



Spirituality at Nash Mills CofE Primary School

At Nash Mills Church of England Primary School, we believe children live up to their potential if they are happy, have fun, feel nurtured and grow from a foundation of strong Christian Values. We value spirituality and the holistic development of the child and our role of educators is to guide the children in our care along the path of life. As children grow in their understanding of spirituality and values they become secure enough to make mistakes and therefore move on with their spiritual learning and academic growth. We are a highly inclusive school and welcome all faiths, cultures and children from any background.

Spirituality is the heart beat of our school. It is how we understand ourselves and our place in the world: recognising strengths, weaknesses and having confidence to challenge ourselves. We care for the local and global community and our Christian values underpin our learning and encourage children to ask 'big questions'.

In our school, we see spirituality as providing opportunities for all members of our community to have moments of personal reflection on the mysteries of life.

In line with the work of Liz Mills – 'Growing together? Spiritual development in schools and communities', we encourage the concept of windows, mirrors and doors to support these personal reflections. These are defined as:



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 wonder and be grateful and things that are 'awful' and make us wonder and ask questions. The whole curriculum and life itself are full of opportunities to recognise this sensitively.



Mirrors are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other's responses. In schools we must allow time for this 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, when things just 'crop up'. Handled sensitively, it is possible to make the most of all these times, if there is ongoing deliberate and corporate staff and pupil support.



Doors are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response. This can simply be done through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.

This definition has been developed through a shared understanding between local Church schools and written in line with the ‘Spiritual Development: Interpretations of spiritual development in the classroom’ document from the Church of England.

The table below (adapted from Hay and Nye (2006) by Pawson (2018 p152) gives some details of these different aspects of spirituality and some suggested activities for use by teachers.

Aspects of Spirituality	School opportunities	School Development
Here and Now The ability to be ‘in the moment’	Noise level in classrooms – Quiet working Reflection spaces throughout school Planning and preparation time for teachers Music to enter Collective Worship Collective Worship is a time for stillness and reflection about oneself, Jesus and others Worship time daily Thinking time for children and staff Calm school Professional development time for all staff to reflect on practice	Worship Times Work / life balance Staff room improvements
Tuning An intense feeling of connection or belonging	Effort and achievement celebrated in displays High academic standards Circle time - discussion Global days/themed weeks Self/Peer marking Ethos – everyone unique and special in their own way - praise All children discussed regularly in staff meetings – learning styles Teaching about Jesus and Christian Values Celebration Collective Worship Staff knowing all children well	Ethos/Christian Values of tolerance, respect continue to embed
Flow Getting caught up in an activity, where the experience transcends the physical	Science/Music/Spanish/Sport/Dance The Arts Behaviour policy Creative curriculum Christian Year Collective Worship A school week - timetables Visual timetables	Flexible timetables
Focusing Getting in touch with the felt-sense of reality	Circle time Philosophy Creative curriculum Leading Collective Worship Values of perseverance, hope	Principles of the Mind Project
Wonder and Awe Sensing our smallness in the vastness of the universe; a profound feeling of amazement	Visits Curriculum Church visits Awareness of world Visitors to school Worship times Resources Real life experiences	Resources Further visits Link School
Imagination	Creative curriculum Literacy – Poetry/Stories	Reflection garden

Transcending the ordinary through thoughts that go beyond the obvious	Relationships education Challenges in maths 'Big' questions – RE/Philosophy Reflection corners Sacred spaces - visits	Further multi-cultural visits
Delight and Despair Sensing the emotional impact of experiences	Celebration Collective Worship Genuine achievement – high standards EYFS special moments Celebrations Inspirational speakers Fun curriculum Humour in lessons Children supporting planning and leading Collective Worship Circle time Supporting charities In lessons – failing is positive – you are learning	Achievements out of school published in newsletter
Ultimate Goodness Trusting in goodness and love	Social stories Social skills groups Anger management Stories Role play Supporting charities Sportsmanship Emotional intelligence Provision mapping Buddy bus stops	Global Hub
Meaning Awareness of a deeper, transcendent meaning	Reflection 'Big questions' Stories Worship times Relationships Christian Symbols The Arts Philosophy/RE lessons	Symbols