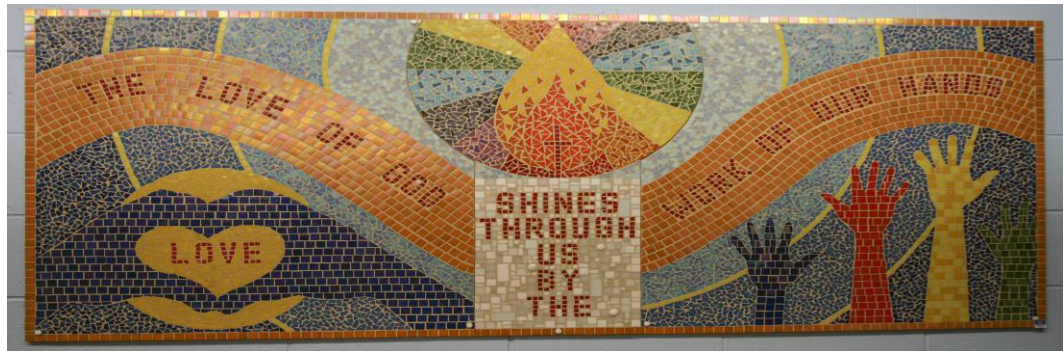


Norley CE Primary School



Spirituality Policy

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives.

You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

(Matt. 5:14-16)

Spirituality Policy

Spirituality is a powerful force that determines what we are and our self-understanding. It forms the basis for successful relationships and shapes our behaviour and outlook on life, others and the world around us. It can be understood from a child's point of view as ways of being with God and the ways God is with us.

Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences, which are of enduring worth.

At Norley Church of England Primary School, spirituality is expressed through our connection. A connection to:

- God and the Holy Spirit
- Something bigger than ourselves
- The meaning of life
- A deep sense of aliveness
- A deep sense of interconnectedness and relationship
- Our Shared Language for Spirituality – Windows, Mirrors and Doors
- At Norley Church of England Primary School, we have developed and intentionally use a shared language for spirituality: Windows, Mirrors and Doors. This language is used consistently across our school community and in our partnership with the church and wider community. It provides a common vocabulary through which children and adults can explore, reflect upon and articulate their spiritual development and experiences.

Our shared language enables spirituality to become an integral part of everyday school life and learning. It provides a simple but meaningful framework that encourages children to look beyond themselves, reflect on what they encounter and consider how they can make a positive difference in the world.

Windows – Looking Out

Windows provide opportunities for children to look outwards and see beyond themselves. Children are encouraged to explore and discover the world around them, developing a sense of awe, wonder, curiosity and appreciation. Through windows, pupils encounter different people, cultures, beliefs, perspectives, experiences and aspects of the natural world. They are encouraged to notice, ask questions, appreciate diversity and recognise that there is something bigger than themselves.

Windows can help pupils to make connections with:

- God and the Holy Spirit
- Other people and their experiences
- Different beliefs, cultures and worldviews
- The natural world and creation
- The wider community and the world beyond Norley
- The meaning and mystery of life

Mirrors – Looking In

Mirrors provide opportunities for children to reflect on what they see, experience and learn. Children are encouraged to consider their own thoughts, feelings, beliefs, values, experiences and responses. They are given time to reflect, be still and consider how experiences have affected or changed them. Through mirrors, pupils develop self-awareness and a deeper understanding of themselves and their relationships with others.

Mirrors encourage pupils to ask:

- What does this make me think or feel?
- What have I learned about myself?
- What might I believe or value?
- How has this experience affected me?
- How might someone else feel or see this differently?
- What can I learn from this?

Doors – Looking Forward

Doors provide opportunities for children to consider how they can respond and make a difference. Having looked out through the window and reflected through the mirror, pupils are encouraged to consider what they can do next. Doors represent opportunity, action, hope and responsibility. They encourage children to move from reflection to response and to recognise that they have the capacity to make a positive difference to the lives of others, their community and the wider world.

Doors encourage pupils to ask:

- “What can we do to make a difference?”
- This may be through an individual action, a change in behaviour, showing kindness, helping others, caring for creation, challenging injustice, strengthening relationships or taking action within the school and wider community.

The Windows, Mirrors and Doors framework therefore supports children to move through a cycle of:

LOOK OUT → REFLECT → RESPOND

This shared language is used by pupils, staff, governors, families and our church partners. It provides a consistent and accessible way for the whole community to talk about spirituality and enables children to recognise spiritual opportunities across all aspects of school life.

