

St. Michael's CE (VA) Junior School Policy



By God's love, we all flourish together.

God is love. Whoever lives in love lives in God, and God in them. (1 John 4:16)

At St. Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.

DEVELOPING SPIRITUALITY POLICY

Ratified by Full Governors:	19.11.25
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Policy: Developing Spirituality

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Our Christian Vision:

At St. Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey whilst contributing to the wider community.

Provision

At St. Michael's Junior School, we value spirituality and the holistic development of every child. As educators, we guide children along life's path, helping them grow in confidence, resilience and understanding, rooted in God's love. Our Christian values (Love, Courage, Faith and Respect) underpin all we do and encourage children to ask big questions about life and meaning. Through collective worship, our school vision and a rich, reflective curriculum, including work within our local community, we nurture spiritual awareness and emotional growth.

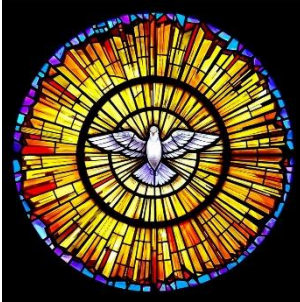
We are an inclusive school and we welcome all faiths, cultures and backgrounds. Spirituality is the heartbeat of our community. It shapes how we understand ourselves and our place in the world: recognising strengths, weaknesses and having confidence to challenge ourselves and the world around us. We care for the local and global community and our Christian values underpin our learning and encourage children to ask 'big questions'.

*We believe spirituality is key to a child's identity, relationships and understanding of the wider world. By giving them time to reflect, respond and explore their beliefs, we prepare them to become thoughtful, compassionate and spiritually aware individuals. As Dave Smith writes in *Making Sense of Spiritual Development* (1999), without reflection, a feeling remains just a feeling.*

Our Windows, Our Mirrors and Our Doors

As a school, we have adopted the 'Windows, Mirrors, Doors' strategy to broaden and deepen understanding of spiritual learning across the curriculum. These images are displayed in every classroom, encouraging both children and staff to recognise and share moments of spirituality.

Through a broad and balanced curriculum, we promote pupils' spiritual, moral, social and cultural development. This includes a clear commitment to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.



WINDOWS (What)

This is how we identify and view the world around us, rooted in an awareness and understanding of the British values of democracy, the rule of law, tolerance, mutual respect and individual liberty. At St. Michael's, we explore these values through our Pupil Parliament, curriculum, anti-discrimination work, recognition of diverse religious celebrations and our Behaviour and Relationships Policy.

Windows is all about looking out and seeing a problem, e.g., you can see litter on the playground.



MIRRORS (How)

These represent the values by which we reflect on ourselves and how we choose to behave. Our school's values are embedded in daily school life, guiding our conduct, our learning and our relationships with others.

Mirrors is all about self-reflection, e.g., recognising that litter spoils our environment.



DOORS (Make change)

This reflects the desire to make a difference in the world around us. It is about stepping out 'through the door' to contribute positively to society, whether at school, at home, in our local community or globally.

'Doors' is about children having planned and unplanned opportunities to respond and act. It encourages them to be creative, to express their beliefs and to apply their values in real and purposeful ways. It is learning to live by putting our convictions into action.

Doors is all about making a change, e.g., volunteering to be a litter picker or campaigning for more bins.

Provision

The spirituality of our children is nurtured through our shared Christian vision. Explicitly, spiritual development will flourish through RE and collective worship but also through planned opportunities offered by our curriculum, outdoor learning and extra-curricular activities. Implicitly, our children will also develop spiritually through unplanned experiences of magical moments of awe and wonder on the beauty and possibilities of the human and natural world...and beyond.

The role of the school community

Our curriculum is filled with deliberate planned opportunities for Spirituality. We embrace unplanned opportunities too.

Aspects of Spirituality that are unplanned may include:

- Mystery
- Choices, decision making and personal responsibility
- Awe and wonder
- Awareness of there being something more to life than meets the eye
- A sense of love for the outside
- Enquiry and open mindedness
- Life's joys and achievements
- Disappointment and failure, suffering and pain
- A sense of others as feeling, thinking people
- Empathy with others
- Silence and reflection
- Self-worth and the worth of others
- Self-confidence in expressing inner thoughts
- Joy in life.