

# **Spirituality at St Peter's Elwick Church of England Primary School**

*This document works alongside 'Worship at St Peter's Elwick Church of England Primary School' and 'Prayer at St Peter's Elwick Church of England Primary School'*

## **What is Spirituality at St Peter's?**

As a school we have come to a consensus that there is no single definition of spirituality as we recognise that it can mean different, but equally meaningful, things to different people at different times. Indeed, a single person's view of spirituality can change throughout their life.

We aim to give children a range of experiences to develop their own spirituality and refine what it means for them.

## **The lenses through which we view spirituality**

Our definitions of Spiritual Capacities are guided by the research of Shahne Vickery (2020). These definitions can be found in Appendix 1 with mapping as to how these are addressed in our school in Appendix 2. We explore these with pupils through the concept of windows, mirrors and doors to enable pupils to see that spirituality is something we:

learn about (windows)

something that resides within us (mirrors)

on which we can answer a call to action (doors)

## **Windows, Mirrors and Doors**

Windows, Mirrors and Doors are taken from the work of Liz Mills (1997) and provide a useful way of articulating spirituality to all stakeholders in the school, including pupils.

Windows:

Are for 'looking out onto the world and becoming aware of its wonders.' Our curriculum and worship offer us opportunities to identify the wonders in the world – both human and natural – and those aspects that make us uncomfortable. In addition, pupils watch Newsround each day to increase awareness of and discuss contemporary issues that help us to see the wonder of God in action and global issues that cause pain and suffering.

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 addition to opportunities to reflect as part of our RE curriculum and worship, we also ensure pupils have the opportunity to reflect through 'stillness' in EYFS and guided meditation sessions in KS2. Pop UP Prayer Spaces led by our BIGFISH group support whole families to reflect and Classroom Reflection Areas enable reflection opportunities to be bespoke to individual classes.

Philosophy 4 Children (P4C) questions enable pupils to 'think bigger', share their views and contribute to those of others so that their thinking may be challenged, extended and deepened.

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.

In addition to opportunities within RE lessons and worship, pupils also work with our Artist in Residence to express their responses creatively as well as participating in Spirited Art (NATRE) to share their ideas with a wider forum.

Our focus on Courageous Advocacy support children to make positive change and our Public Speaking lessons in Upper KS2 ensure that children leave with the confidence and skills to make themselves heard.

### References

Church of England Education Office (2019) Spiritual Development- Interpretations of Spiritual Development in the Classroom: National Society (Church of England and Church in Wales) for the Promotion of Education

Mills, L. (1997) The Doughnut and the Hole Oxford: Farmington Institute

Mills, L. ( 2018) Growing Together? How might creative RE projects help a school and its local intergenerational community 'Grow,Together'? Farmington Institute website:  
<http://www.farmington.ac.uk/?s=Growing+together>

Vickery, S. (2020) Spiritual Capacities in a Christian Context: Imaginor

