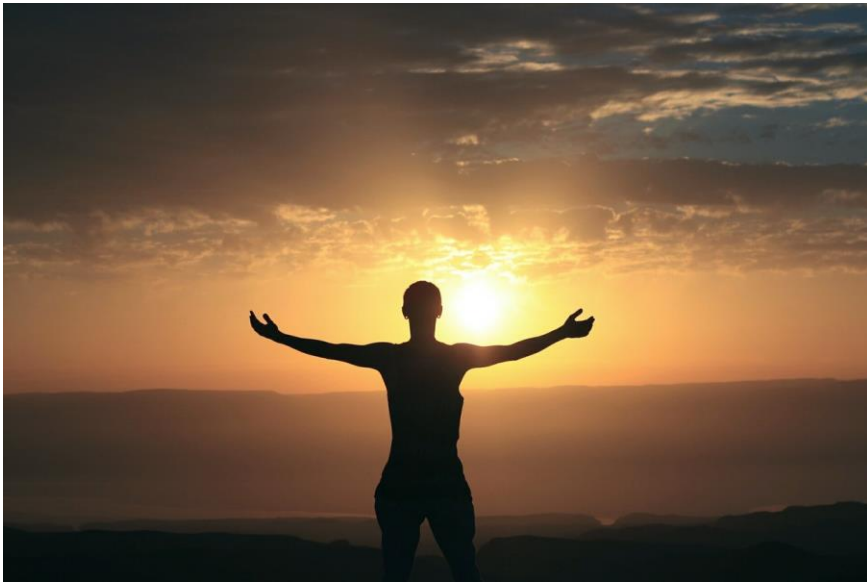


What is Spiritual Development?



The spiritual development of pupils is shown by their:

- **ability to be reflective about their own beliefs** (religious or otherwise) and perspective on life
- **knowledge of, and respect for, different people's faiths, feelings and values**
- **sense of enjoyment and fascination** in learning about themselves, others and the world around them
- **use of imagination and creativity** in their learning
- **willingness to reflect** on their experiences





There is no canopy in the lush rainforest, without strong trunks and branches. This is critical in planning effective schemes of work and delivering great lessons in real classrooms.

There is a huge risk in becoming excessively reductive and linear, overly blinded by the reassurance of science-like research findings, when the processes we are dealing with are much more organic, unpredictable and non-linear.

Real life is more rainforest than plantation. For example, even though research might lead us to believe that knowledge-rich teacher-led instruction is hugely powerful, it's a mistake to assume that this mode of teaching must replace all else. It's much more subtle than that.

Tom Sherrington, *The Learning Rainforest*

Most spiritual growth will happen using one of these:

❖ Stories and meanings

❖ Moments of silence and stilling

❖ Symbols and imagery

❖ Festivals and celebrations





Creating Spiritual Moments

Ideas developed by Liz Mills

Windows- experiences, awareness, learn about life

Mirrors- reflection, meditation, learn from life

Doors- response, growth, creativity, learning to live

Spiritual Moments: Windows

Windows give students opportunities to become more aware of the world. This is a time for awe and wonder, and to think about things that challenge their thinking too.



Your local community is a wealth of 'window' opportunities.

visitors and visits



Grateful thanks to Jas Singh, Harkirat Singh, Impact Bedford and Harry Bibring, Holocaust survivor

Visitors and visits (DIY!)



If you can't get to a place of worship or get a visitor in, create it in your classroom!


Contact people of faith

The screenshot shows a web browser window with the URL `pof.reonline.org.uk`. The page features the RE:ONLINE logo, which consists of a colorful circular graphic and the text "RE:ONLINE THE PLACE FOR EXCELLENCE". Below the logo is a navigation menu with "Email a Believer" selected. To the right of the menu is a search bar labeled "Search People of Faith".

The main content area is divided into two columns. The left column, titled "Previous questions", lists various faiths: Baha'i, Buddhism, Christianity, Hinduism, Humanism, and Islam. The right column, titled "Email a Believer", contains the following text:

Here you can email your questions to any or all of our team and ask them about their beliefs and how these affect the way they live. Simply click on the email address of the person you'd like to contact, **introduce yourself with a few words about who you are and why you are writing, ask your question**, and they'll get back to you as soon as they can.

Baha'i – Debbie Tibbey

 I came across the Bahá'í Faith when I was 18 years old and, drawn by its very clear teachings on equality, unity and peace, have been a Bahá'í ever since. After an almost 30-year career in primary education, I am now a tutor and learning mentor for young people with extra needs on a care farm in rural Dorset.

The browser's taskbar at the bottom shows the Windows logo, a search bar, and several application icons. The system tray on the right indicates the time as 22:22 on 21/01/2020 and the language as ENG.

Take them outside to be with nature. E.g..Tree cathedral, Milton Keynes



Nature



Stilling and stories



Thanks to Sue Phillips, Theatre of Learning

Knife angel

The Knife angel is an 8 metre sculpture made of 100,000 blades handed in to police across the country. Messages from families affected by knife crime are engraved on its wings.



Real life news



Azerbaijani painter and decorative artist Tünzale Memmedzade has transcribed the **Qur'an** onto transparent **silk** pages

Beauty and art



Beauty of the world



Beauty of the world?





Music

“Me getting that No1 on the last day doesn't add up. I give it to God.” Stormzy



‘The power of art is that it can connect us to one another, and to larger truths about what it means to be alive and what it means to be human.’

Daniel Levitin, *This is Your Brain on Music: Understanding a Human Obsession*, Atlantic 2008.

Bach said that the reason he wrote music was ‘to create well regulated church music to the glory of God’



Artefacts

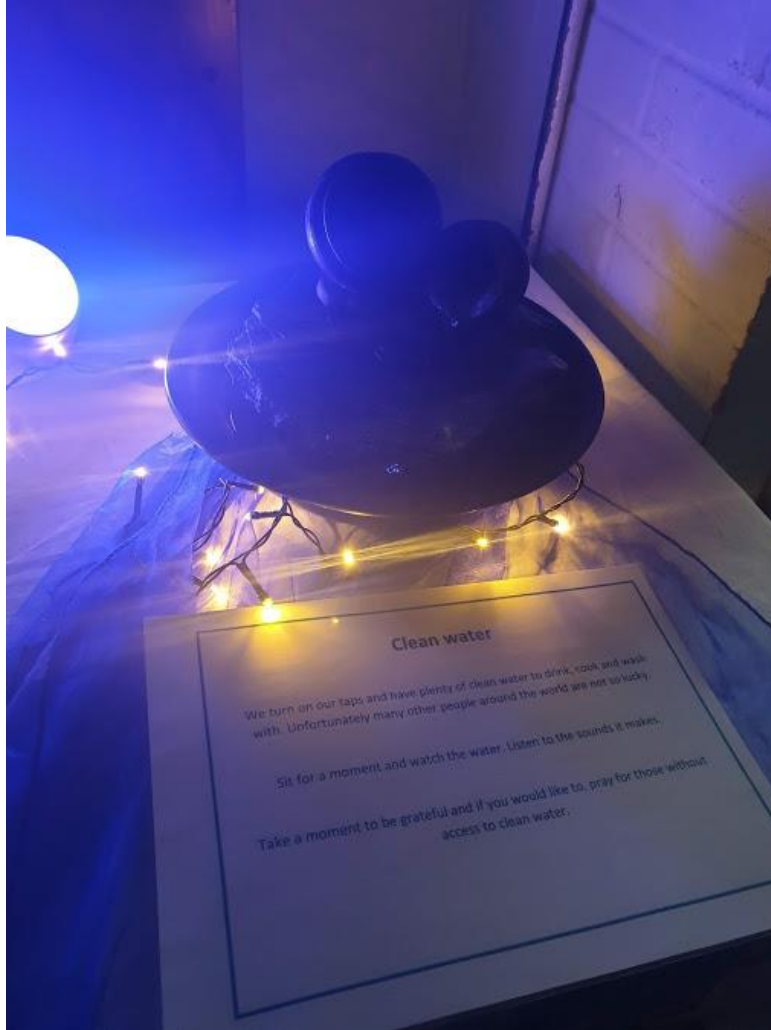
Artefacts provide a wealth of stimulus in spiritual development. (It's important that students understand the respect that they must be treated with, of course.)

Ideas:

- Mystery object- students have to guess the object, the religion, the meaning or how it is used in practice.
- Mystery bag- hide it in a bag to be passed around to guess.
- Set up a shrine. Students can research about or listen to the significance of the shrine in Hindu worship.
- Students can do a thinking skills activity- odd one out and why, for example.



Everyday artefacts



How much success have you had in the past with 'window' spiritual activities?

Which 'window' activity could you include in an upcoming lesson?

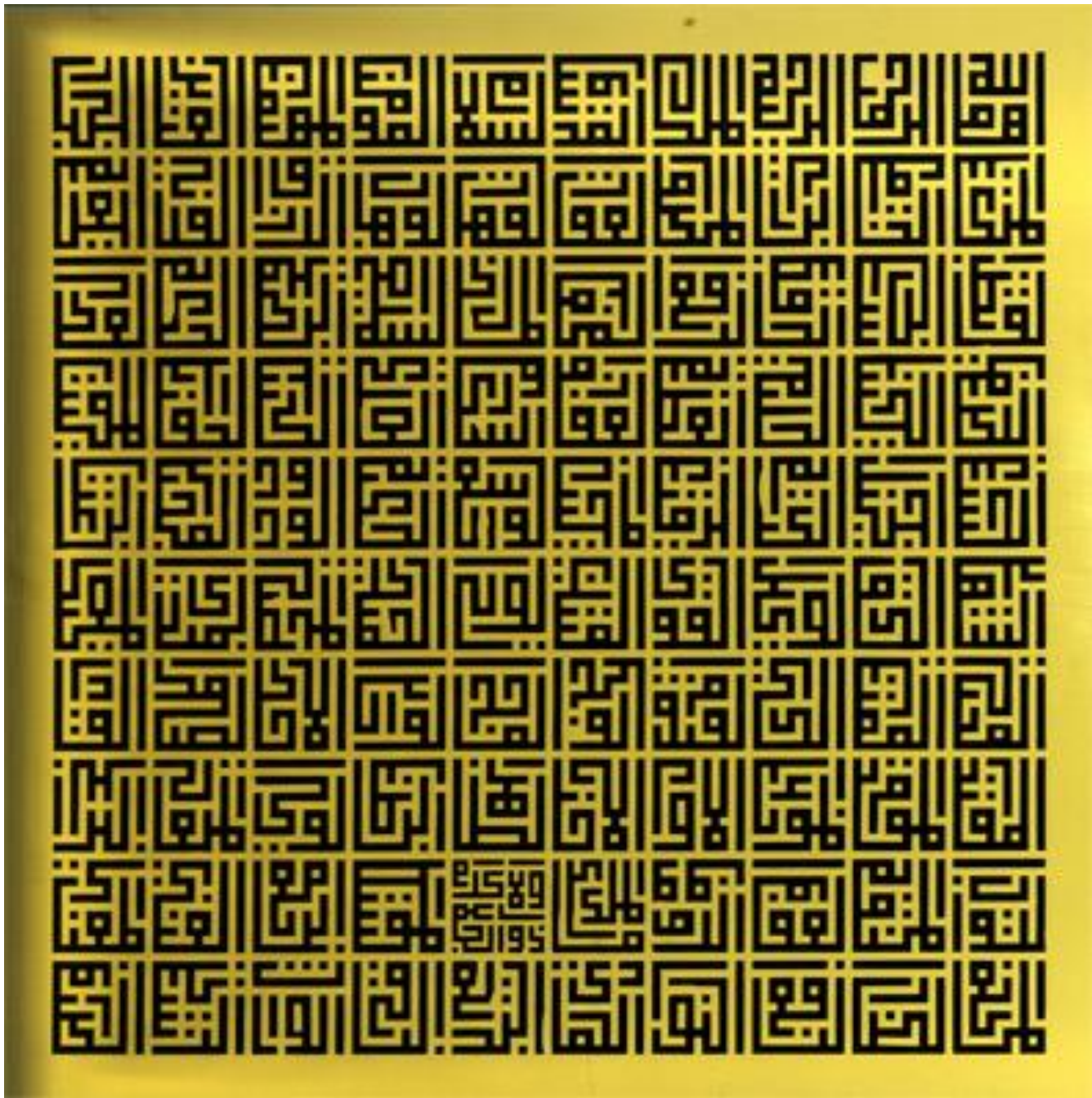
Windows give students opportunities to become more aware of the world. This is a time for awe and wonder, and to think about things that challenge their thinking too.



Spiritual Moments: Mirrors

Mirror activities give students opportunities to reflect on their own experiences. They have time to meditate on life's big questions and to consider some possible answers. They can learn from life by exploring their own insights and perspectives and those of others.





What could
this be?