It is our aim that the children’s individual spiritual development is fostered as an important part of the range of learning opportunities and experiences they encounter as part of the curriculum, and that it permeates all strands of school life.

The Aims for Spirituality at Norley Church of England Primary School are:

- To provide a context of faith, security and loving relationships to support each child’s spiritual search (Partnership and Community).

- To foster the spiritual development of each child, regardless of age, sex, ability or cultural background (Self).
- To foster self-awareness and promote a feeling of self-worth (Self).
- To develop a set of values, principles and beliefs (Reflection and Stillness and Self).
- To develop respect and empathy for other people and their beliefs (Others).
- To foster a respect for different people's feelings and values (Others).
- To develop the children's enthusiasm to explore and learn through enquiry and first-hand experiences (World and Beyond).
- To enable the children to value the non-material dimension of life (World and Beyond).
- To foster reflection and stillness.
- To encourage imagination and creativity (World and Beyond).
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world (World and Beyond).
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition (Reflection and Stillness).
- To encourage prayer as a means of introducing children to Jesus, reinforcing their relationship with God so that children can communicate with Him directly in their own words and from their hearts (Reflection and Stillness).

Our Curriculum

Spirituality is not taught as a discrete subject, but is an integral part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

The following opportunities are made available in order to develop the spirituality of all learners:

- To explore values and beliefs, including religious beliefs, and the ways in which they impact on people's lives.
- To engage in enquiry and exploration as part of experiential, first-hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen.
- To reflect and respond to issues in moments of quiet or when inspired through music, art, text, film or artefacts.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and the exchanging of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which allow time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have the confidence to express ideas, views and opinions, even if others do not agree.
- To have time set aside for prayer and reflection.
- To contribute to and engage with the Reflection Area in each classroom in a meaningful way.

- To use the school's shared language of Windows, Mirrors and Doors to reflect upon and articulate spiritual experiences across different areas of learning.

Opportunities for spiritual development are promoted in all aspects of the curriculum and school life as well as during Collective Worship. Children become actively engaged in a curriculum which provides a wide range of experiential learning opportunities that enable them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others. Our shared language provides continuity between Collective Worship, RE, the wider curriculum, reflection areas, school life and our church partnership. This enables children to revisit and deepen their understanding of spirituality in different contexts and to recognise that spiritual development is an ongoing part of their growth and learning.

Windows, Mirrors and Doors Across the Curriculum

Our assessment system reflects our shared language for spirituality. Spiritual development is identified and recognised through our curriculum, enabling pupils and staff to make meaningful connections between spiritual development and cross-curricular learning.

The use of Windows, Mirrors and Doors adds meaning and depth to learning by encouraging pupils to consider not only what they have learned, but also:

Window – Looking Out:

What have I seen, discovered or learned about the world beyond myself?

Mirror – Looking In:

What does this make me think, feel, question or reflect upon?

Door – Looking Forward:

What could I do as a result? How could I make a difference?

This enables spiritual development to be woven naturally through the curriculum rather than being an additional or separate area of learning. For example, a child may encounter a Window through learning about creation in Science, use a Mirror when reflecting on human experiences through English or History, and identify a Door by considering how they can care for the environment or make a difference to others.

The framework is revisited across different subjects and experiences, allowing pupils to develop increasing confidence in using the shared language and to make increasingly meaningful connections between their learning, their own lives, their relationships with others, their faith and the wider world.

Through Windows, Mirrors and Doors, pupils are encouraged to become curious about the world, reflective about themselves and purposeful in their response. This supports our Christian vision that every child should “Be the light...”, encouraging pupils to recognise the light within themselves and consider how they can share that light with others and make a positive difference in God’s world.

In Order to Facilitate Spiritual Development



The organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is valued.
- Policies and ensuing practices are clearly seen to reflect the worth of individuals.
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly.
- All adults recognise the need to set good examples of mutual respect and considerate behaviour.
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff.
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated.

In Every Aspect of School Life We Will:

Develop pupils' ability to be reflective about their own beliefs and choices.

SELF

Give knowledge of and respect for others.

OTHERS

Adopt a sense of enjoyment, fascination and appreciation of others and the world around them.

PARTNERSHIP AND COMMUNITY

Give opportunities to use imagination and creativity in their learning.

WORLD AND BEYOND

Promote a willingness to reflect on their experiences.

REFLECTION AND STILLNESS

Spirituality Policy	
Review Frequency:	2 years or earlier if considered necessary
Reviewed and approved by:	Local Governance Committee
Date reviewed/approved:	25 th September 2026
Date of next review:	25 th September 2028