



"Now the Lord is the Spirit, and where the Spirit of the Lord is, there is freedom."

2 Corinthians 3:17

What does spiritual development look like?

There is no defined characteristics of someone who is spiritually developed; it can look different from person to person. There is a list of characteristics that are widely shared between different religions & philosophies to provide some structure as to what a spiritually developing individual may display:

- Love
- Awareness
- A broad mind
- A holistic outlook
- Wonder
- Thankfulness
- Hope
- Courage
- Energy
- Acceptance
- Gentleness
- Empathy
- Amazement
- Curiosity
- Belief

What is the place of spiritual development in schools?

All state funded schools - including faith schools - must offer a curriculum that is broadly balanced and actively promotes the spiritual, moral, social & cultural development as well as preparing their children for the opportunities, responsibilities & experiences of later life. The curriculum should address spiritual & moral development through the whole curriculum & ethos of the school with Religious Education playing a particular role.

Act	Create	Enquire	Reflect	Talk	Think
-----	--------	---------	---------	------	-------

Act	When learning is active, it is remembered, enjoyed & understood better. As the children become involved in the process of their own learning, they move to draw conclusions from their own thinking & reflection.
Alphabet on the floor	Lay out A4 cards with letters of the alphabet printed on. Call out some prompt questions linked to your learning. Give children time to think in silence - a countdown can be useful. When prompted, ask children to go and place a hand/foot on the initial letter of their answer. <i>To extend</i> - remove the most selected letters as this will force children to think deeply about their response and may force them to consider things they haven't thought of before in order to find an answer beginning with the remaining letters.
Trading Places	Show children an image which can be used for discussion: Christian baptism, Muslim Prayer, Jewish family celebrating Hanukkah etc. Arrange children into groups and ask them to reproduce the image, taking the place of people in the photograph. Once in position, ask children pertinent questions linked to thoughts, feelings, behaviours, and values. Children could be told the questions beforehand to allow thinking time.
News Bulletins	Arrange children into small groups and ask each group to prepare a one-minute radio or TV news bulletin to recap on the learning objective.
Transporting a character	Place children into pairs or groups and ask them to brainstorm their ideas about a given character who has been transported into a specific event. E.g., Imagine if Jesus walked through the door to Newport Junior School, what would be the first words out of his mouth? Where is the first place he would visit? A good chance to build on the Courageous Advocates work; If Martin Luther King or Mother Teresa were to visit an angry mob protesting climate change, what would they say/do/feel?

Who am I?	<p>Give each member of the class a piece of card and ask them to illustrate four things that symbolise themselves: football, a pet, swimming, and pizza. When everyone is ready, collect the cards in, shuffle and redistribute at random. What do you think each image represents? Who in the class do you think the images best represent? This shows the children how the way in which they perceive themselves can be different to how they are perceived by others.</p> <p>This activity can be repeated for religious leaders (remind the children that many aspects of the Islamic faith must not be drawn) or for certain topics that they have studied in B&V lessons.</p>
-----------	---

Create	<p>Creation is a chance for children to express their ideas, understandings & questions. This can be done through art, music, drawing, computing, storytelling, poetry etc. These examples can often be useful for children who find recording their thoughts through written methods a challenge, yet who wish to show a deep understanding of concepts.</p>
Collage	<p>Provide the class with plenty of resources to produce a collage: newspapers, magazines, booklets, printed images etc. Ask children to use the resources to create a collage which represents a particular theme: evil, love, creation, crucifixion etc.</p> <p>Scissors are not always required as the act of tearing materials can be part of the process, and the rough edges can be symbolic.</p>
In the gallery	<p>Give children a photograph or image related to religion e.g., a baby being baptised (Christianity), Friday Prayers (Islam), celebrating Hanukkah (Judaism), worship at the gurdwara (Sikhism). Ask children to imagine the image is being displayed in an art gallery (could use a display wall to create a gallery.) In pairs, come up with a title for the image which will help people looking at it to understand what it is about; and an entry for the gallery catalogue: this needs to give some information about the image and what it shows. They could also provide some question prompts that viewers could consider.</p>
Photo board	<p>Create a selection of photos/images related to a range of religions (or one particular religion) Give children pens and ask them to select the images that can be used to talk about a moral dilemma. Children can add speech bubbles or thought bubbles to the characters in the images to show how they might be feeling/thinking. E.g. David, who is Jewish, has been picked to play in the cup final on Saturday, which is the Sabbath and he is expected to be at home with his family; Ahmed, who is Muslim, has been invited to a</p>

	disco; he wants to go but his parents have reminded him to consider whether it will help him feel closer to God or not.
Digital Storytelling	Organise a visit to a local place of worship. Provide each child - or pair/group - with a digital camera/iPad and ask them to capture moments/areas from their visit that can retell their trip to those back at school. This could be done through chronology: sequencing the images from entering the door etc; the main focal points of the building, or images captured which capture awe & wonder for the children.
Sense Poems	<p>Provide a stimulus for the children, this could be a picture, video, speech or simply being outside somewhere. This can be done as individuals or in groups. Number each child in the group and allocate them a sense (hear, touch, smell etc) Once immersed in the location/video etc ask each member to think about the sense they have been allocated. At the end, ask the group to come together and share each sense. Use prompt sheets (available on workgroup) to create a sense poem. You can expand this beyond simply using the 5 sense and make it more spiritual with some prompts below:</p> <p>I saw...</p> <p>I heard...</p> <p>I touched...</p> <p>I felt...</p> <p>It made me feel...</p> <p>It made me wonder...</p>

