



Working together, Aiming High, Shining Brightly

'Let your light shine before others '

Matthew 5:16

Our federation values every individual enabling them to flourish, aim high and reach their full potential with a lifelong love of learning that will prepare them for their future. Through their experience with us, they will foster a resilient attitude towards challenge and demonstrate a desire to learn, the motivation to improve and aspiration to be a positive contributor to our community and global village.

We want our school and church to be beacons that shine far and wide, lighting up our region with the light of Jesus through our work, rest and play. By learning Christian Values, by listening to the teachings of Jesus and by following the examples of Jesus we say to every member of our Community 'Let your Light Shine'

Governors Committee:	Full Governing Board
Ratified:	7th December 2023
Next date of Review:	Autumn 2025

Spiritual Development Policy

Spirituality is the way in which we combine our thoughts and emotions to reflect, respond to, and seek to give meaning and purpose to the experiences that we encounter in life.

Windows, Mirrors, Doors

The windows, mirrors, doors analogy clarifies this meaning. We gaze out through windows onto the world, responding with our emotions and trying to make sense of what we see. We use mirrors to reflect on our thoughts and feelings, and how what we see through the window connects with our inner selves, and how we connect with what we see and understand. This becomes a spiritual experience when it transforms us and so we walk out through the door into life differently from before. For some, this spiritual experience leads to a sense of transcendence: in other words a feeling or belief that something exists beyond what can be directly seen. Christians would describe this state as God.

With the children, staff develop spirituality through the 'Window, Mirrors, Doors' model.



Windows are for looking at the world. It might encompass: becoming aware of the world through different subjects, awe and wonder 'WOWs' and the things that make us wonder 'why?'.



Mirrors are for looking into. Based on pupil experiences in school life, are they given the opportunities to reflect alone and together on life's big questions? Children are provided with the opportunities to reflect daily in worship and in our outdoor spiritual areas during the children's free time. Children participate in debates and reflections on big questions across subjects such as history, geography and in English. Children also participate in Philosophy for Children.



Doors are for going through. This could encompass responding creatively to what has been considered in art, music, literature. Pupils also have the opportunity to ask 'so what?' and to think about what they have learnt and will take forward into their lives and to think about the questions 'how have I been inspired and challenged?'.

Opportunities for enhancing the spiritual well-being of learners, including pupils, staff, governors and families, are developed in every aspect of our school life. Through our vision, "Let your light shine," (Matthew 5:16), we take delight in learning through a broad and balanced curriculum with

inspirational teaching and we are passionate about the pursuit of wisdom. We believe academic excellence is equal and complementary to strong development of character, and spiritual revelation is central to this. Our curriculum embeds our six Christian Values of Courage, Justice, Friendship, Respect, Trust and Perseverance. Through these values, as well as the five British values of Democracy, Mutual Respect, Individual Liberty, Tolerance and the Rule of Law, we invite our school community to explore Christianity, their own spiritual development and the meaning of faith.

Collective Worship at Milton Ernest Primary School provides many opportunities for:

- Reflection and response
- Thinking deeply and drawing links between ideas
- Stillness and prayer
- The respect of personal and collective beliefs
- Sharing and celebrating common beliefs
- Celebrating success and talent
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Shared activities such as singing, listening, laughing, reflecting on a theme
- Remembering and celebrating the lives of people of spiritual significance
- Emphasizing common purpose and values
- Experiencing emotions
- Taking part with sincerity and a sense of higher purpose
- Through pupil-led worship, children have opportunity to support the spiritual development of others, that in turn leads to a sense of fulfillment and is therefore a spiritual experience for the young leaders
- Creative responses to experience such as music, drama, poetry, story
- The use of visual stimulus such as religious symbols, candles, art, icons, photos, video

We have identified specific areas which contribute to the spiritual revelation: the school hall where daily acts of collective worship take place and where we come together as a school community, the outdoor reflection area, **classrooms where candle time takes place and the forest.**

Spirituality within our Curriculum

Science	Spiritual education in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the scale of living things from the smallest micro-organism to the largest tree and the interdependence of all living things and materials of the Earth. It concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including for example the enormity of space and the beauty of natural objects or phenomenon, plants, animals, crystals, rainbows, the Earth from space etc. Making new discoveries increases our sense of awe and wonder at the complexities and elegance of the natural world. For scientists, this is a spiritual experience and drives us onwards in our search for knowledge understanding.
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	Where possible, the Windows, Mirrors, Doors model is to be used in science and helps to describe the journey, from experience/skills/knowledge taught (window) through reflection (mirror) to growth and self-motivation moving forward (door).
PE	<p>P.E supports spiritual development by increasing children's knowledge and understanding of the body's performance when they are physically active; this leaves pupils amazed at the body's ability and range of movement. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mind-set and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers. Through a well-balanced PE curriculum, students are able to explore many activities and also take on many different roles within sport such as leader or coach. A concept curriculum approach has values linked to each scheme of learning. Children are encouraged to reflect on the value at the end of each session and discuss the wider implications that this can have on their lives. This supports the windows, mirrors, doors model.</p> <p>Windows, Mirrors, Doors model is to be used in PE and helps to describe the journey, from experience/skills/knowledge taught (window) through reflection (mirror) to growth and self-motivation moving forward (door).</p>
Forest School	<p>At Milton Ernest Primary School our aim is to inspire children through positive outdoor experiences. They will connect with nature and further develop spirituality through mindfulness, reflection and awe and wonder in the natural environment. Children will undertake tasks that foster creativity and imagination as well as support the development of self. Who am I, What are my talents? Child led learning provides opportunity to explore own interests, develop the whole child and live life to its fullest.</p> <p>One of the principles of Forest School is to promote environmental awareness and encourage sustainability. The children are taught about respect and responsibility for the world around them. Encouraging children to love and care for the environment is an essential part of outdoor learning.</p> <p>Spending time in the woodland is exciting and spiritual for a child. It tends to fascinate them which develops a strong will to participate and desire to learn. Windows, mirrors, doors is a key part of the forest school approach. Reflecting on all they have learnt and experienced and how this can implemented to bring about growth and change.</p>
Maths	<p>Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In Maths lessons pupils are always encouraged to delve deeper into their understanding of mathematics and how it relates to the world around them. In maths lessons, students are encouraged to develop their understanding of the subject beyond simply the manipulation of numbers and to consider how mathematics relates to the world around them. The study of mathematics enables students to make sense, not only of the physical world, but also of their place within it. Promoting students to develop their capacity for resilience when faced with challenging problems encourages them to think creatively and develop a love of curiosity which, in turn, helps students to reflect on the importance and nature of their own learning. As well, children are given opportunities to respond to teacher feedback to help students to reflect on their learning and ask the questions they wonder about. Where possible, the Windows, Mirrors, Doors model is to be used in maths and helps to</p>

