

## **Spirituality: Pupil Behaviours (Paddling, Snorkelling, Diving)**

<b>Paddling</b>	<b>Snorkelling</b>	<b>Diving</b>
<ul style="list-style-type: none"> <li>• May be very literal</li> <li>• May seem closed off to the spiritual aspects of life</li> <li>• May have a bias towards one of the key relationships (self, others, nature, God) and/or appear closed off to another</li> <li>• May ask very simple, almost 'obvious' questions</li> <li>• Predominantly borrowing metaphors for spiritual expression from other people</li> <li>• Doesn't willingly volunteer insights into their own spirituality</li> <li>• May reject opportunities for spiritual development</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to ask questions about spirituality</li> <li>• Shows signs of curiosity regarding this aspect of their life as a human being</li> <li>• Some interest in all 4 of the key relationships (self, others, nature, God), though bias may still be detected</li> <li>• Asks thought-provoking questions sometimes</li> <li>• Shows curiosity for spiritual ideas and opportunities</li> <li>• Beginning to use own words to describe their own spirituality, whilst also borrowing metaphors from others/uses whole school language</li> <li>• Beginning to share insights into own spirituality</li> <li>• Responds positively to opportunities to develop spiritually</li> <li>• Makes some connections with spirituality from Christianity and other religious worldviews</li> </ul>	<ul style="list-style-type: none"> <li>• Generally able to communicate in ways beyond the literal and simply physical</li> <li>• Very open to the concept of spirituality and appears to be actively seeking to develop this part of themselves</li> <li>• Appears to be balanced in spiritual development across all 4 key relationships (self, others, nature, God)</li> <li>• Often asks deep and thought-provoking questions</li> <li>• Often deep makes connections, using the curriculum as a springboard</li> <li>• Very curious about their own spirituality and spiritual development</li> <li>• Uses own words and has developed own metaphors for talking about their own spirituality, whilst competent in using whole school language also</li> <li>• Regularly and confidently shares insights into their own spirituality</li> <li>• Responds very positively and enthusiastically to opportunities to develop spiritually and actively seeks these out</li> <li>• Able to use the language of spirituality from Christianity and other religious traditions with growing confidence</li> </ul>