

*“The glory of God is a human being fully alive.”
— St Irenaeus*

Intent

At St Thomas à Becket Primary School, spirituality is at the heart of our Christian vision and curriculum. We believe that all children are spiritual beings on a journey of growth and discovery. Our intent is to nurture and develop each child’s sense of wonder, belonging, purpose and connection to the world around them, themselves, others, and the divine. Spiritual development at our school is not confined to Religious Education or collective worship—it is woven through every subject, encounter and experience. We aim to provide opportunities for all children to:

Be curious and notice beauty, mystery and meaning in the world around them (Windows).

Reflect on their thoughts, values, beliefs and identity (Mirrors).

Be inspired to make a difference and act with compassion, courage and conviction (Doors).

Rooted in our curriculum drivers – Relevant, Read, Revisit – and our Christian values of Friendship, Respect, Truth, Forgiveness, Perseverance and Thankfulness, our spirituality curriculum fosters stillness, empathy, gratitude and a deepening sense of self and purpose.

Implementation

Our spirituality curriculum is implemented through both planned opportunities and spontaneous moments of awe and reflection, across all subjects and throughout the school day. It is shaped by the Windows, Mirrors, Doors model, ensuring a progressive and developmentally appropriate approach from EYFS to Year 6.

Key elements of our implementation include:

-Integrated Curriculum Design: Each national curriculum subject offers bespoke opportunities for spiritual growth. For example, in English, pupils reflect on human experience through story and poetry; in Science, they explore the wonder and complexity of the natural world; in History, they consider justice and moral choices through time.

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-Progressive Spiritual Moments: Our curriculum maps specific spiritual opportunities in each subject across four phases—EYFS, Skylarks (Y1–2), Choughs (Y3–4) and Kestrels (Y5–6)—so that pupils’ spiritual development deepens with maturity and insight.

-Outdoor Learning & Forest School: These play a vital role in supporting children’s spiritual awareness and wellbeing, allowing them to connect meaningfully with creation, reflect on their place within it, and take responsible action.

-Collective Worship & RE: These provide focused spiritual reflection and exploration of big questions, faith stories, and lived religious experience, while encouraging children to explore and express their own responses.

-Spontaneous Moments: Staff are encouraged to notice and respond to ‘moments of spirituality’—such as a child's awe at a sunset, empathy for a peer, or deep question about life or death—with reverence and attentiveness.

-Creative and Reflective Spaces: Opportunities for prayer, silence, creative expression and discussion are embedded throughout the curriculum to allow children to process and express their spiritual thoughts and feelings.

Through this holistic and inclusive approach, we seek to light the fire of spiritual curiosity and purpose in every child, enabling them to flourish fully, as confident individuals and compassionate global citizens.

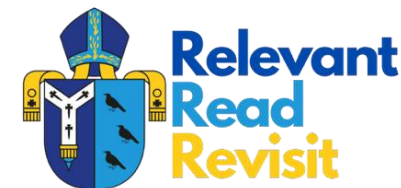
Further information about our approach to Spirituality can be found in our Spirituality Strategy.