	describe the journey, from experience/skills/knowledge taught (window) through reflection (mirror) to growth and self-motivation moving forward (door).
English	<p>The teaching of literacy allows children to explore the awe and wonder of the world and ask questions about themselves and the world around them, giving them a chance to explore feelings and emotions through books, words and creative thinking. Questions like; 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' 'What is this story similar too?' Literacy allows children to access their spirituality through words, spoken and written, drama, performance and being with and talking to others.</p> <p>In Key Stage 1, exploring different genres allows children to develop a word bank to support them with their own questions. Using stories about outsiders, characters trying to fit in and find a place they belong, allow children to develop their empathy skills. At some stage, most children have felt left out, like they didn't belong, if only for a few minutes; by tapping into these experiences and emotions we can allow children to stand for a moment in someone else's shoes. Through our Literacy teaching, children can write in the role of these characters, develop their own stories about characters who feel they don't belong.</p> <p>For Key Stage 2 children, exploring different genres of books, which explores the big questions in life and the world around us allows them to develop an appreciation and respect for the journeys of others. Through books, pupils can develop their emotional language beyond 'sad' and 'happy' and explore some of the 34,000 words the English language has available to describe emotions. By giving pupils opportunities to write diary entries, persuasive letters and informative leaflets they can begin to explore the impact of characters while still working towards mastery of the English curriculum learning the skills and knowledge they need to develop.</p>
DT	<p>Spiritual development is of a very high importance in design & technology. The process of creative, imaginative thinking and innovation inspires our children to bring out undiscovered talents. This in turn improves self-confidence and belief in their abilities. Encouraging creativity allows our children to express their innermost thoughts and feelings and to reflect and learn from these. It creates opportunities for them to ask 'why?', 'how?' and 'where?' questions. Within our schemes of work we seek to develop these. Where possible, the Windows, Mirrors, Doors model is to be used in design technology and helps to describe the journey, from experience/skills/knowledge taught (window) through reflection (mirror) to growth and self-motivation moving forward (door).</p>
Music	<p>Music can evoke deep emotions and a sense of connection to something greater than ourselves. By exploring the themes of different songs and compositions, students can develop their spiritual awareness and sense of purpose. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment. Where possible, the Windows, Mirrors, Doors model is to be used in music and helps to describe the journey, from experience/skills/knowledge taught (window) through reflection (mirror) to growth and self-motivation moving forward (door).</p>
History	<p>Spirituality in history is developed in the pupils at Milton Ernest by creating awe and wonder through the topics that we study and the experiences that we provide</p>

	<p>for the children. Awe and wonder is inspired by looking at the marvels of the past such as the development of tools and buildings without the use of modern day technology. Examples of this are Stonehenge and the Egyptian pyramids. Awe and wonder is also inspired by visitors and visits related to history topics, where children engage with real life artefacts brought in by local archaeologists and visits to local historical places such as castles and Roman ruins. Within the history curriculum, children have opportunities to learn from primary and secondary sources about significant and ordinary lives from the past and are able to discuss and think about how different historical events may have felt for those individuals, giving them the opportunity to empathise with people from the past.</p> <p>Windows, mirrors and doors is incredibly important in the study of history in which children can understand the impact history has had on our lives today and how knowing about history can help us to develop in a positive way by not repeating mistakes of the past, as well as how positive actions of today will be looked back on by future generations as history.</p>
Art	<p>The work of creative artists from a variety of times and places. Beauty, truth and goodness. Expressing, interpreting and exploring deep feelings and profound beliefs. Artistic creativity. The effects of the arts on emotions and senses. The arts as means of expressing mood. Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms. Effects on the emotions and senses. Personal response and preference. Mood. Skill. Pattern. Formulae.</p>
RE	<p>Religious Education is a subject that looks at the spiritual experiences of others and how these change and shape their lives. RE allows children to use what they find out about other people and their beliefs to reflect on their own experiences. Through this process, children can engage with ultimate questions of meaning and purpose and begin to shape their own beliefs. RE allows children to engage with the idea of mystery and questions with no clear answers.</p>

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate. **Lisa Virnuls** is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life, This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality

- Acquiring and organising appropriate resources, managing a budget when necessary

Staff Development and Training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to Milton Ernest CofE school will receive training and support from the staff member identified as leading on spirituality.

Approval/review by governing board

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Date of next review:

Date: