

[Spirituality At Alderman Cogan's CE Primary Academy](#)

As a church school and whole school community 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.

We believe that Jesus Christ stands at the centre of everything we do, therefore everyone's personal view can change throughout their own development in school and throughout their life.

At Alderman Cogan's CE Primary Academy we aim to give children a range of experiences to develop their own spirituality and refine what it means to them.

[The lenses through which we view spirituality](#)

Our definitions of Spiritual Capacities are guided by the research of Shahne Vickery (2020). These definitions are evidenced and promoted through:

[☰ Spiritual Capacities in A Christian Context](#)

[☰ Spiritual Capacities Development at AC](#)

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 offers 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:](#)

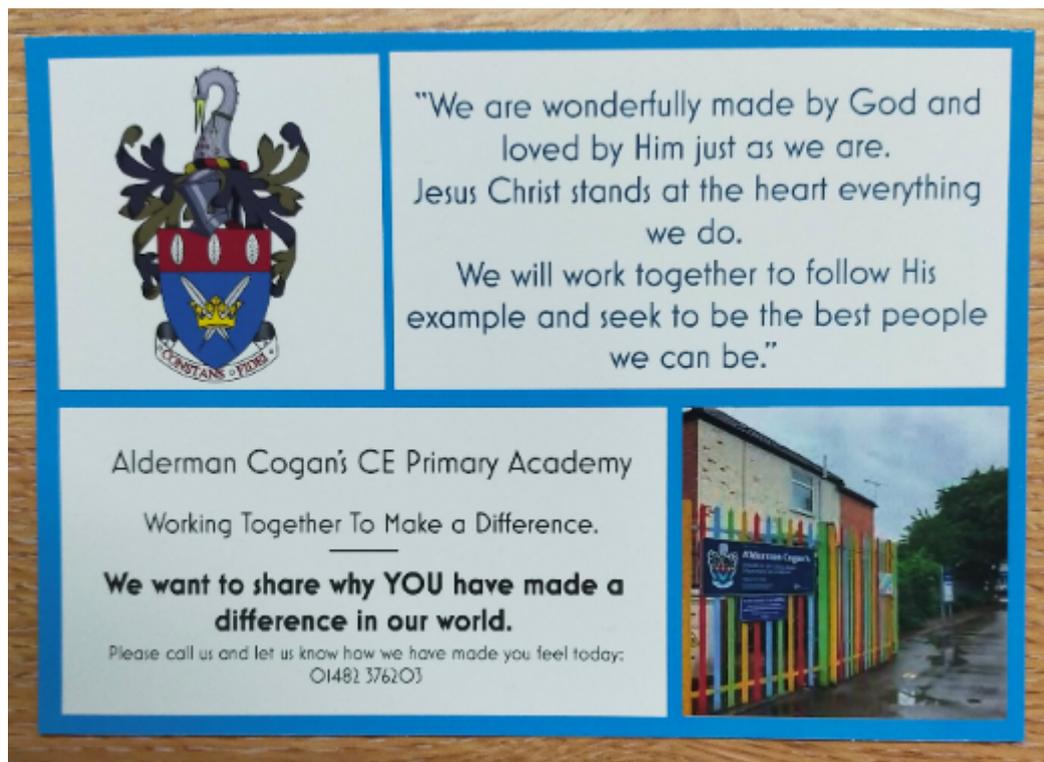
Are for 'looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions, learning from our own and each other's responses. In addition to opportunities to reflect as part of our RE curriculum and worship, we also ensure pupils have the opportunity to reflect through 'stillness' in EYFS and guided meditation sessions in KS2. Reflection Prayer Spaces are used in our communal corridor spaces. Classroom Reflection Areas in each class enable reflection opportunities to be bespoke to individual classes.

[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 are also involved in Big Art and RE days where they are able to express their responses creatively as well as participating in Spirited Art (NATRE) to share their ideas with a wider forum. More recently our children have been involved in an Art Bytes competition, allowing their work to be displayed in a digital art gallery.

Our focus on Courageous Advocacy supports children to make positive changes about issues that they are personally passionate about. We ensure that children leave with the confidence and skills to make themselves heard, knowing that they can make a real difference.

To reach out into our community and beyond, we have designed a school postcard to show everyone with a little recognition can make a difference:



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