November 2026.

Spiritual Development is the Heartbeat of Our Curriculum

At St Peter's Church of England Infant 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, thus allowing them to flourish as individuals. We value spirituality and the holistic development of the child. Our role as 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.

Our Ethos:
As a church school our ethos is rooted in our Christian faith, and we seek to encourage an understanding of the meaning and significance of faith in the lives of our children.
We believe that our children have unlimited potential, and we strive to play our part in the promises of God for their future.

"For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

Spirituality is the heartbeat 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'.

It is also vital that all adults in the school see the need to develop their own spirituality for their own wellbeing, and so that they can effectively support and help our children and each other.

Our children and staff have been involved in writing our definition of spirituality:

The 'Windows, Mirrors, Doors' Approach to Spirituality

We embrace the 'Windows, Mirrors, Doors' framework to deepen spiritual development across our school:

Windows provide opportunities for children to look out at the world around them, developing awe and wonder, curiosity and empathy. Through windows, children encounter new perspectives, different cultures, beliefs and experiences beyond their own.

Mirrors encourage children to reflect on their own experiences, values, beliefs and identity. Through mirrors, children develop self-awareness, consider their place in the world, and grow in understanding of who they are and who they are becoming.

Doors inspire children to respond to their learning and experiences through action. Through doors, children are empowered to make a difference, to step into new opportunities, and to live out their values in service to others and the world.

This approach is woven throughout our curriculum and daily life, enabling children to develop spiritually through exploration (windows), reflection (mirrors), and transformation (doors).

Facilitating Spiritual development:

Everyone involved in our school is valued and seen to be valued. Our school is built upon four core values which are founded in our Christian ethos and reflect who we are as a community. These four pillars lie at the heart of all that we do and underpin our work and how we go about achieving our vision.

Respect – Resolve – Aspiration – Well-being

- All adults recognise the need to set good examples of mutual respect and considerate behaviours.
- All our policies and practices are clearly seen to reflect the worth of individuals.
- Our ethos (implicit and explicit) welcomes the differences in beliefs and values and invites everyone to share and belong.
- Displays and pictures continually celebrate and encourage reflection and spirituality, incorporating windows, mirrors and doors thinking.
- There is a daily act of Collective Worship which is invitational, takes different forms and involves all children. All adults within the school are also invited to participate at this time as well.
- Our RE curriculum is inspiring, challenging but motivating, and explicitly incorporates windows, mirrors and doors opportunities.

Assessment: Impact: how do we know this is being effective?
Spiritually developed children love and accept themselves and enjoy good relationships with each other. They take an interest and delight in the world around them; they are open to what lies beyond the material (this may manifest itself in faith/belief in God). They are able to express and understand feelings, they have a strong moral sense, and a love of what is good. They are able to enjoy quiet and stillness, they possess an active imagination and show joy in creativity and discovering new skills.

Through the 'Windows, Mirrors, Doors' approach, we see children who are curious about the world (windows), reflective about their own experiences (mirrors), and empowered to make positive changes (doors).

Monitoring and Evaluation:
Developing spirituality is the responsibility of all stakeholders as it will have a fundamental impact on the quality and nature of the experiences offered by our school.
The Headteacher/RE SL is responsible for evaluating the effectiveness of spirituality and for ensuring all staff, parents and governors understand how the school interprets spirituality, including the 'Windows, Mirrors, Doors' approach, ensuring that regular professional development is provided.
The Headteacher will liaise with all stakeholders to monitor and evaluate the impact of spiritual opportunities across the curriculum.

This will be achieved through:
Reviewing curriculum schemes of work and policies to ensure the school's values and the 'Windows, Mirrors, Doors' approach are at the heart of our curriculum design.
Monitoring of lesson plans and the quality of teaching and learning, including identification of windows, mirrors and doors opportunities.
Evaluating SMSC development through work scrutiny, pupil talk and learning walks.
Sharing good practice within the school and where appropriate, with other schools.
Ensuring that SMSC development is a priority within the School Development Plan, and this is shared regularly with all stakeholders.

Review and Evaluation:
This guidance will be reviewed at regular intervals, or according to updates, with the Faith group and quality assured by the Headteacher and SLT to ensure statutory changes and best current practice.

The four elements of spirituality are:

Self
Others
Transcendence (Beyond)
Beauty

We have therefore structured these 4 elements around our four core pillars, with each element incorporating windows, mirrors and doors opportunities.

The following examples are not exhaustive and are not ordered by priority.

See also SMSC report for how spirituality can be seen through our curriculum offer

"They value gathering in tranquillity and stillness. These moments nurture a strong sense of belonging and support the spiritual life of those present .."

SIAMs Report March 2026.

"Pupils flourish at this nurturing school. The school's strong Christian ethos permeates all aspects of school life. The school values are understood by all."

Ofsted Report July 2022.

Respect

"Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things. …And the God of peace will be with you." **Philippians 4:8-9**

We believe that every one of us is made in the image of God and is therefore uniquely valuable and worthy of the highest respect. We are an inclusive, loving community that seeks to model empathy and understanding to everyone, learning to place our trust in one another.

Core pillar	School opportunity examples	Windows, mirrors, doors	School Development
Self A sense of self-confidence in expressing inner thoughts:	Circle time/RSE/RE lessons Philosophy Creative curriculum – ie: Titanic orchestra staying behind because they believed that God would protect them. Leading Collective Worship Values of perseverance, Hope, Faith Council members/team captains Roles and responsibilities Health and Well-being week	**Mirrors:** Children reflect on their own thoughts, feelings and beliefs through circle time and philosophy **Windows:** Learning about others' faith and courage (Titanic example) **Doors:** Taking on leadership roles in worship and as council members	Philosophical questioning. (Looking at big questions to ask/answer with confidence) – link to terms Christian Value 'Forgiveness'.
Others A sense of others as feeling, thinking people:	Relationships with others – RE/RSE Resolving conflicts Respect for each other – unique and special Caring for each other's feelings Circle Time Worship Time - respecting Christian Values – sharing/giving/respecting Staff modelling – taking turns	**Windows:** Exploring global links and learning about others' experiences **Mirrors**: Reflecting on how our actions affect others' feelings **Doors**: Acting as buddies, resolving conflicts, demonstrating sportsmanship	Charitable causes – who are we supporting this year and why? On-going. Thinking about the ethics of different practises and how these affect others. Work towards: Surrey Anti-Bullying Charter Mark (3-year programme), Sustainability action plan and School's travel plan.

	Behaviour policy – clear rules, rewards and consequences Global links – other than ourselves Buddy system – Friendship bench. Playground buddies Sportsmanship		
Transcendence A sense of disappointment and failure, suffering and pain:	Pets, plants, Jesus Disasters in news/environmental issues Collective Worship stories (Bible and multi-cultural) Circle time/social skills Supporting charities In lessons – failing is positive – you are learning School ethos – implicit, respect for others less able in a particular area. CPD: Bereavement training.	**Windows**: Encountering stories of suffering and resilience (Bible stories, news, charities) **Mirrors**: Reflecting on our own experiences of failure and disappointment **Doors:** Supporting charities, showing compassion to those struggling	Ethos that everyone makes mistakes. We are all learning - continue to embed Christian values 'Forgiveness' and 'Perseverance'. Continued development of Reading Spine. Bitesize training for safeguarding and MH issues. On-going. SMHL - HT.
Beauty A sense of empathy with others:	Social stories Social skills groups Anger management Stories Role play Supporting charities Sportsmanship Provision mapping – ie: RE/RSE Curriculum Buddies Friendship bench Gardening gang/Eco council. Cookery/tasting.	**Windows:** Experiencing the natural world through trips and gardening **Mirrors:** Understanding our own emotions through social stories and role play **Doors:** Taking action through Eco council, supporting charities, being a buddy	Peace Garden – redevelopment with PTA and pupils. On-going. Playground environment. Visits to Big Wood Estate. Strawson's field. Development of outdoor learning – Strawson's field. On-going development and upkeep – linked to curriculum areas and enrichment activities and development of Peace Garden.

	Enrichment trips: Tilgate Park, Gatton Park, Penshurst Place.		

Resolve

***"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."* Joshua 1:9**

We encourage our children to be enthusiastic about learning and positive about the future, developing their own emotional strength and resilience. We promote a 'have-a-go' culture where children develop confidence in who they are and what they can achieve.

