

Bringing joy...inspiring success!

“I have come that they might have life, and have it to the full.” John
10:10



Spiritual Development Policy

Approved by:	The Governing Board	
Written by:	Nicola Alburg	July 2026
Next review due by:	The Headteacher	July 2027

Purpose

This policy sets out how Chalfont St Peter C of E Academy will nurture pupils' spiritual development so every child "flourishes and lives life to the full" (John 10:10). It uses the Windows, Mirrors and Doors model to ensure spirituality is inclusive, invitational and appropriate. Spiritual development is integral to our RE curriculum, collective worship, SMSC development and everyday classroom practice.

Principles

- Rooted in our Christian vision and core values (Generosity, Compassion, Respect, Justice, Faithfulness, Courage), spirituality at CSPA is for every pupil and adult, not only for those who identify as Christian.
- Spiritual development is about curiosity, meaning, identity, relationship and transcendence.
- Provision must be accessible to pupils with high levels of EAL, SEND and disadvantage; differentiation, adaptation and scaffolding may be required.
- Spiritual life will be monitored and evaluated as part of our SIAMS preparation and Ofsted expectations about personal development and wellbeing.



WINDOWS



MIRRORS



DOORS

The Windows, Mirrors and Doors model — what we mean

- Windows: experiences that allow pupils to glimpse something beyond their everyday self — the natural world, art, music, stories, other beliefs and cultures. Windows widen perspective and foster awe, wonder and curiosity.
- Mirrors: opportunities for self-reflection and recognition — pupils see aspects of themselves, their values, emotions and identity. Mirrors build self-awareness, empathy and resilience.
- Doors: invitations to respond — action, commitment, service, prayer, creativity and relationship. Doors enable pupils to act on what they have noticed through windows and mirrors.

Aims

1. Ensure every pupil experiences regular, clearly planned Windows, Mirrors and Doors opportunities across the curriculum and in collective worship.
2. Make spiritual development visible and inclusive: staff use language and tasks that scaffold reflection for EAL pupils and adapt experience for pupils with SEND.
3. Embed spiritual outcomes into planning, assessment and monitoring so leaders and governors can evaluate impact.

Implementation — what this looks like in school

Curriculum and classroom practice

- Curriculum planning: across the curriculum, there will be opportunities for “spiritual moments” (e.g. a science Window: observing wonder in space; an English Mirror: reflecting on a character’s moral choice; an art Door: creating work for the local art society).
- Lesson opportunities: starters or plenaries used for short reflective activities: visual prompts, silence, sentence stems (“I noticed...”, “This made me think...”, “I could...”) and options for written, spoken or artistic response.
- Differentiation: provide language frames, visual cues, tactile resources and adult support for EAL and SEND pupils so spiritual moments are accessible.
- Staff CPD: twilight training showing modelled Windows/Mirrors/Doors sequences, short peer observations, and example planning.

Collective worship and prayer life

- Collective worship: planning explicitly identifies Windows/Mirrors/Doors elements. Worship remains invitational and accessible; pupils may participate at different levels.
- Pupil-led worship: e.g plan and lead a short Windows/Mirrors/Doors worship every half-term.
- Prayer/spiritual space: create a visible spiritual/prayer space in school with rotating displays for windows (images, objects), mirrors (reflection prompts), doors (suggested actions/ways to respond). An accessible, quiet area is available for individuals or small groups.

RE, SMSC and personal development

- RE overviews, medium term and short term planning relates to the Windows/Mirrors/Doors model where appropriate; the new RE curriculum for 2026/27 will include some examples showing the model in action.
- Service and citizenship (Doors): provide planned opportunities for pupils to act (charity work, environmental projects, community links with church/parish). These are recorded and evaluated for impact on pupils’ sense of responsibility and justice.

Pastoral systems

- Reflection conversations: restorative conversations and mentoring use Mirror language to help pupils understand feelings and values, linked to behaviour and wellbeing work.

Environment and cultural life

- Displays: classroom and communal displays label spiritual themes as Window/Mirror/Door so children recognise patterns.
- Curriculum enrichment: visits, visitors and outdoor learning scheduled as clear Windows opportunities (e.g. nature walks, gallery visits). Career inspiration work includes reflective Doors tasks linking aspiration to values.

Roles and responsibilities

- Headteacher: ensures policy implementation, allocates resources, reports to governors on impact.
- RE/Collective Worship lead (and SIAMS lead): coordinates planning exemplars, leads CPD, maintains the spiritual/prayer space, and produces an annual spiritual development report for SLT and governors.
- Class teachers: plan and deliver Windows/Mirrors/Doors moments.
- SENDCo advises on adaptations and monitor engagement for specified pupils.
- Pupil Spiritual Leadership team (WINGS): trained pupils who support peer-led worship, curate displays and feed pupil voice into evaluation.
- Governors: ensure spiritual development is monitored termly via the curriculum and RE committee and receive the annual report.

Monitoring and evaluation

- SLT learning walks each term focus on spiritual moments in lessons and collective worship. Notes use a short proforma aligning evidence to Window/Mirror/Door.
- Book/portfolio sampling written or creative reflective outcomes.
- Pupil voice with targeted groups (including disadvantaged, EAL, SEND).
- Governors' curriculum visits include one focused visit per year on spirituality and collective worship.

Safeguarding and inclusion

- Spiritual activities will never place pupils at risk. Reflection activities that raise safeguarding concerns are handled through normal safeguarding routes and recorded. Staff must be alert to disclosure during reflective tasks.
- Participation is always invitational: pupils may choose silent observation or an active role. Parents' preferences regarding collective worship are respected in line with statutory rights.

Policy review

This policy will be reviewed every three years or sooner if SIAMS, curriculum or statutory guidance changes. The next scheduled full review is September 2027.