“I have worked with the concept that “we are created in the Image of God” and that the 99 names or attributes of God are reflected within us. So when the viewer looks at the “99 names”, he/she sees the Self reflected in the mirror, and is reminded of the 99 attributes within one’s own Self.” Yasmin Kathrada

Reflective exercises

*Reflection is a key skill. Students pause to think about feelings, experiences, beliefs and lifestyles.

*They can begin to question meaning.

*Reflective exercises (this is not the same as evaluation and often confused) get students pondering personal thoughts without needing them to evidence an argument.

*A stimulus (images, artefacts, sounds, videos, stories, music) is needed.

*Beware of triggers (safeguarding)



Asking big questions



Big questions

Some students can only think about themselves! Give them opportunities to think about questions which have no right or wrong answers.

E.G. Is it better to try and fail or not try at all?

Right and wrong- who decides?

Do we have choice?

Question on morality, environmental issues, forgiveness etc.

Reflecting on their place in the world. Encounters.

If pupils haven't done that in primary- they may not have had a chance to think deeply.

Reflective wall

Time to respond to big questions on post its/ write on tables/ stickers

What is truth? What is love?

How do you know what country they come from?

How do you know? What's the evidence?

Tell me why?

Reflective wall



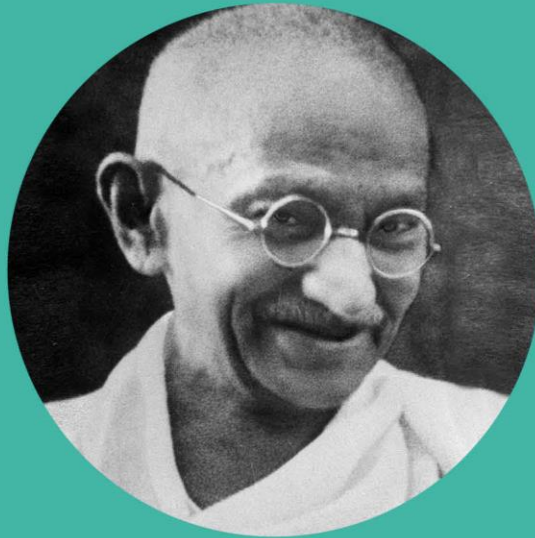
thing as lying
equality
To keep animals
Everyone should be treated the same
School is shorter and starts later
(I need my sleep!).
no paying.
Women
Nice
Everyone is treated nice no matter if they have a disability or a disorder.
No Murder!
Everyone is equal things for black and white.
Everyone would have food
Everyone is treated and respected for who they are.
No war
Only peace
Share food and water etc.
No crime
No killing
give food to the poor
TASER
all the horrible things that happen
No crime
no killing

Silent debate

Excellent for differentiation- pupils go around silently and reflect and respond to a stimulus. High challenge, low stakes.

- Write statements for pupils to respond to
- Show images to get them thinking
- Give statistics to reveal information
- Share quotes or scriptures to promote deep thinking

Examples provided



“Prayer is not an old woman’s **idle amusement**. Properly understood and applied, it is the **most potent instrument of action.**”

Mahatma Gandhi

OUR FATHER WHO ART IN
HEAVEN
HALLOWED
BE THY NAME

THY *KINGDOM* COME • THY *WILL* BE DONE
ON *EARTH* • AS IT IS IN *HEAVEN*

GIVE US THIS DAY OUR
DAILY BREAD &
FORGIVE US OUR *DEBTS* AS WE
FORGIVE OUR DEBTORS &
LEAD US NOT INTO
TEMPTATION BUT
DELIVER US FROM *EVIL*

