



QUEEN ELIZABETH'S HIGH SCHOOL

POLICY NAME : PSHE POLICY – SPIRITUAL DEVELOPMENT

POLICY REF: QEHS14g

EFFECTIVE DATE : 12TH JUNE 2018

Everyone has a spiritual dimension to their lives. It is a dimension which enriches us; some people would say it is the essence of what it is to be human.

A group of staff at this school have created the following description of spiritual development and a policy to implement it. All subject departments have discussed these, in order to suggest amendments and identify the place of spiritual development in their work.

What is the spiritual dimension of our lives?

At Queen Elizabeth's High School, we acknowledge that spiritual experiences and sensations are different from physical bodily ones such as touch, taste or pain. They relate to the inner self and may take a variety of forms, for example:

- a moving response to music or art or any object of beauty,
- a flush of fulfilment arising from achievement
- a welling up of awe or wonder,
- involuntary love or reverence for other people,
- being stirred by human events; this may involve suffering as well as joy,
- a sensation of well-being, peace, - or turmoil,
- a feeling of self or a sense of existence, which is beyond our physical bodies.

They may be solitary or communal experiences or sensations. They may be a response to people, places, events or things.

They may involve emotions, like love or admiration; they may involve feelings like awe or fulfilment.

Religious experiences are spiritual experiences. Some people may interpret some spiritual experiences as aspects of, or proof of, existence in a separate plane.

But, as the list of spiritual experiences above indicates, spiritual experience does not depend upon belief in a deity.

Why is spiritual development important?

People's spiritual development is not just contemplative; because it influences their values and understanding of the world, it will therefore shape their:

- view of themselves; their hopes, ambitions and desires
- behaviour, by incorporating their values into their actions
- relationships with others
- view of their place in the world, including a view of meaning, purpose and destiny.

People can explore and develop their spiritual experiences if they are open-minded, interested in self-knowledge, willing to explore their own feelings, emotions and relationships and empathise with those of others, and encouraged to be curious about the mysterious. The search to explore and understand our spiritual potential has always been a feature of human existence. Spiritual fulfillment is a human need.

Since, alongside the rest of their potential, all children have a potential for spiritual development, and spiritual experience is so vital to the richness of a fulfilled life, it is important that this potential is nurtured by schools. Indeed, teenage years are a time when feelings about self and the world tend to change; this makes the work of schools in this particular area both important and sensitive.

At Queen Elizabeth's High School, we aim to

- acknowledge spiritual development
- value it
- encourage students to explore and understand it
- develop the vocabulary to communicate about it

We deliver this spiritual development in a variety of ways.

1. We ensure that the school LEARNING ENVIRONMENT is appropriate

We do this by... clearly stating our belief in educating the whole person in the School Aims

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setting out key values in the School Aims and Behaviour Policy working hard to ensure appropriate relationships between staff and students and amongst students promoting teaching which encourages thought and reflection, discussion and empathy.

2. We create a series of key EXPERIENCES which stimulate spiritual reactions.

These include... music and drama performances, artistic displays visits to historic, religious or scenic sites theatre visits.

3. We encourage all staff to understand spiritual development and to take OPPORTUNITIES which arise in class to allow students to experience, appreciate and understand spiritual dimensions of life.

Certain topics, for example in geography (e.g. geological timescales), in history (e.g. the Holocaust), in science (e.g. atomic structure) or in mathematics (e.g. infinity) may evoke sense of awe, significance or mystery. Certain activities, e.g. art, composition in music, achievement in PE, may create feelings of fulfillment events in the lives of

students, e.g. bullying or a birth in the family, may prompt a tutor to discuss issues arising with a class or a group of students

Staff are keen to point out how frequent such occasions are. They arise very frequently and involve all staff in all subject area. However, some arise spontaneously rather than predictably and we realise that these may not be the same for all students. Therefore...

4. We have planned a series of LEARNING SITUATIONS which EVERY student will experience, when spiritual dimensions of life are explored.

These exist in the schemes of work for:

RE PSHE ENGLISH ASSEMBLIES

The staff responsible for these areas can provide detailed descriptions.

Cited in/Cites	
Affected People/ Groups:	
Purpose :	

Last reviewed:	5 th June 2018	Next review:	June 2020
Responsible Person:	NMA		
Last Ratified by Governors	12 th June 2018		