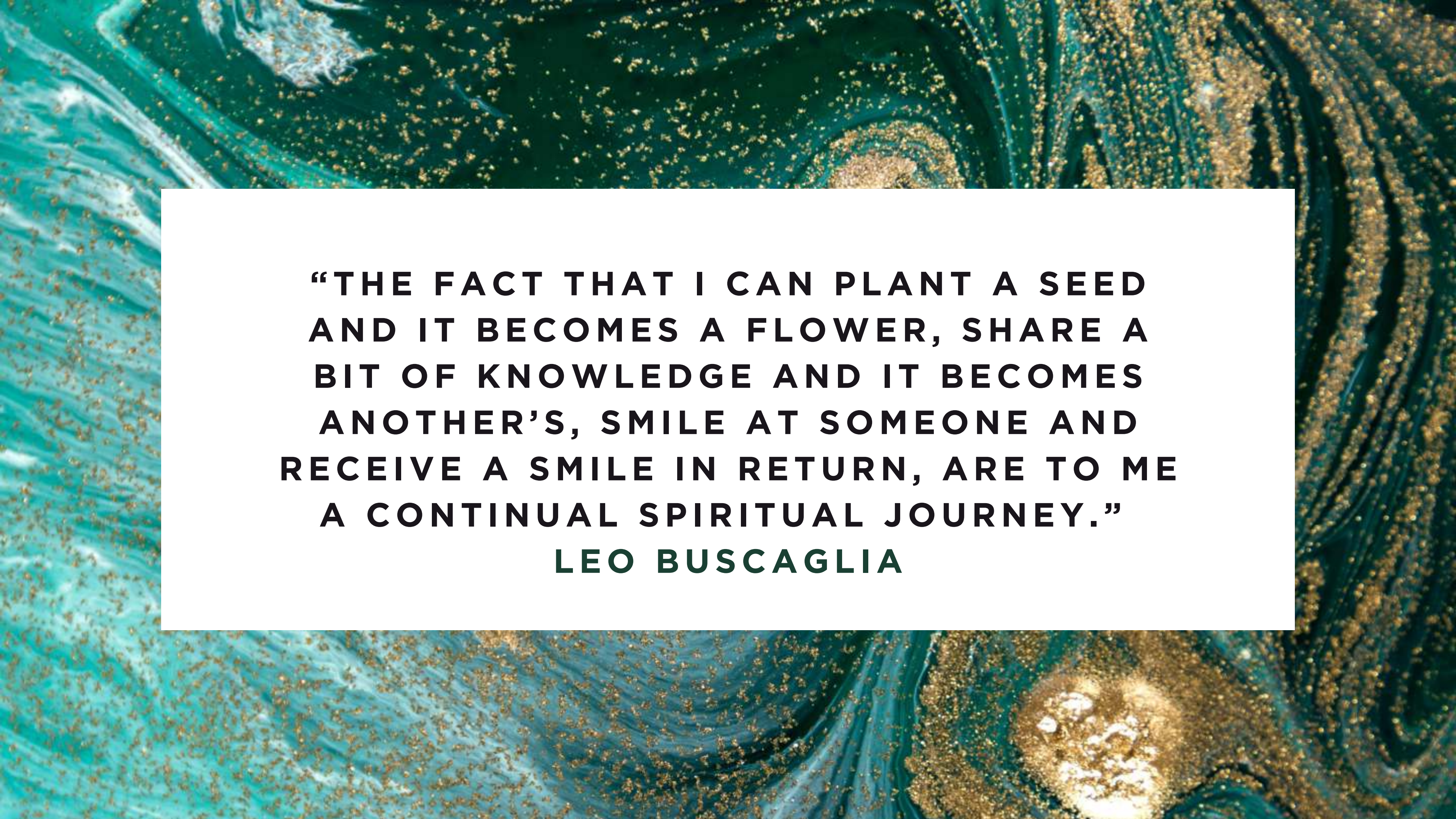


SPIRITUALITY

ALTRINCHAM CE PRIMARY SCHOOL

SPIRITUAL DEVELOPMENT




**“THE FACT THAT I CAN PLANT A SEED
AND IT BECOMES A FLOWER, SHARE A
BIT OF KNOWLEDGE AND IT BECOMES
ANOTHER’S, SMILE AT SOMEONE AND
RECEIVE A SMILE IN RETURN, ARE TO ME
A CONTINUAL SPIRITUAL JOURNEY.”**

LEO BUSCAGLIA

**“SPIRITUAL
DEVELOPMENT RELATES
TO FUNDAMENTAL
QUESTIONS ABOUT THE
MEANING AND PURPOSE
OF LIFE WHICH AFFECT
EVERYONE AND IS NOT
DEPENDANT ON A
RELIGIOUS
AFFILIATION.”**

OSFTED






SPIRITUALITY IS SOMETHING FUNDAMENTAL TO THE HUMAN CONDITION...

which is not necessarily experienced through the physical senses and/or expressed through everyday words.