FOR *THINE* IS THE **KINGDOM**
AND THE **POWER**
AND THE **GLORY**

FOREVER and *EVER* AMEN

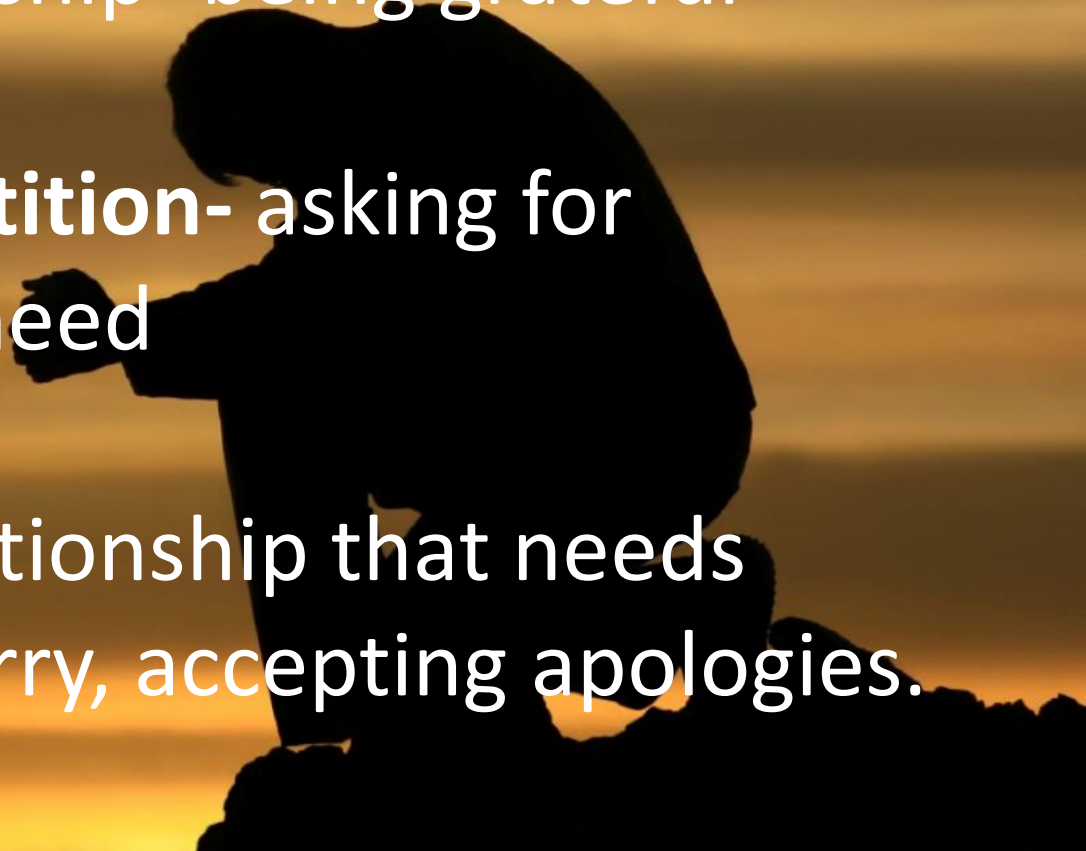


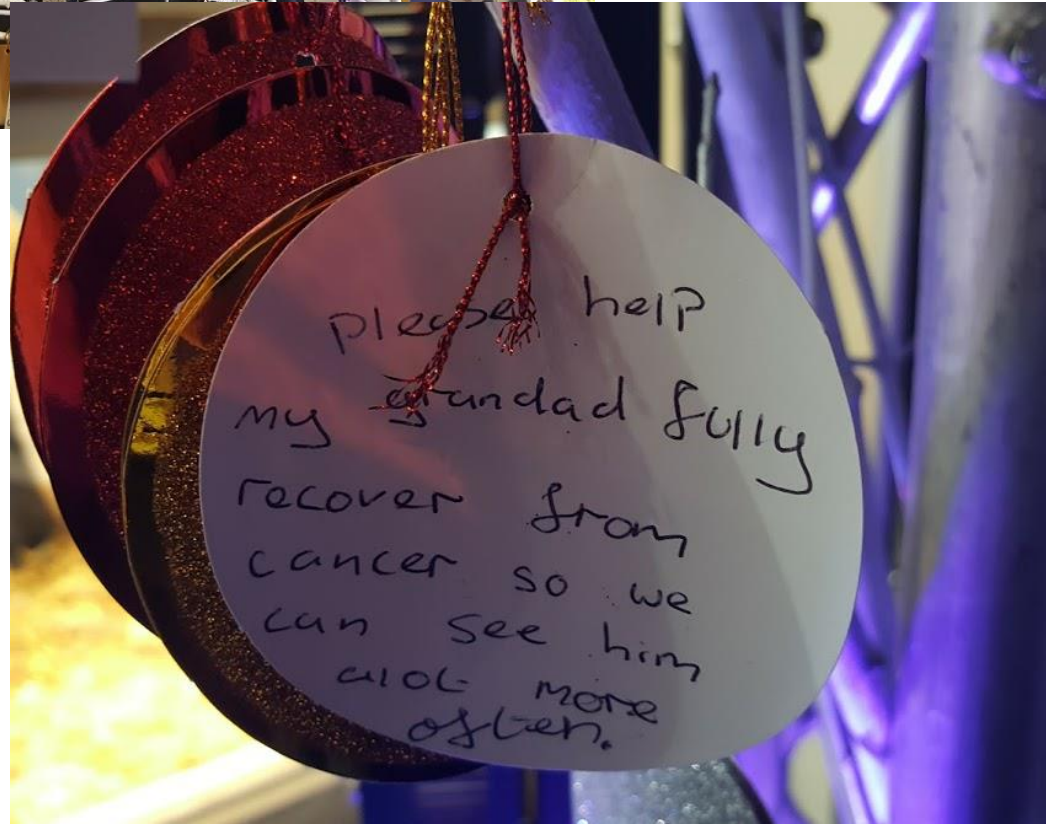
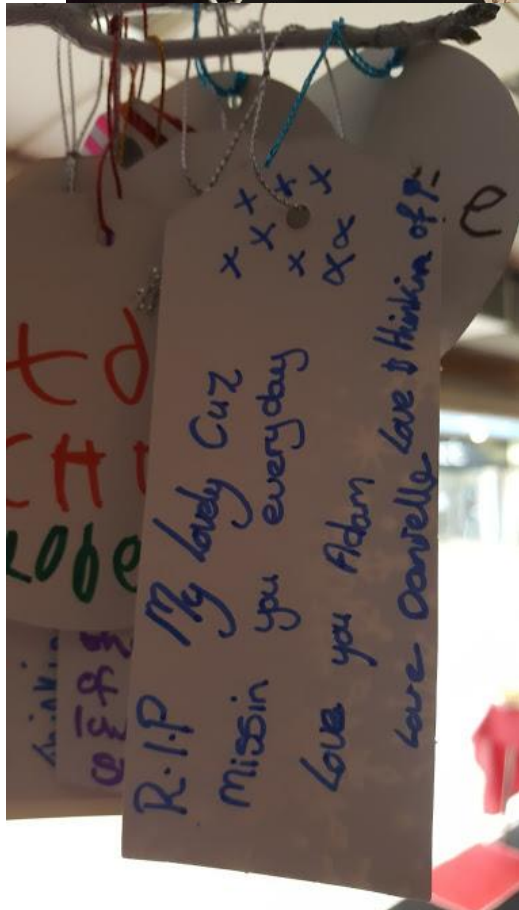
Prayer: How do people feel when they pray?

Worship- 'worth'ship- being grateful

Supplication/ petition- asking for something they need

Forgiveness- relationship that needs healing, being sorry, accepting apologies.







Shahadah



What would you have liked your parents to whisper in your ear when you were born?

