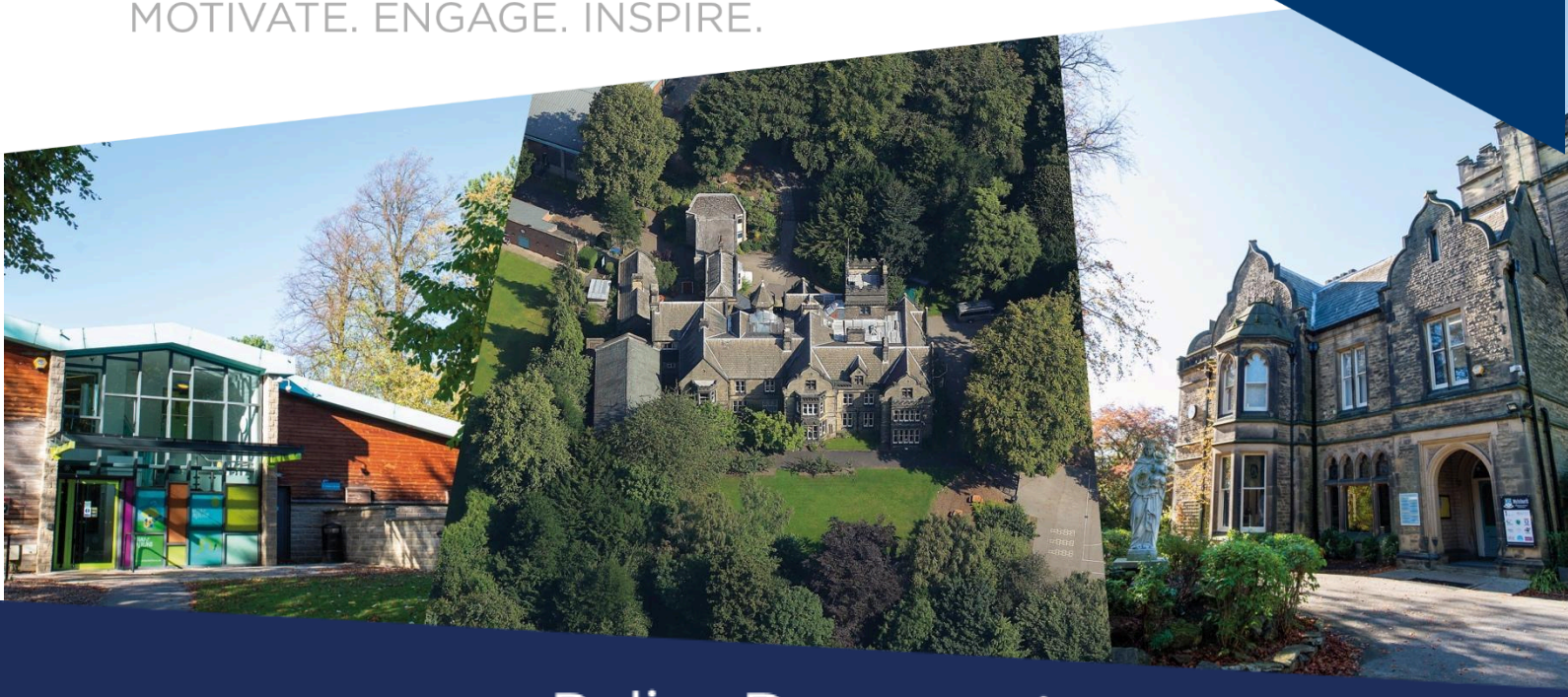
Mylnhurst
Preparatory School and Nursery

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Mylnhurst
Campus Group



Policy Document

Mylnhurst School & EYFS

Spiritual, Moral, Social and Cultural Policy

Publication Date: August 2026

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Mylnhurst
Preparatory School and Nursery

Mylnhurst
Campus Group

Spiritual & Moral Development

Rationale

Mission Statement

To maximise the potential of our children through partnership
Within a challenging and supportive Christian community

At Mylnhurst Preparatory School we seek to express the mission of the Church by moving the hearts of all those whose lives we touch to create a community of faith, love and learning.

At Mylnhurst Preparatory School and Nursery we see ourselves as part of the Church's mission to the community and, in particular, to the parish of St William's. We value the partnership with our parents, guardians, their families and our local community.

We seek to provide a happy environment and a family atmosphere, where our children learn to love God and their neighbour and grow into well-educated and rounded citizens who can take their places confidently in their community.

We endeavour to lead children to an understanding of the Church's teaching about God's presence in the world and His guidance of our lives through the principles of our faith and beliefs.

To this end, children, parents, ancillary, clerical and teaching staff, directors, outside agencies and visitors, the parish and local community will be encouraged to foster and develop a strong sense of value and purpose.

The Context and Philosophy of Spiritual Development

The foundation of the whole Catholic effort in Catholic Schools is the on-going moral and spiritual formation of the pupil and the whole school community.

In the light of our school mission statement, we understand spiritual and moral development in our school in the following ways.