In other words, its not something we can see but instead something we feel inside ourselves.



IT HAS TO DO
WITH
RELATIONSHIPS
WITH OTHER
PEOPLE AND
FOR BELIEVERS
WITH 'GOD'.



**IT HAS TO DO WITH THE
UNIVERSAL SEARCH FOR
INDIVIDUAL IDENTITY, WITH
OUR RESPONSES TO
CHALLENGING EXPERIENCES
SUCH AS DEATH AND
SUFFERING, BEAUTY AND
ENCOUNTERS WITH OTHERS.**





**It is to do with the search
for meaning and purpose in
life and for values to live by.**



IMAGINE A DONUT...

**THIS DELICIOUS TREAT IS US AS A
PERSON, OUR BODY, MIND AND SPIRIT,
WHICH INCLUDES THE PRECIOUS HOLE
IN THE MIDDLE. WHILE THE SOFT,
SWEET OUTER RING CAN BE EASY TO
EXPLAIN, THE IMPORTANT INNER
SPACE IS OFTEN HARDER TO
UNDERSTAND BUT IS EQUALLY
IMPORTANT TO THE 'WHOLE' OF THE
DONUT.**

**It is the space inside the donut where
our spiritual self lives; where our
beliefs, faith and ideas support us to
share our outer selves with the world.**



**LIKENING SPIRITUAL
DEVELOPMENT TO THE
GROWTH OF TREES AND
MAKING EXPLICIT LINKS TO
OUR THEOLOGICAL VISION,
HELPS TO ANSWER THE 3
QUESTIONS: WHEN, WHERE
AND HOW DOES SPIRITUAL
DEVELOPMENT TAKE PLACE?**



WHERE? ROOTS- THE IMPORTANCE OF RELATIONSHIPS.

WHERE WE ARE AND WHO WE MIX WITH EVERYDAY AFFECTS NOT ONLY HOW WE SEE OURSELVES BUT ALSO HOW WE SEE OTHERS, OUR PLACE IN THE WORLD AND OUR OWN SENSE OF SPIRITUAL IDENTITY. IT HAPPENS MOST POWERFULLY AND TANGIBLY IN AND THROUGH OUR RELATIONSHIPS AS WE EXPERIENCE THE LOVE OF OTHERS. THROUGH THIS WE LEARN TO LOVE AND CARE FOR OURSELVES AND OTHERS AND OUR WORLD. HAVING HEALTHY, LOVING RELATIONSHIPS IS VITAL FOR OUR WHOLE/HOLE DEVELOPMENT IN ORDER THAT WE AS INDIVIDUALS AND AS A SOCIETY CAN THRIVE.

SCHOOLS ARE PART OF COMMUNITIES AND THESE TOGETHER PROVIDE THE ROOTS/CONTEXT IN WHICH HEALTHY, CREATIVE CONNECTIONS CAN BE ENCOURAGED.

WHEN? THE IMPORTANCE OF SPIRITUAL STYLES

RESEARCH INTO 'SPIRITUAL STYLES', IN PARTICULAR THAT BY DAVID CSINOS, HAS SPRUNG NATURALLY FROM A DESIRE TO RECOGNISE AND VALUE INDIVIDUALITY. TO ENCOURAGE SPIRITUAL EXPRESSION IN A RANGE OF DIFFERENT WAYS AND TO ENCOURAGE A RESPECTFUL UNDERSTANDING AND AN EQUAL VALUING OF ALL THESE STYLES. ACCORDING TO CSINOS, THERE ARE FOUR KEY 'SPIRITUAL STYLES':

WORDS: SOME FIND SPIRITUAL EXPRESSION AND UNDERSTANDING BEST THROUGH WORDS, THROUGH LOVING THE STRUCTURE AND CLARITY THAT WELL-CRAFTED WORDS CAN OFFER

