



Spirituality at The Coombes CE Primary School

Windows, Mirrors, Doors

Growing and Flourishing in Mind, Body and Spirit

"A farmer went out to sow his seed..." (Mark 4:3–8)

"Growing and Flourishing in mind, body and spirit, our children are enabled to succeed in a changing world."

Spiritual Development Through Windows, Mirrors, Doors

Aspect	Windows (Looking Out)	Mirrors (Looking In)	Doors (Stepping Through)
Mind	Learning about diverse beliefs and perspectives through RE, PSHE, and global events.	Reflecting on personal values, choices, and emotional wellbeing.	Engaging in leadership roles, school council and collaborative learning.
Body	Observing how others care for their health and environment.	Recognising one's own physical needs and strengths.	Participating in sports, Forest School and eco initiatives.
Spirit	Experiencing awe and wonder through nature, worship and stories of faith.	Exploring personal spirituality, prayer and emotional expression.	Taking part in collective worship, charitable acts and creative expression.

School Values 'Lived'- Windows, Mirrors and Doors

Value	Windows	Mirrors	Doors
Compassion	Seeing others' needs and stories	Understanding our own capacity to care	Acting with kindness and service
Forgiveness	Learning how others reconcile and heal	Reflecting on personal experiences of hurt and healing	Choosing to forgive and seek peace
Wisdom	Gaining insight from others' decisions and beliefs	Thinking deeply about our own choices	Applying discernment in real-life situations
Responsibility	Observing responsible behaviour in community and global contexts	Evaluating our own actions and their impact	Taking initiative and making ethical decisions
Respect	Valuing diverse cultures, beliefs, and people	Recognising the sacredness of self and others	Practising respectful behaviour and dialogue
Perseverance	Witnessing others overcome challenges	Identifying personal strengths and growth areas	Persisting through difficulty with courage

Planned Opportunities for Spiritual Development

Windows	Mirrors	Doors
<ul style="list-style-type: none"> • Visits to places of worship • RE curriculum • Newsround, First News • Eco Council and global awareness days • Careers Day • Providing challenging learning through a bespoke, broad and balanced curriculum • Knowledge Organisers • School Council/Pupil teams • Phonics and reading buddies • World Book Day / World Earth Day • School Productions • Yr 4 and Year 6 Residential • Forest School • Eco Council • First News and Newsround • Jigsaw RSE curriculum • Participation in sporting events and challenges – families, school, Wokingham, TKAT • Active School Partnership • Diocesan and Church links • Celebrating events within the Church year • Remembrance 	<ul style="list-style-type: none"> • Zones of Regulation • Mindfulness Club • Reflection areas and prayer shelves • Class Capture Books • PSHE curriculum (wellbeing, mental health awareness) • Zones of regulation • 3 before me • Wellbeing • Mindfulness Club • School Code of Conduct • Weekly staff meetings • Governor support • ELSA trained staff • Nurture spaces • Taking time to notice the small things – rainbow, first daffodils, changes in our beautiful school setting • Regular time for prayer, silence, stillness, reflection • Class prayer shelves • Whole School reflection area • Class Capture Books – RE, CW 	<ul style="list-style-type: none"> • Collective Worship leadership • Charitable giving • Spacemakers sites • Active participation in clubs and school events • Staff CPD training • School House activities • Pupil monitor and leadership roles • Playground buddies • Range of active clubs provide opportunities outside the curriculum • RE • Collective Worship – leading and evaluating – range of leaders • Collective worship team • Caring for others – charitable giving • Celebration assemblies with termly ‘Values’ certificates • Prayer built into the pattern of the day • Annual Leavers’ Service

<ul style="list-style-type: none"> • Art Competitions 		
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Impact of Spiritual Development

Windows	Mirrors	Doors
Children and Adults observe and learn from others, developing empathy and global awareness.	Children and Staff reflect on their own beliefs, emotions, and values, building self-awareness and resilience.	Children and Staff act with integrity, creativity, and compassion, contributing positively to their community and growing spiritually.
<ul style="list-style-type: none"> • Children have improved knowledge of the world • Children have improved knowledge of their bodies and how to stay healthy • Children understand the viewpoints of others and can balance opinion • Children have an improved awareness of others in the community and are inclusive • Children show compassion for the world around them and are given a voice to champion their causes within the school community 	<ul style="list-style-type: none"> • Children become more wise, compassionate, responsible, persevering, respectful, and reflective on how they can enable others to 'grow and flourish' • Children feel supported and have an improved work-life balance • Children are secure and articulate in expressing their own feelings • Staff are secure in expressing their own feelings • Staff have improved mental health • There are fewer instances of anxiety amongst our children • Children have the confidence to ask deep questions 	<ul style="list-style-type: none"> • Children are able to make better choices in their behaviour and actions towards each other • Children form better friendships • Children are more generous and forgiving • Children's behaviour is good • Children take care of each other and their environment to a greater degree • Children are creative and expressive through use of a range of media • Children are more independent and willing to take risks

<ul style="list-style-type: none"> • The school environment has been shaped to facilitate spiritual growth • Staff and pupils feel valued and respected • Children are confident with expressing themselves through prayer and song 	<ul style="list-style-type: none"> • Pupil questionnaire annually (reflective feedback loop) 	<ul style="list-style-type: none"> • Children adapt well to changes in their daily life • High uptake for clubs (acting on interests and community engagement) • Staff are secure in leading Collective Worship
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Next Steps

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| <ul style="list-style-type: none"> • Broaden experiences of other places of worship (<i>Windows</i>) • Develop 'spirituality days' and use of spiritual journals for greater impact (<i>Doors</i>) • Further develop 'Spacemakers' sites in external school spaces (<i>Doors</i>) |
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