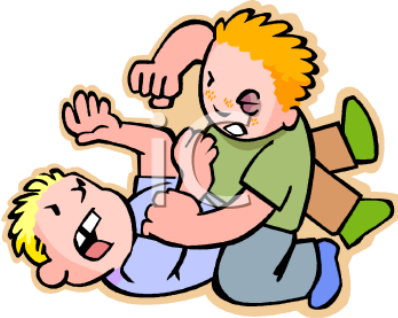
What would you like to shout from the rooftops?



Using art



Conversion



Think about something you've thought that's wrong; something you've said that's hurt someone; and something you've done that's caused hurt.

How might someone feel if they have been forgiven?

What might make someone turn their life around?



Reflection time/ experiential learning

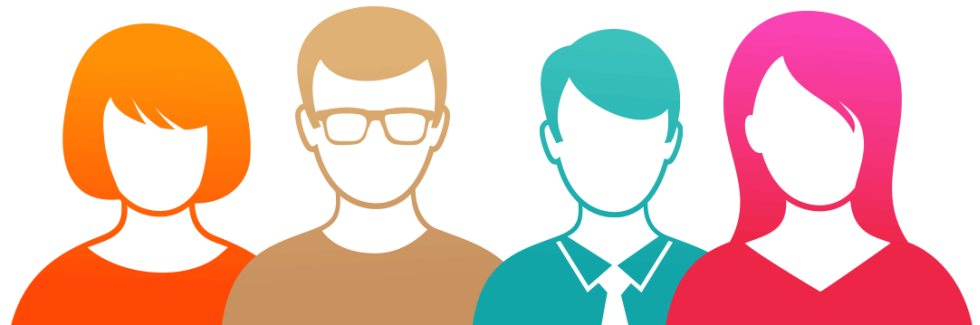


Experiential learning makes religion very much to do with students (even those who do not have a faith).

