

**Bakewell Methodist Academy**  
 Spiritual Development Strategy

We strive to develop relational awareness. This means developing a relationship with:-

- Self
- Others
- The environment
- Beyond

<b>Spiritual Development- Self</b>	
<b>Milsetone 2</b>	<b>Milestone 3</b>
<b>Encounter: Learning about life : providing openings for spiritual development through an exploration of identity and personal values.</b>	
PSHE Good to be me – understanding emotions and controlling them. Stilling activities such as ‘Problem in a Puddle’ from Stilling	PSHE Going for goals – identifying strengths and weaknesses. Resilience – recovering from mistakes. Creating spiritual pictures: e.g. entering Spirited Arts competition
<b>Reflection: Learning from life: understanding an inner meaning of self-identity-critical reasoning and big questions.</b>	
What are feelings? Don’t we deserve to be happy? What should I do about right and wrong? What do I deserve in life? Who should I look up to? What type of person do I want to be? What difference does being loved make? Is belief in something important? What rights do I have?	Should you respect yourself over all other things? Where does your identity come from? Does more mean being happier? Is my understanding self a selfish concept? Are the opinions of my friends important to me? Are my beliefs important?
<b>Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</b>	
The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Can set goals for my work and behaviour that will help me to progress	The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the ‘inner self’. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally. Can explain my opinions.



<b>Spiritual Development- Others</b>	
<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others</b>	
<p>PSHE Developing positive behaviour towards others. SEAL 7: Changes – how influence can be both positive and negative. The importance of decision making. Engaging with parables and the teachings of Jesus i.e. Good Samaritan/ Sermon on the mount Reflection</p>	<p>PSHE Going for goals understand other people’s views Learning to get on with different types of people. Changes learning to accept different opinions and beliefs</p>
<b>Reflection: Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions</b>	
<p>Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them? Will we ever live in a world without fighting? What responsibilities do I have for others?</p>	<p>Is it better to please oneself first; or others? Why do people have to suffer? What is pain? Is there such a thing as a bad person? What is worth striving for? Why isn’t life always fair? Is being fair always that right thing to do? Does more mean being happier?</p>
<b>Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions</b>	
<p>Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions.</p>	<p>growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships</p>

<b>Spiritual Development- World and beauty- our environment</b>	
<b>Milsetone 2</b>	<b>Milestone 3</b>
<b>Encounter: Learning about life : providing openings for spiritual development: challenging experiences of beauty.</b>	
Art Music Science Geography Exploring diversity within the created world environments; Natural world DVD	Art, Music, Science Geography How have we made Gods world ugly? What can we do? Explore through stories like the man who planted trees by Jean Giono Plan and design a spiritual garden for the school
<b>Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions</b>	
How do we know we've found all the colours in the world? What season do you feel most reflects your personality What is the difference between hearing and listening? Should we try to tame nature? What does it mean that beauty is in the eye of the beholder? What would it be like without seasons?	What is a perfect world? Why is there ugliness in the world? Can you love something that is ugly? Why do you like certain types of music? What response do you get when you look at a piece of art? Is beauty something that you can learn, or do you just have to feel it? What is the point in being creative?
<b>Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions. Being moved emotionally by beauty.</b>	
Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.	Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.
<b>Spiritual Development- Beyond</b>	
<b>Milsetone 2</b>	<b>Milestone 3</b>
<b>Encounter: Learning about life : providing openings for spiritual development -a growing appreciation of the intangible – truth, love</b>	
Science – life processes Exploring children's stories that deal with death ie Heaven by Nicolas Allen / Badgers Parting Gifts by Susan Varley Explore Symbolism of The Lion the Witch and the Wardrobe. Visiting different churches comparing senses of worship.	RE - Easter RE - Beliefs and questions RE - Journey of life and death: what difference does belief in life after death make? Creating Spiritual pictures to express ideas about God. -Reflecting on Death rituals connected with Christian and other traditions. Visiting or Church and the Parish Church- exploring senses of worship
<b>Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions</b>	
What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things, like earthquakes, have to happen? Which is stronger – love or hate? Is it good that scientists can't explain everything? Why are there religions? What is beyond the universe?	Do we come back after death as a different being? Is there life after death? Where do our spirits go when we are dead? Do we have a soul? If so, what happens to it after death? Why do we love? What lasts



	forever? What is unknowable? What else is there to discover? How do we know what we don't know? What is worth dying for?
Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.	
Understand what big questions are. Be able to explain imaginative responses to questions of meaning.	Can generate big questions. Begin to express personal responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question