Spiritual Development Policy 2025-26

Windows, Mirrors, Doors

Statement on Spirituality

Spirituality often means different things to different people. To some people it is about understanding themselves, to others it is about connecting with the world around them or experiencing moments of awe and wonder. At Fringford, we believe that spirituality is a core component to 'living life in all its fullness' (John 10:10) as the mind, body and soul need to be nurtured equally, reflected in our school vision 'roots to grow, wings to fly'. It relates to fundamental questions about the meaning and purpose of life which affect everyone and is not dependant on a religious belief. It is about fostering an awareness of something beyond ourselves.

Aims and Guiding Principles

At its core, spiritual development should enable all pupils and adults to grow and flourish. It should provide opportunities to stop, think and question the world, helping us all to make sense of the world in which we live and to understand a little more of our place within it. Spiritual development is not about one specific religion, or indeed, a religious experience, as it is not the same as faith; however, some of these ideas may contribute to a pupil's spiritual development.

Approach

Spirituality is taught through the Windows, Mirrors, Doors approach. Windows are for looking out onto the world and becoming aware of its wonders, both the 'wows' and 'ows'; things that are 'awe-full' and make us grateful and things that are 'awful' and make us ask questions.

Mirrors are for looking into and reflecting, alone and together, for thinking and asking important questions learning from our own and each other's responses leading to seeing things more clearly. We allow time for individual and group reflection and sharing of

perspectives. Some subjects and times allow for this specifically, such as Religious Education and Collective Worship but in all subjects, there will be opportunities, unexpected or planned, to reflect.

Open doors are for looking through in order to then act or express a response; for moving on, making choices, and doing something creative, active and purposeful in response. This could be through a change in attitude or behaviour or thinking. It can be expressed through music, art, drama or dance or through some form of social action or specific acts of giving. This approach is specifically taught through Collective Worship and woven through the Curriculum as part of our everyday practice.

Organisation

The spiritual growth of pupils is not only dependent on learning in RE or through acts of Collective Worship. Opportunities for enhancing the spiritual wellbeing of learners are present in every aspect of school life. The school curriculum is underpinned by our vision and values which focus spiritual development under five key principles: look inside, move outside, share more, be curious and be kind.

Collective Worship

Collective Worship is important to us as a school community. We come together to listen to God's word, sing songs and pray together. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared. Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present and still, which are often linked to invitations to pray or reflect.

Time for Prayer and Reflection

Prayer is an important aspect of the school day. We have a range of school prayers that reflect different aspects of the school week. Praying together helps us to worship together as a family.

During our Collective Worship, time is given for children to sit quietly and reflect on the message that they hear and think about ways in which they might live out what they have heard.

We have a prayer space which is updated regularly to in response to pupil voice and reflection areas in each classroom, where children are invited to go for a moment of quiet thinking.

Sharing our Values

Our Christian Values form part of who we are as a school. Sharing these and encouraging each person to behave in a way that upholds our values is part of developing ourselves as individuals. We focus on a different value every half term, reflecting on how the value links to other areas of the Curriculum and our shared understanding of Spirituality. A 'thought for the week' is posed every Monday and sets the theme for worship throughout the week.

RE Curriculum

Our RE Curriculum follows the Diocesan Scheme of Work. Our RE Curriculum teaches children about Christianity and also supports their understanding of other faiths and non-religious world views. The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides our school's approach to RE and Spirituality.

Celebration

We love to celebrate the successes of our children and staff. We have a special celebration worship on a Friday, where we celebrate the achievements and attitudes of our children to which parents are invited. We promote a mindset of positive reinforcement throughout our curriculum.

Spirituality across the Curriculum

It is important that Spirituality is developed and promoted in all aspects of the curriculum both incidentally and intentionally. Pupils should be given opportunities to experience awe and wonder in all areas; to be curious learners and to ask deep and engaging questions.

English

Our carefully chosen texts allow children to reflect on the wider world, their place in the world and develop a sense of wonder. Through exploring these texts, children are also given opportunity to:

- Develop empathy with authors and the characters in stories and plays.
- Appreciate beauty in language.
- Develop emotions and sentiments in writing and speech.
- Understand the values of great works on humanity.
- Look at heroes and heroines in literature, particularly those who have made a difference to the world.
- Imagine oneself as someone else.
- Escape into other worlds through literature.
- Embrace diversity.

Maths

Maths allows us to make sense of the world. We focus on fluency, reasoning and problem solving, encouraging children to develop a questioning approach alongside conceptual understanding. Children are given opportunity to explore:

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space

Science

Children are given the opportunity to confidently explore and discover what is around them, so that they have a deeper understanding and appreciation of the world we live in. They use a range of working scientifically skills including questioning, researching and observing. Children are also given the opportunity to explore

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Experimentation and investigation as core processes to explore and understand the natural world.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.
- The impact of scientific achievements.

PE

Children work together to build character and embed sporting values such as sportsmanship. They are given opportunity to:

- Be a team member.
- Push themselves and explore their own limits.
- Celebrate skill, endurance and achievements.
- Explore emotion in sport, personal limitation and failure.
- Develop appreciation of the performance of others.

Design and Technology (D&T)

Children think creativity and problem solve, on their own and together. They are given opportunities to:

- Discover how something works.
- Appreciate genius.
- Explore beauty in design.
- Learn from others and nature.

Computing

Children are given opportunities to explore the wonder of global communication and appreciate the speed of technological progress. They consider the accessibility of knowledge and contact with other the global community. When focusing on safety, children explore and judge what is true compared with what is fake or propaganda.

Art, **Music and the Creative Curriculum**

Through Art and the Creative Curriculum, children embrace Cultural Diversity and Global Citizenship, allowing them opportunities to appreciate creativity across different cultures and time periods. Opportunities are created to

- Reflect on and question our stewardship of the world around us
- Develop empathy with people from other parts of the world.
- Explore work of creative artists from a variety of times and places.

• Develop artistic creativity and skill in creation and performance, particularly in personal reflection upon their own creativity using various art forms.

MFL

Through learning French, children are given opportunities to develop appreciation of a different culture.

Recording, Monitoring and Evaluation

Senior Leaders review this policy regularly and consider any views expressed by parents/carers, children and staff when evaluation its effectiveness. Recommendations are discussed with governors and actioned as appropriate. Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision.

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual wellbeing of learners in every aspect of our school life, every member of staff is committed in supporting spiritual growth wherever appropriate. The Headteacher and RE Lead, with the support of the governors, are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the curriculum (including RE) and the general ethos of the school within daily life. This includes:

• Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice

• Ensuring all staff are familiar with the shared language of Spirituality

• Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice