

The language of Spirituality at All Saints' CE Junior School



A useful analogy we share with children:

The Doughnut represents the Whole Child. The outer ring is the tangible (Mind and Body), the hole represents the intangible (Spirit) but if there was no hole it wouldn't be a doughnut. This remains perhaps the best definition of spiritual development; it is the exploration and development of that hole in our centre that makes us whole.

Windows, Mirrors, Doors

The concept of using windows, mirrors and doors is used during collective worship as well as during planned opportunities for spiritual development.



Windows: Opportunities to look out on the world to gaze and wonder: The Wow and Ows moments. The things we find amazing and bring us up short.

Encounter: The learning about life



Mirrors: Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others.

Reflection: The learning from.



Doors: Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions.

Responding /Transformation: The learning to live by putting into action what they believe.

Relational Consciousness

We use this framework to support in understanding and developing spirituality – it is a useful means of supporting progression in spirituality, with children encountering progressively ‘bigger’ questions as they move through Key Stage 2.

Relational Consciousness

► Rebecca Nye and David Hay defined spirituality as 'relational consciousness' and identified four key areas:

- Yourself
- Others
- Nature/the World
- God/Beyond

For Christians, this is all characterised by love: "By this everyone **will know** that **you** are my disciples, if **you love** one another." John 13:35

This clip is used to illustrate the concept of ‘big’ questions about life:

Nobody Stands Nowhere: <https://www.youtube.com/watch?v=AFRxKF-Jdos>

Our aim is to develop an ethos of critical thinking, where children are encouraged to consider BIG questions about life and pose such questions themselves. Teachers use this framework to plan intentional opportunities for spiritual development, in addition to feeling comfortable and confident in making the most of incidental opportunities which arise during lessons and discussions.

Recognising Spiritual Development

In order to count as spiritual development, and not merely intellectual development, it must contribute to a developing sense of:

Identity	How does my learning help me to better understand myself?
Meaning	How does my learning bring me greater understanding of the meaning of life and what I believe is the truth?
Purpose	How does my learning help me in my future and help me to figure out what I am here to do