It allows students to have an experience, not one that is coercive, but something which allows pupils to experience something parallel to a ritual, tradition or worship of the world's religions.

How can you incorporate a 'mirror' activity into a lesson this half term?

Mirror activities give students opportunities to reflect on their own experiences. They have time to meditate on life's big questions and to consider some possible answers. They can learn from life by exploring their own insights and perspectives and those of others.



Spiritual Moments: Doors

Door activities allow students opportunities to respond to their experiences. They put into action what they believe and value.

They can do something creative as a means of expressing and further developing their thoughts.

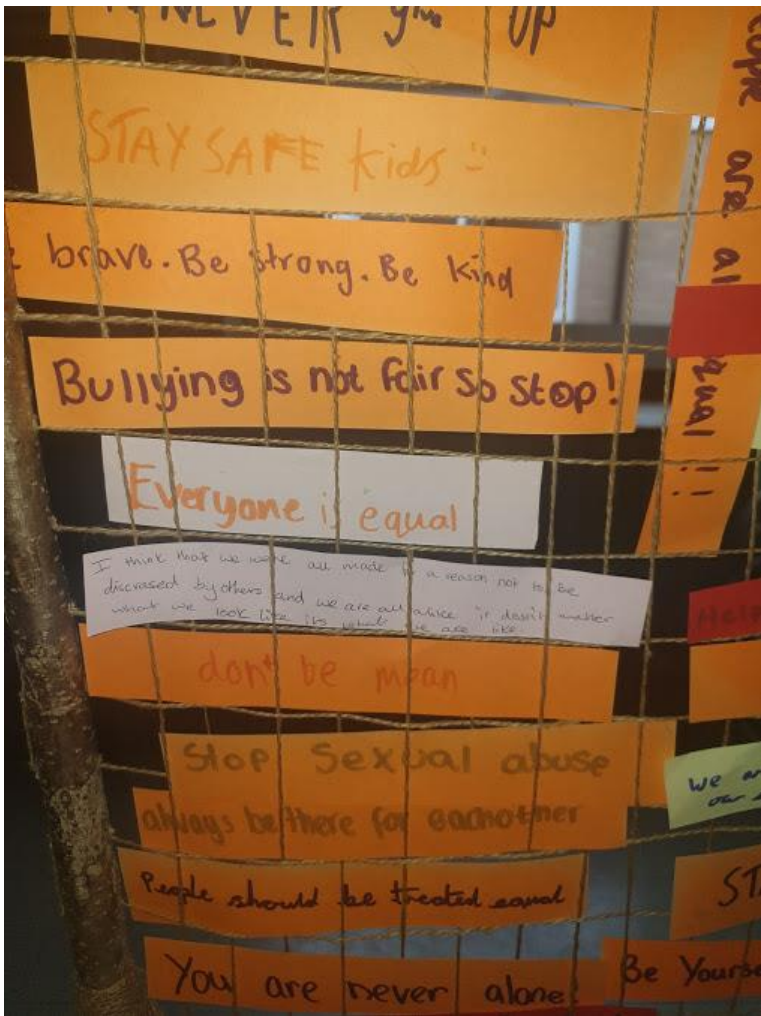


breathing mystery



The blue dots are now
moving crazily back and forth.
Take **SLOW** breaths in and out and,
after some time,
the dots will follow your breathing !
They will move one way
when you breathe in slowly,
and move the other way when you
breathe out slowly !

Create messages of hope



Messages of hope

Always believe in your self.

You deserve to be free

Everyone deserves to be free you are worth something

A human is priceless

You are worth more than they could ever buy you for.

Everyone should should have freedom!