God comes to meets us through people, places and events, and it is an individual response to those encounters with God that shape and determines our spiritual nature. By spiritual is

meant of the spirit and refers to the unique essence of an individual. The development of a person's spirituality does not take place in a vacuum but is lived out in the field of relationships based on Christ's law of love. This whole area of community and the fostering of good relationships are vital for understanding spirituality in a Catholic school.
We are all made in God's image and likeness; therefore, every meeting with someone is an encounter with God and an opportunity for spiritual growth. It is recognising and responding to God that is a key element in spiritual development.

Spirituality permeates the whole school curriculum as all knowledge has been created by God. The curriculum, as it deals with knowledge, is viewed with Catholic education as holy and part of the process of God's self-revelation to humanity. Teaching and learning are sacred acts because they help us to discover more about the nature of God. It is this way that spirituality permeates the curriculum.

"Spiritual development relates to that aspect of inner thought which pupils acquire insight into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning and existence to experience, valuing a non-material dimension to life and intimation of enduring reality. Spiritual is not synonymous with religious, all areas of the curriculum may contribute to pupil's spiritual development".
(Ofsted, Spiritual, Moral, Social and Cultural Development, an Ofsted Discussion paper 1994,p8)

The National Curriculum Council in their discussion paper entitled 'Spiritual and Moral Development' (1993) produced a very useful list of parameters of spirituality in schools.

> **Beliefs**: the development of personal beliefs, including religious beliefs; an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.
>
> **A sense of awe, wonder and mystery**: being inspired by the natural world, mystery or human achievement.
>
> **Search for meaning and purpose**: Asking "why me?" at times of hardship and suffering; reflecting on the origins and purposes of life, responding to challenging experiences of life such as beauty, suffering and death.
>
> **Self-Knowledge**: An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences, the development of self-respect.

Relationships: Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

Creativity: Expressing innermost thoughts and feelings through art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.

Feelings and emotions: The sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings and how to learn to use such feelings as a source of growth.

As a Catholic school, we believe that prayer plays a vital role in spiritual development. Prayer is the means of establishing a living relationship with God. It is about the awakening of the presence of God within us. The development of self-knowledge and discernment with God and his creation enables children to make moral choices.

Aims and Purpose

It is important to state here that all members of our school community are on different stages of a faith journey, and that this journey is by no means linear. Spiritual development in our school seeks to support every individual on their spiritual quest and search for God. Some possible aims for spiritual development in our school are to:

- acquire insight into their personal existence
- make sense of their life experiences
- develop the human capacity to go beyond the physical, tangible reality
- develop a sense of wonder, awe, reverence, imagination
- develop a sense of the presence of God in their lives
- contribute towards the creation of a Christ-centred community based on Gospel values

We also recognise that the school can make a valuable contribution to the spiritual lives of families, the parish, the wider church and the local community.

Opportunities for Spiritual Development

Opportunities for spiritual development in our school are encapsulated within:

- Providing opportunities for prayer and reflection

- Providing opportunities for experiential techniques such as listening, being still and quiet, perceiving with the senses, imaginary journeys, guided imagery, attention to an object, exploring stories and parables, etc.
- Developing an 'inner peace'.
- Developing a sense of the presence of God in their lives.
- Deepening a pupil's knowledge and understanding of the Catholic and other major world faiths.
- The affirmation of school values.
- Developing positive relationships in the school community.
- Developing a positive self-image and self-esteem in pupils.
- The ability to transcend the mundane and be aware of the unseen dimension to life.
- Developing a spirit of enquiry and open-mindedness enhanced by the use of skilful and sensitive questioning by the teacher.
- Encouraging the search for meanings of life as a spiritual quest.
- Developing self-knowledge and values by which to live.
- Developing creativity by expressing innermost thoughts, imagination and feelings through, eg, art, appropriate music, literature and crafts.
- Developing feelings and emotions by for example, being moved by beauty or kindness, hurt by injustice or aggression, a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source for growth.

The school aims to provide such opportunities for all its members in many different ways. These include:

<u>The Curriculum</u>
Religious education has a key part to play in much of the above especially in the area of passing on the Catholic Faith and knowledge of other Faiths. It is recognised that every curriculum subject can play its part in promoting spiritual development. The needs of the individual child are accounted for at all times, including those children who may have special educational needs.

<u>Skills</u>
Staff should ensure that appropriate skills of questioning, reflection and self-awareness are encouraged.

<u>Moments to celebrate our spirituality together</u>
There are certain times in the life of the school that can foster a growth in spirituality. These include in particular the importance of prayer, liturgy and worship in the life of our school.

Quality environment

The school environment should reflect the spiritual nature of our community. Displays, artefacts, various signs and symbols, prayer corners and documentation can all play an important role in creating the spiritual environment in which God's law of love can be lived out.

Organisation, Monitoring and Evaluation

Spiritual development in school is a joint responsibility and privilege of all the staff. The Headteacher and RE Co-ordinator have a special part to play in monitoring and promoting spirituality in the school. Evaluation will take place in staff meetings and training days.

Resources

Resources are kept in the Chaplaincy and the RE cupboard outside the chapel entrance.