Enquire	These activities should help to develop the children's ideas, understanding & questions through enquiry e.g., interviewing a visitor, analysing problems & speculating through questions.
Puzzling Questions	<p>Choose an intriguing object related to your class topic and place it in the wooden bag: Easter egg (Christianity); prayer beads (Islam) etc.</p> <p>Use closed questions to generate interest in the item without giving too much away. You could play 21 questions to narrow down what the item could be. Encourage questions from the children but the teacher can only answer yes or no.</p> <p>Explore how the children are feeling: frustrated, curious, helpless, excited etc.</p> <p>This can go on as long you like, revealing clues as to the religion, where it might be kept etc, allowing children to come and feel inside the bag etc until someone guesses correctly.</p>

Probing Question	<p>Provide a challenging question, one that could be interpreted different by different people, one that could cause debate/controversy. Some examples can be found below:</p> <ul style="list-style-type: none"> - What is more important: love or freedom? - If God exists, why is there suffering in the world? - What makes someone a good human being? - How do we know that we are experiencing the world as we should be?
Envoys	<p>This works for an activity when children have worked in groups. Once the group work has been completed, one person is chosen to be an 'envoy.' The envoy moves to another group to explain and summarise the findings of the first group & to find out what the new group has decided/thought/achieved. Envoy can then return to original group and report back so that their group hears a different selection of thoughts/opinions.</p>
Visitors into school	<p>Invite a visitor into school linked to a topic that you have been learning about: Imam (Islam), Reverend (CofE), Guru (Sikhism) etc. Ensure children are given time to prepare meaningful questions beforehand. What is it that the children want to learn from the visitor? Is it about their religion, their daily rituals, their beliefs etc?</p> <p>Have a mix of open/closed questions and ensure children can articulate their questions accurately. Following the visit, make sure children have chance to reflect on the day: what have they learned, has anything surprised them, is there anything they want to explore further?</p>
What really matters?	<p>Tell children a religious story such as Holy Week (Christianity), set up a table with 5 - or any given number - of objects, some linked to the story (palm leaves) & some that are not linked (a stapler) There are a number of ways this activity can be carried out:</p> <ul style="list-style-type: none"> - Play Kim's game by removing 1 object at a time & see if children can remember the missing object. - Ask children if they had to pair the objects up, which would they choose and why? - Can children identify the objects that are not linked to the story - but be open to ideas about how they could link (Jesus having a crown of thorns stapled to his skin etc) - If you had to narrow down the number of objects to 8, 6, 4, 2 etc which would you keep and why?

Reflect	Children should be provided with the chance to critically think, reflect, and question their own beliefs, thoughts and values. Children should consider their place in the world and reflect on the things that make them feel spiritual.
Bubbling speech...bubbling thoughts	Show children pairs of images that have something in common e.g., a girl reading the bible in school & a priest reading the bible in church; a boy reading the Torah (Judaism) & a boy reading the Qur'an (Islam); parents watching their baby being baptised & a father whispering call to prayer in the ear of his new born baby (Islam)
Reflection Alley	<p>Set up the classrooms so that there are 2 parallel rows of seats with enough room for someone to walk down the middle. Present the class with a dilemma arising from what they have looked at in class:</p> <ul style="list-style-type: none"> - What should the soldiers who was ordered to crucify Jesus do? - Can a case be made for euthanasia? - Is violent protest ever justified? <p>Choose one child to walk down reflection alley. One side of the alley should be offering positive advice to the walker, and the other side should be offering alternative thoughts to consider (like Jekyll & Hyde)</p> <p>At the end of the alley, what has the walker decided? What influenced their decision?</p>
Wall of Wisdom	At the end of a lesson/topic give children a few moments in silence with their books to reflect on their new knowledge/skills/learning. What questions do they still have? What new knowledge have they acquired? What skills do they now possess? Record these on pieces of card to display on the wall, allow the opportunity for other children to add comments to the card on post-it notes throughout the term.
Paper & Pen	This task is ideal for topics where children may not be comfortable sharing with other children: biggest fear, challenges, what makes you sad etc. Ask each child to write a response on some paper which is then folded up and placed into a box. Class teacher to select from the box and read the anonymous statement aloud. Allow the children in class to offer advice, ideas, thoughts, and wisdom in response to the shared statement. Repeat this several times so that children have the opportunity to reflect on the worries & concerns of others.

