HOLY TRINITY PEWLEY DOWN

A Federation of Holy Trinity CoE Junior & Pewley Down CoE Infant Schools, Guildford

Spirituality Policy

1. Purpose and Christian foundation

At Holy Trinity Pewley Down (HTPD), our model of spirituality takes its inspiration from our Christian vision 'Learn to Live' (John 10:10) – Jesus' promise of 'life in all its fullness'. We seek to promote children's spiritual development through every aspect of our provision so that they can truly flourish.

We welcome children and adults from Christian families, other faiths and no faith, and provide an inclusive language through which everyone can explore meaning, purpose, identity, relationship, wonder and hope.

At HTPD, spirituality is how we connect with ourselves, other people, the world around us and God.

Our shared model is shown in Appendix 1. It gives children, staff, governors and families a simple way to recognise and talk about spiritual development across school life.

2. Our model of spirituality

Spiritual development is understood through four connected relationships:

SELF Identity, reflection, feelings, resilience and becoming the person we are called to be.	**OTHERS** Love, empathy, compassion, forgiveness, justice, belonging and service.
WORLD Awe, wonder, creativity, beauty, stewardship and care for creation.	**GOD** Prayer, worship, faith, mystery, questions, encounter and relationship with God.

Our whole-school model of spirituality helps children and adults notice how spiritual development is expressed through four connected relationships. It provides a common vocabulary across curriculum, worship, reflection and school life.

These relationships overlap: growth in one often deepens the others. Together they support our vision of children and adults flourishing and learning to live well. Appendix 1 provides the whole-school visual for this model.

3. What we aim to nurture

We aim to create the conditions – including through the language of our school values - in which pupils and adults can:

- know that each person is unique, valued and loved, and develop self-awareness and hope;
- build compassionate relationships, value difference and use their gifts in service of others;
- develop curiosity, imagination, creativity, awe and a commitment to care for the natural world;
- explore Christian faith, prayer, the Bible and the person of Jesus, while respecting different faiths and worldviews;
- ask and reflect on big questions about meaning, purpose, joy, suffering, loss, success and human existence;
- develop language and habits of reflection that help them recognise and respond to spiritual moments.

4. Spirituality in everyday school life

Spirituality is not a separate subject. It is woven through collective worship, RE, the wider curriculum, relationships, the arts, outdoor learning, educational visits and the everyday life of the school. Staff intentionally create opportunities for reflection, but also notice spontaneous moments of wonder, compassion, challenge and insight.

The 'Windows, Mirrors and Doors' framework helps us make opportunities for spirituality visible and accessible. **'**Windows' invite us to notice and learn; 'Mirrors' invite reflection and self-understanding; 'Doors' invite a response through action or change. See Appendix 2.

These are prompts rather than a checklist. They help staff and pupils articulate spiritual experiences naturally and connect them to 'Learn to Live' and our school values.

5. Curriculum and provision

Across the curriculum and wider life of HTPD we will:

- plan meaningful opportunities for spiritual reflection while remaining open to unplanned moments;
- use questioning, silence, discussion, prayer, creativity and reflection to deepen learning;
- provide spaces and times for silence, stillness, worship and prayer;
- use RE and collective worship to deepen understanding of Christian spirituality and engage respectfully with other faiths and worldviews;
- enable pupils to explore beauty, creativity, nature and creation, including through the arts and outdoor learning;
- help children connect beliefs and values with choices, relationships, service and action.

6. Inclusion, wellbeing and spiritual care

Spiritual development is personal to every member of the school community. No assumption is made about an individual child or adult's faith. Questions, uncertainty and different perspectives are welcomed and treated with respect.

Spirituality can also help children make meaning of experiences of joy, disappointment, loss and challenge. Spiritual development can support wellbeing by giving children space to reflect on identity, belonging, meaning, hope, relationships and experiences of challenge. At HTPD this sits alongside, not instead of, appropriate pastoral,

safeguarding and mental-health support. Where a child needs additional wellbeing or mental-health support, staff follow the school's relevant pastoral, safeguarding and referral procedures.

7. Responsibilities, monitoring and review

All staff share responsibility for nurturing a culture in which spiritual development can flourish. Leaders ensure that staff understand the school's approach; governors consider spirituality alongside the Christian vision and values; pupils are encouraged to reflect on their own spiritual development and contribute to the spiritual life of the school community.

Because spirituality is personal and cannot be reduced to a score, we do not seek to measure a child's spirituality. Instead, we evaluate the quality and breadth of the opportunities we provide through pupil voice, observation, curriculum and worship review, examples of reflective and creative work, staff discussion, governor monitoring and school self-evaluation.

This policy will be reviewed biennially, or sooner where significant developments make this necessary.

Last reviewed	October 2026
Next review	October 2028

Appendix 1: Our whole-school model of spirituality

This model helps children and adults notice how spiritual development is expressed through four connected relationships. It provides a common vocabulary across curriculum, worship, reflection and school life.



Appendix 2: Windows, Mirrors and Doors

A simple learning-and-reflection sequence that can be used flexibly across the curriculum and collective worship.

This framework helps us make opportunities for spirituality visible and accessible through a simple learning-and-reflection sequence that can be used flexibly across the curriculum and collective worship. **'**Windows' invite us to notice and learn; 'Mirrors' invite reflection and self-understanding; 'Doors' invite a response through action or change.

Window



Learning

Look out into the world and become aware of its wonders, in new ways: both the '**wows**' and the '**ows**'. Things that are '**awe-full**' and **make us wonder and be grateful** and things that are '**awful**' and **make us wonder and ask questions**.

In this, children are learning about **life in all its fullness**.

Mirror



Reflecting

Providing opportunities to **reflect on experiences**; to **see things more clearly**; to **think about and ask 'big' questions**, considering possible answers for these.

In this, children are **learning from life** and **exploring the insights and perspectives of both themselves and others**.

Door



Responding

Out through the door and **respond to what you have learnt** by: moving on; making choices; doing something creative, active and purposeful; a change in attitude, behaviour or thinking; or express powerfully through some form of social action or specific act of giving.

In this, children are learning to live by **putting into action what they are coming to believe and value**.

WINDOW	MIRROR	DOOR
LOOK OUT What do I notice? What surprises or inspires me?	LOOK IN What does this make me think about myself, my beliefs or experiences?	STEP OUT How might I respond, act, serve or change?