ALL SAINTS ACADEMY TRUST

ASAT: Spiritual Development - Intent, Implementation and Impact

Impact

Through a consistent approach to developing Spiritual Capacities children will be supported in thriving, into the next stage of education and beyond.

Children show curiosity about the opinions and beliefs of others, they have an open mind and develop their own ideas based on whilst respecting that these may not be the same as others. They are guided by these beliefs and values and are willing to defend them.

The vast majority of children are prepared for future learning and demonstrate the Trust learning behaviours at an age-appropriate level. Where this is not the case, support in doing so is impactful.

Children develop a wide vocabulary during their learning journey that supports respectful conversations and debates.

Children have an appreciation of what is good in their lives and can show generosity to others

Children have an understanding of their role in the world and are empathetic, caring, compassionate and sustainable in mindset.

Children are inquisitive and curious, ready to explore life's Big Questions.

Children are open to trying new things, taking risks with their learning and realising that we learn through failure and success.

Children report they feel a strong sense of belonging. Part of community in many ways on many levels.

Implementation

Cumulative Philosophy Skills are taught with children's literature as the provocation for thought and discussion and promote the ability to disagree in a respectful way, to build on the ideas of others and to reframe ideas to ensure you better understand others.

Immersion activities and provocations such as Mantle of the Expert encourage the ability to share knowledge and skills, work towards a shared goal and have empathy of the viewpoint of others.

Opportunities to develop mastery of concepts such as debate, discussion and public speaking though vehicles such as Mighty Oaks and the use of Kagan Strategies across the curriculum.

Spiritual Capacity Development through both experience and context are built into a progression document that feeds from our Living Well Together Strategy, RE Curriculum and Pedagogy.

The Trust Pedagogy builds in opportunities for all learners to self-select challenge, learn with and from others, develop learning behaviours and reflect on learning through durability strategies (for example Previously On/ Check its/ Big Questions).

The EYFS curriculum has a strong emphasis on review, which stimulates reflection. These are built upon throughout the learning journey.

Opportunities are available to undertake school and local community projects.

Collective Worship and Reflection Area plans' foci are rooted in following the example of Jesus and expressing the nature of the Trinity. Using him as a role-model and guide. Psalm 119:105 "Your Word is a lamp to my feet and a light to my path"

Thrive practices (trained licensed practitioner on staff) and self-regulation (control) developed through zones of regulation. This supports nurturing respect for oneself and others.

Collective Worship planning and the Reflections Table provision having built in opportunities for engaging with Big Questions.

Participation in DIALLS project across the school – the teaching of dialogue and augmentation and cultural learning through short, wordless films as a means to understand identities, cultures and diversities.

Reflection is built into all our learning behaviours and taking time to think, observe, absorb, interpret, consider etc. provided for children.

Children are able to exercise imagination and creativity, appreciate beauty in the world and be open to experiencing awe and wonder.

Children develop an appreciation of stillness and silence and are open to guided reflection/ meditation/ prayer.

Children love themselves , understand their preciousness and believe they have a place to fill in school and beyond. They have the resilience to challenge themselves and inner strength to overcome difficulty.

Collective Worship planning and the Reflections Table provision supports Spiritual Experience.

Children understand the importance of forgiveness and are able to forgive others and themselves. They are ready to say sorry when needed and understand the importance of restoring relationships when needed.

Children relish the opportunity to discover more, work in new ways with new people due to this being part of provision.

Intent

To enhance children's ability to:

- demonstrate dignity and respect, be self-aware and empathise with the experience of others in the school and wider community.
- be guided by their beliefs and values and feel they can communicate and defend them in a safe space.
- love others and themselves, demonstrate care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges.
- imagine and foster creativity, appreciate beauty in the world and be alive to experiences of awe and wonder.
- be open to trying new things intrigued by mystery and be able to question and challenge what they observe in school and beyond.
- be comfortable with stillness and silence and open to engaging 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 and through this, appreciate the merits of perseverance and having faith.
- demonstrate curiosity and open-mindedness when exploring life's big questions.
- appreciate and be thankful for what is good in life and show generosity towards others.