



# Spirituality at St Peter's CE Primary School



## Introduction

At St Peter's CE Primary School, we recognise that spirituality is an important part of the development of the whole child. Alongside academic achievement, we want every child to flourish personally, socially, emotionally and spiritually, within our Christian community. Our school vision, 'Through the teachings of God we Love Others, Value Everyone,' provides the foundation for how we understand and nurture spiritual development.

This document has been developed to provide a shared understanding of spirituality across our school and to support staff in recognising, planning for and nurturing opportunities for spiritual development. Spirituality is not a separate subject or something that happens only during Collective Worship; it is woven through the experiences, relationships, curriculum and everyday life of our school.

We recognise that spirituality can be expressed and experienced in different ways and that every child's spiritual journey is unique. Our approach therefore provides opportunities for children to wonder, question, reflect, make connections, develop a sense of meaning and purpose, and respond to the world around them. As a Church of England school, our Christian foundation is central to this work, while our approach remains inclusive and respectful of children and families from all faith backgrounds and those who hold no particular faith.

The document provides practical guidance for staff, including our Four Elements of Spirituality and the child-friendly Windows, Mirrors and Doors framework. These help us to ensure that spirituality is intentional, accessible and visible throughout school life. Most importantly, it aims to support children to recognise and articulate their own spiritual experiences and to understand how these can influence the way they live, learn and relate to others.

Through the teachings of God we

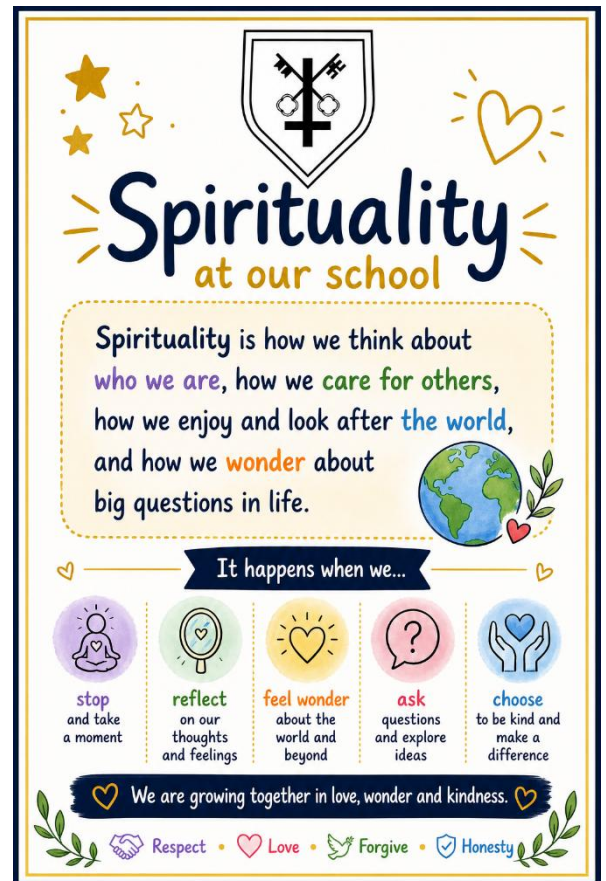
Love Others Value Everyone

## Link to our vision statement:

Our spirituality is the essence of who we are, nurtured by what life gives us and how we use the opportunities given to us. Our spirituality shapes our identity, our relationships and our connections to the world guiding and helping us as we seek to live our best lives and living life to the full.

## How we share this with the children:

We have created a child friendly version of our own definition and explanation of spirituality for the wonderful children at St Peter's.



## The four key spiritual relationships

### Four Elements of Spirituality:

The Four Elements of Spirituality provide a simple framework to help children and adults explore and develop their spirituality. They recognise that spirituality is about more than religious belief and can be experienced through our relationships, our connection with ourselves, our response to the world around us, and our sense of meaning, purpose and transcendence. The framework supports children to notice, reflect on and express moments of awe, wonder, curiosity, stillness, gratitude and connection. At St Peter's, it helps us to nurture the spiritual development of every child within our Christian vision, while respecting and valuing the different beliefs, experiences and perspectives within our school community.

### 1. Self (Inward)

- Who am I?

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- What makes me unique?
- How do I reflect and understand my feelings and beliefs?
- Developing self-awareness, identity, resilience and reflection.

## 2. Others (Outward)

- How do I relate to other people?
- How do I show love, empathy, forgiveness and compassion?
- Building relationships, community, respect and kindness.

## 3. World (Around)

- How do I experience awe and wonder?
- How do I care for the environment and the wider world?
- Developing curiosity, gratitude and appreciation of beauty.

## 4. Beyond (Upward)

- Is there something bigger than us?
- Big questions about life, faith, meaning and purpose.
- Exploring belief, faith, God and ultimate questions.

## Intentional Spirituality at St Peter's

At St Peter's, spirituality is **planned, intentional and woven throughout school life**, rather than being limited to Collective Worship or taught as a separate subject. We provide regular opportunities for children to explore **awe and wonder, reflection, curiosity, relationships, meaning and purpose**, through our curriculum, Collective Worship, prayer, RE, our Christian values and everyday experiences. Teachers intentionally identify opportunities within lessons and across the wider curriculum for pupils to pause, reflect, ask questions and make connections with themselves, others, the world and, where appropriate, God and the transcendent. Spiritual development is accessible to **every child**, regardless of their faith or background, and pupils are encouraged to express their own thoughts, beliefs and experiences with respect. Our spiritual approach is visible in daily school life through our values of **Love, Respect, Honesty and Forgiveness**, our relationships, acts of kindness, reflection spaces, prayer and opportunities to celebrate and respond to the world around us. In this way, spirituality becomes part of the lived experience of being a member of the St Peter's community, helping every child to **Love Others and Value Everyone**.

## A child-friendly way to explain this to our children at St Peter's

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- **Windows** – looking out in wonder
- **Mirrors** – reflecting on ourselves
- **Doors** – responding and taking action

## Windows, Mirrors and Doors – Supporting Children’s Spiritual Development

The **Windows, Mirrors and Doors** approach provides teachers with a simple, child-friendly way of helping pupils understand and develop their spirituality. It can be used across the curriculum, during Collective Worship and in everyday experiences to encourage children to **notice, reflect and respond**.

- **Windows – Looking Out:** Children are encouraged to look beyond themselves and notice the awe, wonder and beauty in the world around them. This might be through nature, art, music, literature, science, different cultures, acts of kindness or learning about other people's experiences.

Teachers can ask: *“What do you notice? What amazes you? What makes you curious?”*

- **Mirrors – Looking In:** Children are given opportunities to reflect on themselves, their feelings, experiences, values, beliefs and relationships.

Teachers can encourage children to consider: *“How does this make you feel? What does this teach you about yourself? What matters to you? How might this connect to our Christian values?”*

- **Doors – Looking Forward and Responding:** Children are encouraged to consider **how they might respond** to what they have seen, felt or reflected upon. This could involve making a positive choice, showing kindness, changing their behaviour, taking action or putting their values into practice.

Teachers can ask: *“What could you do differently? How could you help? How can you show Love, Respect, Honesty or Forgiveness?”*

This framework helps teachers to make spirituality practical and visible, without requiring every spiritual experience to be explicitly religious. It provides a common language across school and helps children to recognise that spiritual moments can happen through learning, relationships, experiences and the choices they make every day.

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