



**BLUE COAT C.E (AIDED) INFANT AND JUNIOR SCHOOLS'
FEDERATION**

Spirituality and Spiritual Development Policy 2026-27

Supporting pupils to flourish spiritually through reflection, wonder and faith.

Table of Contents

Statement on Spirituality and Spiritual Development	2
Blue Coat Federation Definition on Spirituality and Spiritual Development	2
Windows, Mirrors, Doors	3
References	5

“I will bless you with a future, filled with hope, a future of success, not of suffering.”
Jeremiah 29:11

Statement on Spirituality and Spiritual Development

Spirituality and spiritual development are concerned with experiences that help us reflect deeply on ourselves, our relationships with others and things beyond our immediate experience, including God, faith, awe, wonder and life's big questions. The language of spirituality at Blue Coat begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God. As a Blue Coat family we seek to live out our Christian vision and values and let our light shine: (Jeremiah 29:11) *“I will bless you with a future filled with hope, a future of success, not of suffering.”*

There are many different definitions and ways of expressing spirituality and spiritual development. To make conversations about spirituality more accessible to every member of our school community, Blue Coat Infant and Junior Federation has chosen to follow ideas developed by the Church of England ([Spiritual development document](#)) as well as referring to the Blue Coat Academy ([Spirituality at Blue Coat Academy](#)) [spirituality policy](#). (see reference section) This is to support a shared language on spirituality across the family of Blue Coat Schools.

Our Definition of Spirituality and Spiritual Development

Across the Infant and Junior Federation, spirituality is defined as thinking about others, ourselves and beyond. This simple, child-friendly definition helps our children understand spirituality in a meaningful and age-appropriate way and is supported through our use of Windows, Mirrors and Doors.

Others (Windows)

Children are encouraged to develop empathy, compassion and respect for others. Through learning, relationships and shared experiences, they learn to understand, celebrate and value diversity within our school, local community and wider world. They are encouraged to consider the thoughts, feelings and experiences of others and how they can make a positive difference.

Ourselves (Mirrors)

Our broad and balanced curriculum provides opportunities for children to reflect on who they are, their feelings, values, beliefs and experiences. Children develop their sense of self, character and moral understanding through reflection, creativity, curiosity and a love of learning.

Beyond (Doors)

Children are given time and space to reflect on life's big questions and explore ideas beyond their immediate experiences. They are encouraged to think deeply about meaning, purpose, faith and belief. This may include reflecting on God, faith, the natural world, awe and wonder, and questions that do not always have simple answers.

Through this approach, spirituality is woven throughout school life, enabling children to grow in curiosity, reflection, compassion and hope as they learn to Love God, Love Others and Let Their Light Shine.

To support younger (EYFS/KS1) pupils in articulating spirituality at a developmentally appropriate level, we use simple language and child-friendly prompts to help children begin to think spiritually. At Blue Coat, we describe spirituality as thinking about others, ourselves and beyond. This links closely with our use of Windows, Mirrors and Doors, helping children to explore themselves, understand others and wonder about the wider world and God.

We encourage our youngest pupils to notice, wonder, reflect and respond to the world around them. Children are given opportunities to talk about their thoughts and feelings in a safe and supportive environment.



Children are encouraged to:

- Think about other people, showing kindness, empathy and understanding (Others/Windows).
- Think about themselves, their feelings, talents and experiences (Ourselves/Mirrors).
- Think about the world around them, God's creation and life's big questions (Beyond/Doors).
- Notice special moments, awe and wonder in everyday life.
- Ask questions about life, faith, meaning and purpose.
- Express their thoughts through talking, drawing, prayer, quiet reflection and creative activities.

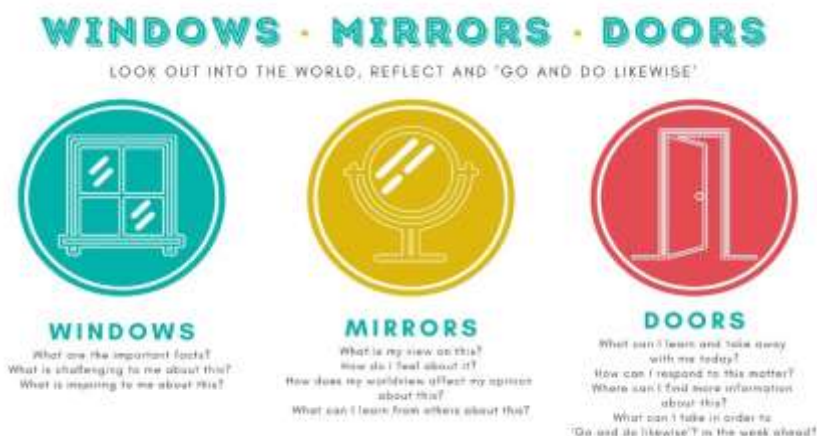
Teachers support this through storytelling, reflection time, nature exploration, collective worship, class discussions and quiet spaces for thinking.