Talk	Children should have the opportunity to express their ideas, understandings, and questions through talk. This can be through discussion, debate, dialogue, and group work. Try to encourage (but not insist on) use of religious language to express their thoughts. Ensure that children feel that classroom is a safe space where their thoughts, whatever faith they may be, is respected and valued.
------	--

Box Story	<p>Ask children to draw a picture from a faith story that they have looked at on each side of a cube (resource sheet is available on the work group) This activity could also be done digitally by copying & pasting the images onto the PDF cube sheet. Each face of the cube should feature 1 or 2 words. Children to throw their cube to someone else who must tell the story of the face of the cube which they find. Stories could include things such as Genesis 1 (creation) Hanukkah (Judaism) Birth of Guru Nanak (Sikhism)</p>
Can of worms	<p>Write a series of questions for discussion on a particular theme on slips of paper and put them in a jar or box. Pass the jar around the group and ask children to take a question and respond to it., Prompt children with question starters to generate conversation:</p> <ul style="list-style-type: none"> - I feel (angry/sad/relieved) when... - My idea of heaven would be... - My hope for my/someone's future would be... - If I could ban one thing from the world it would be...
Snowflake	<p>Give each child a snowflake drawing (resource available on the workgroup) on the end of each line provides a statement linked to religion:</p> <ul style="list-style-type: none"> - Following God will bring happiness - People who are religious are more peaceful - Praying is the only way to get what you want - There is no proof to explain religion exists <p>This can be altered to reflect the unit you have been looking at in class.</p> <p>Ask children to put an X along the spoke to illustrate how strongly they agree with the statement; the closer to the end the stronger they agree, closer to the centre, the less they agree.</p> <p>Get children to join up the Xs they have plotted to make their own unique snowflake. This can then be used as a basis for discussion with others whilst comparing how their snowflakes look.</p>
Hot Air Balloon Debate	<p>Imagine you are crossing the ocean in a hot air balloon with 8 'companions' - at this stage these could be people or emotions. Halfway across, the balloon starts to lose height and you are forced to lower the weight inside. You must first throw one companion overboard to maintain height.</p>
Debate	<p>Provide children with a carefully worded motion for debate:</p> <ul style="list-style-type: none"> - Is it money alone, or the love of money that is the root of all evil? - Are prayers ever actually heard or answered? - Some religions are less peaceful than others.

	<p>Allow time for children to form their own opinion, perhaps make some notes on their opinion to support them in the debate. The debate can be formed of 2 or 3 sides, each side holding a different perspective on the question. Try to encourage as many children as possible to have the opportunity to speak as this is where the spiritual development is most likely to occur.</p>
--	---

Think	<p>Thinking deeply allows children the opportunity to develop, synthesise and solidify their ideas, understandings and questions in B&V. Children should be given extended thinking time, periods of quiet reflection, perhaps with prompts where they can develop thinking skills which can then be used within other areas of the spiritual curriculum. Growth through thinking is not always easy to spot and therefore children should be given explicit opportunities to reflect on how they are feeling spiritual during moments of thought.</p>
Zebra Board	<p>Put together 3 pieces of paper (left is white, middle is grey, right is black) and then provide children with statements/cards that require children to consider:</p> <ul style="list-style-type: none"> - All Sikhs wear a turban - Jesus had the power to be cruel - Meat eaters undo the sacrifice of vegetarians so therefore vegetarianism is pointless <p>Ask one child to come and place a card on the zebra board, explaining their choice. Ask the next child to place a new card on and to move the 1st card if they hold a different opinion, but they must justify their reason why. Repeat this until all children have had a chance to move a card on the zebra board and providing them time to discuss their thoughts.</p>
Pictures from memory	<p>Choose a picture that is relevant to your unit of study. Organise children into groups of 4 or 5 and explain that they are going to reproduce the image using a series of 5 second exposures.</p> <p>Allow the class to observe the image on the board for only 10 seconds and then hide the image again. Without talking, ask children to begin to recreate the image. When children feel they can't remember the image anymore, invite them to observe it again for 10 seconds, then to return to the seat and continue. Repeat this process a maximum of 3 times. This will force the children to focus on a new part of the image each time, they may have to use prior knowledge to fill in any blanks they can't remember from the image. You can also invite children to share what they can remember with their group "Do you remember what was in the top right-hand corner?"</p>

Target Board

Provide children with a target board of 5 concentric circles labelled: essential, very important, important, quite good & not very good (going from inner most to outer most circle.)

Provide children with a series of statements drawn from a religious faith/belief. In pairs, children to discuss each statement and place it on the board, justifying their decision as they do so. Only 1 card can be placed within each circle, so decisions must be well thought-out.

A good extension to deepen thinking for this activity is to get children to create their own statements to test their knowledge of a religion/belief or even a moral dilemma.

All living being should be treated equally. Everyone has a responsibility for other people. You should always forgive people that do wrong by you. Criminals deserve a second chance. Racism should be punished with prison.,