Core pillar	School opportunity examples	Windows, mirrors, doors	School Development
Self A sense of silence and reflection:	Noise level in classrooms – Quiet/calm 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/Achievements Thinking time for children and staff Calm school Responsive feedback. ELSA/RSE Professional development time for all staff to reflect on practice Mindfulness activities/movement breaks	**Mirrors**: Dedicated time and space for personal reflection and mindfulness **Windows**: Learning about Jesus and others during worship **Doors:** Applying learning from reflection to improve practice and wellbeing	Work / life balance - staff – continuous Peace Garden/Strawson's field/play areas - On-going- weather and season permitting.

Others A sense of worth of others. Choices and decision making:	Collective Worship ELSA sessions/social groups – Learning Mentor/circle time Friendship group/activities Curriculum time/PSHE Anti-Bullying team. Councillors/voting Harvest: Work with local farmers/NFU	**Windows:** Learning about local farmers and community members **Mirrors**: Reflecting on the worth of others and our choices **Doors:** Voting, serving on councils, anti-bullying action	Continue to strength AB and Christian Values within the whole school community and reporting practices to parents. – continuous. Work towards: Surrey Anti-Bullying Charter Mark (3-year programme), Sustainability action plan and School's travel plan.
Transcendence A sense of suffering and pain:	Collective Worship ELSA sessions/social groups/circle time Reflection times Curriculum mapping – ie RE lessons Disasters in news Supporting charities Church community support. Multi-agency support. Fairtrade assemblies Courageous advocacy – sense of justice and advocating change.	**Windows:** Encountering stories of suffering through news, Fairtrade, RE **Mirrors:** Processing our own experiences of pain through ELSA and reflection **Doors:** Courageous advocacy, supporting charities, seeking justice	Mental health support links. On-going Pupil involvement (initiation of ideas) for raising money for worthy causes. (Pupil empowerment roles) 52 Acts of Kindness workshop. Kindness School.
Beauty A sense of love for the outside:	Play area / outdoor areas/EYFS Off-site visits / walks Gardening club Sketching Pause/reflection days Enrichment activities	**Windows**: Experiencing the beauty of nature through visits and outdoor learning **Mirrors**: Reflecting on our connection to the natural world **Doors:** Caring for the environment through gardening and eco projects	Development of outdoor learning – Strawson's field – focus – 3 B's. On-going. Internal school Eco projects On-going. Big Wood Estate termly visits. Eco sustainability in line with SDBE Carbon Net Zero target for 2030. Climate Action Plan with Green Governor and ECO Council. School's travel plan.

Aspirations

"I can do all things through God who gives me strength." **Philippians 4:13**

We strive for and value intellectual, sporting, and creative achievement, supporting and celebrating one another's endeavours. We strive to deliver excellence and innovation in our teaching. We seek to nurture and encourage everyone to further their own development and contribute to our school community. We promote and value aspiration and the courage to take risks.

Core pillar	School opportunity examples	Windows, mirrors, doors	School Development
Self A sense of self-worth, decision making and personal responsibility	Effort and achievement celebrated in displays (house points etc) High academic standards/ roles and responsibilities Year 2 transitions Circle time - discussion Pause Days/themed weeks Self/Peer marking Ethos – everyone unique and special in their own way All children discussed regularly in staff meetings – learning styles Teaching about Jesus and Christian Values Celebration Collective Worship Staff knowing all children well Creative homework / personal home learning Self-evaluation Group work – peer marking Faith Group/School and ECO Council Behaviour choices Philosophy After-school club	**Windows:** Learning about Jesus and others who demonstrate Christian values **Mirrors**: Self-evaluation, peer marking, reflecting on personal choices and learning styles **Doors:** Taking on roles and responsibilities, leading in Faith Group/Council, creative homework projects	Ethos/Christian Values continue to embed - On-going. KS1/EYFS Well-being questionnaire – linked to RSE/Mental Health (whole school approach) Careers visitors/enrichment activities/books- development of exciting career prospects. (Fire service/acting/sports experts – Step into Leadership Yr2) Creative homework – On-going.