Through these experiences, children begin to develop the language and confidence to talk about their own thoughts, feelings and beliefs. They learn to reflect on themselves, care for and understand others, and explore the wonder, mystery and possibilities that lie beyond their immediate experiences.

In this way, even our youngest pupils begin their journey of spiritual development, growing in curiosity, reflection, compassion and understanding as valued members of the Blue Coat community. Through our vision of Love God, Love Others, Let Your Light Shine, children are encouraged to recognise their own unique gifts and use them to make a positive difference in the lives of others.

Children continue to deepen their understanding of spirituality throughout KS2 by articulating their reflections using the Windows, Mirrors and Doors model:

Windows, Mirrors, Doors



Taken from: [windows, mirrors and doors model](#): (2019 C of E Spiritual Development)

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 alongside 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. At Blue Coat, we allow time for individual and group reflection and sharing of perspectives across the whole curriculum, especially religious education and collective worship. There are opportunities both unexpected and expected, including the times when things just 'crop up' during the day for our children to reflect and respond.

Doors are for looking through in order to then act upon or have the opportunity to express their response in a creative, active and purposeful manner. This can be done through a change in attitude, behaviour or thinking. It can also be expressed powerfully through the arts: music, art, drama or dance. Historically and currently, the Blue Coat family demonstrates this through a wide range of social action or specific acts of giving, for example, our work within the community to support the local foodbank.

We support pupils' spiritual development through planned and spontaneous opportunities across school life, including:

- Collective worship
- RE and the wider curriculum
- Spontaneous moments of awe and wonder in everyday learning
- Sacred spaces in classrooms and outdoor areas (peace garden, Forest School) and visits to the church and other places of worship
- Pupil spiritual leadership, including leading worship and reflection
- Times for quiet reflection, prayer and discussion
- Experiences that encourage service, compassion and community action
- Opportunities for pupils to express and reflect on their spiritual thoughts and questions through discussion and pupil voice

As a staff team:

- We are aware of spiritual development through our school definition of spirituality: thinking about others, ourselves and beyond, supported by the Windows, Mirrors and Doors model.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and adults.
- We revisit spirituality as an area for consideration in our staff meetings and offer training alongside RE and Worship.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum and provide CPD.
- We ensure new staff are aware of our school policy on spiritual development.
- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors' approach.
- We aim to use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.

Impact of Spiritual Development

At Blue Coat CE Federation, spiritual development enables pupils and adults to flourish as unique individuals created and valued by God. Through opportunities to reflect, question, explore and respond, pupils develop a deeper understanding of themselves, their relationships with others and the world around them. They learn to show empathy and compassion, appreciate awe and wonder in the world around them, and engage thoughtfully with big questions about life, faith and meaning.

Our approach to spiritual development encourages pupils to grow in curiosity, resilience and hope. By providing rich opportunities for awe and wonder, reflection and action, we nurture children who are thoughtful, respectful and confident in expressing their own beliefs while valuing the beliefs of others.

In this way, our school community lives out our vision to “Love God, love others and let your light shine,” enabling all to flourish and contribute positively to the wider world.



References

A starting point for writing this policy was inspired by the ‘Spirituality Flower’ outlined in [\(Spirituality at Blue Coat Academy\) Spirituality Policy](#)

[Church of England statement of entitlement Jan 2026](#)

[Spiritual Development Interpretations of spiritual development in the classroom](#) (2019 C of E Spiritual Development)

Ofsted School inspection handbook 2024:

2025 Pg 44: “this evaluation area [personal development] considers ...pupils’ spiritual, moral, social and cultural (SMSC) development, which can be seen across the school’s activities”

2025 Pg 44: “Inspectors focus on (RE and Worship) ensuring that the curriculum contributes to pupils’ personal development and their SMSC development...”

2025 Pg 47: “pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, including developing their knowledge of, and respect for, different people’s faiths, feelings and values”

2025 Pg 44: “(RE and Worship) ... developing and deepening pupils’ understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.”

SIAMs information:

SIAMS IQ focuses:

IQ2: How does the curriculum reflect the school’s theologically rooted Christian vision?

IQ3: How is collective worship enabling pupils and adults to flourish spiritually?