EMOTIONS: OTHERS FIND THE FREEDOM OF SPONTANEOUS EMOTIONAL EXPRESSION EMPOWERING AND ENABLING

SYMBOLS: OTHERS ARE CAPTURED BY THE SIMPLE BUT MULTI-LAYERED DEPTH AND MYSTERY OF SYMBOLS

ACTIONS: OTHERS FIND THEMSELVES MOST NATURALLY ENERGISED BY THE PRACTICAL EVERYDAY EXPRESSION OF FAITH IN ACTIONS



WHAT IS VITAL TO NOTE IS THAT ALL OF THESE 'STYLES' CAN AND INDEED SHOULD BE SEEN AS EQUALLY VALUABLE AND POTENTIALLY ENRICHING. ALL THESE STYLES SHOULD BE ENCOURAGED AT DIFFERENT TIMES SO THAT THEY CAN COMPLEMENT EACH OTHER AND BECOME APPEALING OPTIONS FOR DIFFERENT PEOPLE IN DIFFERENT WAYS AND AT DIFFERENT STAGES THROUGHOUT THEIR LIVES. SCHOOLS CAN HELP AVOID SPIRITUAL NARROWNESS THROUGH CREATIVITY, DIVERSITY AND INCLUSIVITY. IN THIS WAY THE ENCOURAGEMENT OF DIFFERENT WAYS OF SPIRITUAL DEVELOPMENT IN THE CLASSROOM MIGHT INDEED ENCOURAGE A REAL SENSE OF GROWING TOGETHER?

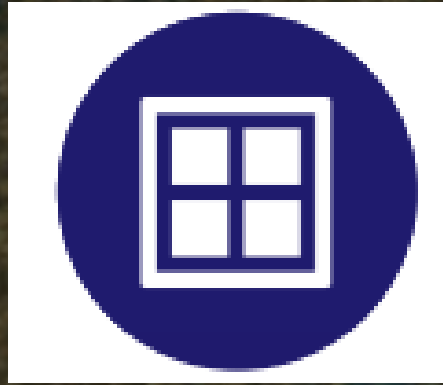


WHY? FRUIT- THE IMPORTANCE OF INTERGENERATIONAL SPIRITUAL FRUIT

Research into spiritual ‘fruit’, has come from work done by such thinkers as Clive Beck on the ‘Traits of a Spiritually Developing Person’. This demonstrates a sense that it is a life-long continuous process of discovery. In addition, Johnson and Walker investigated international intergenerational perspectives on the potential for constant ‘fruitful’ spiritual development. They saw how all over the world, creative links between different generations can encourage this. Therefore, spiritual development throughout the life of the school and community should be encouraged, especially by learning to better understand and value the voices, perspectives and support of the older generation.

AT ALTRINCHAM, WE EMBED OPPORTUNITIES THROUGHOUT THE CURRICULUM FOR SPIRITUAL DEVELOPMENT INCORPORATING ALL THE 'SPIRITUAL STYLES'. IN PARTICULAR, WE WILL BE USING THE WINDOWS, MIRRORS AND DOORS ANALOGY AS THE BASIS FOR OUR FRAMEWORK BASED ON THE FOLLOWING BELIEFS:

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- THE NEED TO BECOME AWARE OF THE WORLD IN ALL ITS WONDER BUT ALSO A SAD REALISATION OF ITS MANY PROBLEMS, I.E. TO REALISE THAT THE WORLD IS BOTH 'AWE-FULL' BUT ALSO SADLY 'AWFUL' AT TIMES TOO, (TO BE AWARE OF BOTH ITS 'WOWS' BUT ALSO ITS 'OWS')
 - THE NEED TO HAVE A CHANCE TO REFLECT OR THINK ON THIS BOTH ALONE AND WITH OTHERS
 - THE NEED TO APPLY WHAT HAS BEEN LEARNT FROM THIS PROCESS IN SOME SORT OF EXPRESSIVE, ACTIVE WAY.
- 



Windows are for looking out onto the world and becoming aware of its wonders, both the ‘wows’ and ‘ows’; things that are ‘awe-full’ and make us wonder and be grateful and things that are ‘awful’ and make us wonder and ask questions. The whole curriculum and life itself are full of opportunities to recognise this sensitively.



Mirrors 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’. Handled sensitively, it is possible to make the most of all these times



Doors are for looking through in order 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

HOW WILL WE RECOGNISE SPIRITUAL DEVELOPMENT IN OUR CONTEXT?

)*NOT AN EHAUSTIVE LIST OR A CHECKLIST)

Spiritual Capacities - which include children's ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer ·
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others.



#GROWSTRONGANDBEARFRUIT