Others A sense of life's joys and achievements:	Celebration Collective Worship Genuine achievement – high standards EYFS 'WOW' moments Celebrations Inspirational speakers STEAM and themed curriculum weeks Humour in lessons Children supporting planning and leading Collective Worship	**Windows**: Encountering inspirational speakers and others' achievements **Mirrors**: Celebrating our own 'WOW' moments and achievements **Doors:** Planning and leading worship, participating in STEAM projects	Achievements out of school published at the Diocese/Parish News/SuperKind charity - On-going. Sponsored events – Reindeer Run, Friends events. Sports Day. Maypole dancing/Fete – June 2027
Transcendence A sense of enquiry and open mindedness:	Philosophy for Children RE lessons 'Big questions' Circle time Show and Tell Self-evaluation/ peer assessment Christian values – what do they mean to you British Values	**Windows**: Exploring big questions and different perspectives through Philosophy and RE **Mirrors**: Reflecting on what Christian and British values mean to us personally **Doors:** Sharing our thinking through Show and Tell, applying values	Encouraging children to ask 'big questions' – On-going. STEAM project/ 'What if' learning.
Beauty A sense of pattern, sequence and order:	Science/Music/ Sport/Dance The Arts Behaviour policy Creative curriculum Christian Year Collective Worship A school week – timetables Visual timetables	**Windows:** Discovering patterns in science, music, the Christian year **Mirrors:** Understanding our own need for structure and routine **Doors:** Creating beauty through the arts, dance, music	Review of curriculum mapping: plan, review, assess cycle. Continuous.

Well-being

"I lift up my eyes to the mountains - where does my help come from? My help comes from the Lord, the maker of heaven and earth. He will not let your foot slip." **Psalm 121:1-3**

The well-being of all our children is our top priority and we strive to create a safe, supportive environment for everyone. We seek to promote and safe-guard the physical, emotional and spiritual well-being of all those in our care, ensuring that all our children develop a high self-esteem and know that they are valued.

Core pillar	School opportunity examples	Windows, mirrors, doors	School Development
Self A sense of the joy in life and in the mystery of life:	Creative curriculum – real experiences: science/cookery. Sports/The Arts/Clubs/Enrichment activities Humour Literacy – Poetry/Stories Relationships education Challenges in maths 'Big' questions – RE/Philosophy Reflection corners/Peace garden Sacred spaces - visits	**Windows:** Encountering mystery through science, poetry, sacred spaces **Mirrors:** Reflecting on what brings us joy and wonder **Doors:** Expressing joy through the arts, sports, creative activities	Independent learning - HOQ on-going. Pupil talk /daily observations of pupils. on-going. Peace garden – collaboration with Friends (PTA/parent volunteers)– on-going. Further multi-cultural visits – Synagogue visit 2027. Well-being week – June 2027.
Others A sense of awareness for others:	Charity speakers – NSPCC/On-line safety/Speak out programme Circle time/friendship groups/RSE/Science AB team/ School ethos. Inclusivity – multi-agencies/church community.	**Windows:** Learning from charity speakers about others' experiences **Mirrors**: Reflecting on how we can support others' wellbeing **Doors:** Taking action through AB team, Healthy schools, inclusivity practices	Bitesize training Mental health support - SMHL Inclusivity – all stakeholders (incl. parents)- continuous. Development of Reading Spine. On-going.

Transcendence A sense of awareness of there being something more to life than meets the eye:	Reflection 'Big questions' Stories Worship times Relationships Christian Symbols The Arts Philosophy/RE lessons	**Windows:** Encountering Christian symbols, stories of faith, the transcendent through worship **Mirrors**: Reflecting on big questions about meaning and purpose **Doors:** Expressing spiritual understanding through the arts	Questions- development of in-school displays. Displays within the outdoor areas i.e. Peace Garden. Reflective/calm spaces in classrooms.
Beauty A sense of awe and wonder:	Visits Curriculum Church visits Awareness of world – Links to Africa Visitors to school Worship times Resources Real life experiences	**Windows:** Experiencing awe through visits, global links, visitors **Mirrors**: Reflecting on what inspires wonder in us **Doors:** Sharing our sense of wonder, caring for God's creation	Resources – development of surrounding areas: Peace Garden/Strawson's field. – continuous/weather permitting/seasons. Further visits – enrichment activities – i.e. Gatton Park/Penshurst Place. Linking with local Schools Big Wood Estate. Booked 2026-2027.