and even if its bad
Hope
always have hope

Bought and Sold

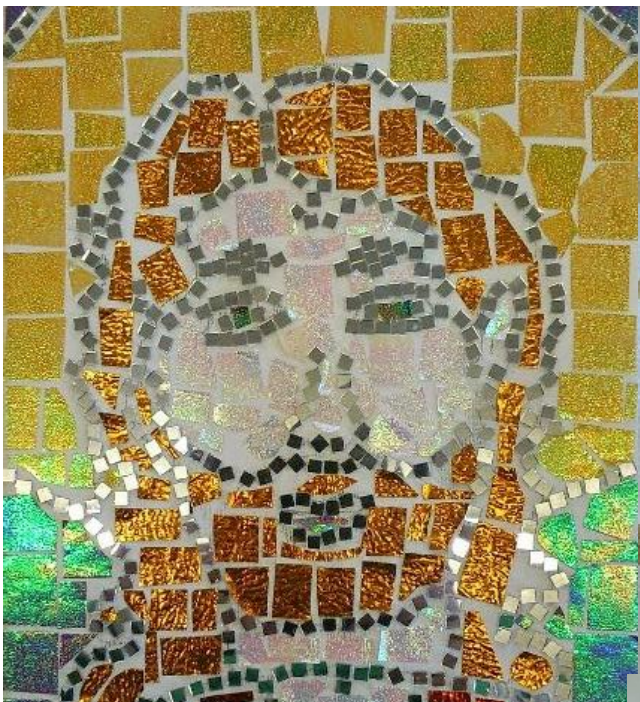
More than 1.2 million children are bought and sold against the year. This is called 'human trafficking'. These children are taken and families and forced into forms of slavery, usually in other

How much is a human being worth?
Is it OK to buy or sell a human being?

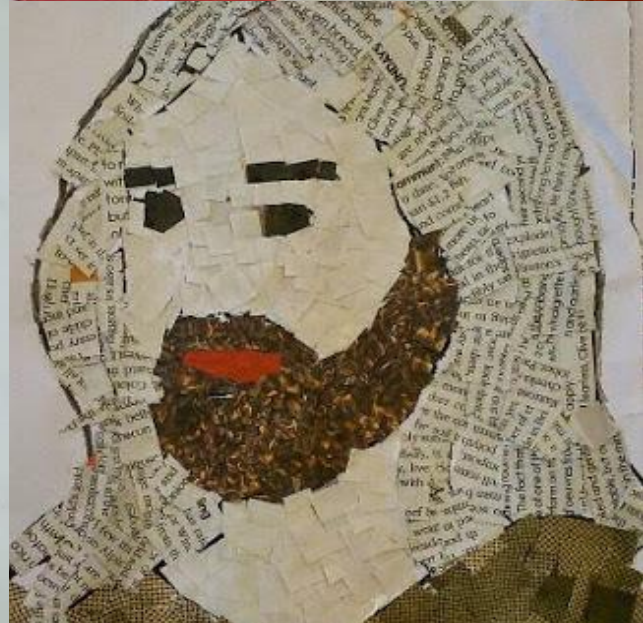
If you want you can write or draw a hope, wish or a prayer on the price tags for people who are being bought and sold into slavery

Just be your self and don't let people take you

Everything will be ok in the end!

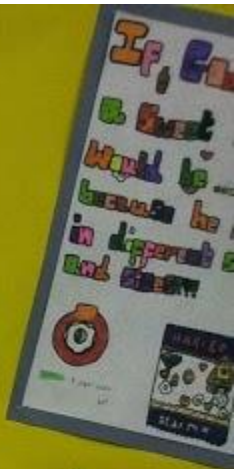


Get creative





Get creative



...a character...

If God were...

...a flower...

...a shape...



In our year 8 E4L lessons, we have been studying views about God. Here are some metaphors about God that we have created.



...a car...



...a colour...



Creative responses



Drama: Reimagine a scene

Put a character or religious leader in new circumstances

e.g. What if Jesus came to town?
What if Guru Nanak visited our school?
How would Mother Theresa react to that news piece? What might Gandhi say about that situation?

Transfer skills and knowledge, but brings in imagination and speculation.



Do you allow time for students to respond and express themselves in creative ways?

How can you plan for a 'door' activity into a lesson this half term?

Door activities allow students opportunities to respond to experiences. They put into action what they believe and value. They can do something creative as a means of expressing and further developing their thoughts.



8 more tips for creating spiritual moments

1. Get outside

Love being in nature/ creation, psalms, use natural items like stones, flowers, tree cathedral

2. Solitude/ silence

Sacred space (reflective space) fasting something as a class. Host a prayer space.

3. Use all the senses

Moved by sights, sounds, smells e.g. incense, candles, art, music

4. Mindful RE

Debate, p4c, connections with the news

5. Through rituals

Creeds, liturgy, book of remembrance

6. Use symbols

Symbols get pupils thinking deeply- water, fire, roots, seeds etc.

7. Worship, music and prayer

Listen to music, meditate, sing, Christingle, re-enacting stories

8. Create Art

Mindful Colouring, mandalas, create new pieces or recreate existing ones

