an understanding of feelings and emotions which causes us to reflect and to learn.
* For all pupils, to develop a recognition that their insights, principles, beliefs, attitudes and values influence, inspire or guide them in life.

Characteristics of Spiritual Development

* Developing a set of values, principles and beliefs which inform their perspective on

 life and their patterns of behaviour.

* Showing an awareness and understanding of their own and others’ beliefs.
* Showing a respect for themselves and others.
* Showing a sense of empathy with others, concern and compassion.
* Developing an ability to reflect and to learn from this reflection.
* Developing the ability to show courage in defence of their aims, values, principles

 and beliefs.

* Developing an appreciation of the intangible – beauty, truth, love, goodness,

 mystery, etc.

* Developing recognition that our insights, principles, beliefs, attitudes and values

 influence, inspire and guide us in life.

To encourage spiritual development we will:

* give pupils the opportunity to explore values and beliefs, including religious beliefs,

 and the way in which they impact on peoples’ lives.

* help pupils who already have religious beliefs by supporting and developing these

 beliefs in ways which are personal and relevant to them.

* encourage pupils to explore what animates themselves and others.
* encourage pupils to reflect and learn from reflection.
* give pupils the opportunity to understand human feelings and emotions, the way

they affect people and how an understanding of them can be helpful.

* + - * + develop a climate or ethos within which all pupils can grow and flourish, respect
	1. others and be respected.
* accommodate difference and respect the integrity of individuals.
* promote teaching styles which:
* value pupil’s questions and give the opportunity for them to share their own thoughts,

 ideas and concerns

* enable pupils to make connections between aspects of their learning
* encourage pupils to relate their learning to a wider frame of reference – for example,
* Asking ‘why,’ ‘how’ and ‘where’ as well as ‘what’ questions.
* monitor in simple, pragmatic ways, the success of what is provided.

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| **MONITORING AND EVALUATION** | **Ongoing** |
| **REVIEW DATE(S)** | **Reviewed 13.12.19****Reviewed 21.09.20****Reviewed 14.09.21****Reviewed 12.09.22****Reviewed 15.09.23****Reviewed 7.7.25****Due to be reviewed September 2026**  |

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