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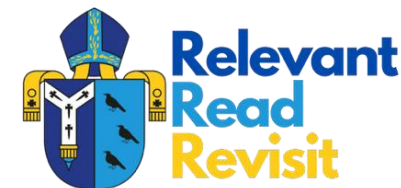
Subject	EYFS (Foundation)	Skylarks (Y1–2)	Choughs (Y3–4)	Kestrels (Y5–6)
English	- Windows: Listen to high-quality storybooks selected from EYFS vocabulary spine. - Mirrors: Discuss feelings and personal links to stories. - Doors: Retell stories and share them with peers or family.	- Windows: Engage with curriculum-linked texts from the Skylarks spine. - Mirrors: Reflect on connections between self and characters. - Doors: Perform stories and poems to develop confidence and empathy.	- Windows: Explore legends, including the story of St Thomas. - Mirrors: Write from characters' perspectives. - Doors: Share interpretations with younger children to inspire awe and understanding.	- Windows: Read texts about justice, empathy, and global stories. - Mirrors: Write reflective letters or journals. - Doors: Lead school-wide presentations or campaigns based on literary themes.
Maths	- Windows: Discover patterns in nature and play. - Mirrors: Share what they like about shapes and numbers. - Doors: Create and teach a pattern to a peer.	- Windows: Measure nature items and explore shape around the school. - Mirrors: Talk about how it feels to solve a maths challenge. - Doors: Help a peer understand a new concept.	- Windows: Collect and explore real data from nature. - Mirrors: Record feelings of success or challenge. - Doors: Present findings and support others in learning.	- Windows: Use data in context (climate, population). - Mirrors: Reflect on perseverance in problem solving. - Doors: Support peers with strategies and publish work for real audiences.
Science	- Windows: Explore seasons and growth in Forest School. - Mirrors: Talk about their favourite discoveries. - Doors: Care for class plants or animals.	- Windows: Observe insects and weather changes. - Mirrors: Describe their feelings about discoveries. - Doors: Present findings in class or to another year group.	- Windows: Investigate habitats and local environments. - Mirrors: Record science reflections in a learning journal. - Doors: Help improve the school environment using science knowledge.	- Windows: Explore global science issues (climate, space). - Mirrors: Consider personal responsibility for nature. - Doors: Lead science-based action projects or events.
Geography	- Windows: Discover the world through maps and nature walks. - Mirrors: Talk about 'My	- Windows: Explore Devizes and rural Wiltshire. - Mirrors: Talk about how places make them feel.	- Windows: Compare local and international environments. - Mirrors: Reflect on belonging and community.	- Windows: Study global interdependence. - Mirrors: Consider identity within a global society.

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	Place' and its special qualities. Doors: Share local knowledge or stories with others.	Doors: Join local improvement or fieldwork projects.	Doors: Plan eco actions for their school or community.	Doors: Lead school campaigns or awareness drives.
History	- Windows: Learn about family traditions and local history. - Mirrors: Reflect on personal history. - Doors: Create a family timeline to share.	- Windows: Study significant historical figures. - Mirrors: Compare past and present lives. - Doors: Act out events or write historical letters.	- Windows: Discover local history stories. - Mirrors: Reflect on how history shapes our lives. - Doors: Curate a local history museum.	- Windows: Study ancient and modern struggles for justice. - Mirrors: Reflect on causes and consequences. - Doors: Lead discussions or presentations.
RE	- Windows: Hear stories from Christianity and other religions. - Mirrors: Reflect on kindness and emotions. - Doors: Take part in giving or kind actions.	- Windows: Learn from Bible stories and religious celebrations. - Mirrors: Talk about what they believe is right. - Doors: Write class prayers or lead worship.	- Windows: Explore moral choices in world religions. - Mirrors: Think about how to live out Christian values. - Doors: Initiate class service actions.	- Windows: Deep dive into beliefs and practices across faiths. - Mirrors: Record a personal values journal. - Doors: Lead inclusive worship or interfaith dialogue.
Art & DT	- Windows: Use textures and colours from nature. - Mirrors: Describe how art makes them feel. - Doors: Share their work in class galleries.	- Windows: Explore art inspired by emotions and nature. - Mirrors: Reflect on art as personal expression. - Doors: Create for someone else or the community.	- Windows: Study meaningful art and architecture. - Mirrors: Use sketchbooks to reflect mood. - Doors: Display art with messages for change.	- Windows: Create socially engaged art. - Mirrors: Express beliefs and emotions visually. - Doors: Lead exhibitions or community arts projects.
Music	- Windows: Respond to sounds and rhythm. - Mirrors: Move or draw to express feelings.	- Windows: Sing together and listen to music from around the world. - Mirrors: Reflect on emotions in	- Windows: Explore music linked to values or justice. - Mirrors: Compose reflective pieces.	- Windows: Study protest and faith music. - Mirrors: Compose songs with purpose.

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	Doors: Perform a sound for others to feel.	- music. - Doors: Perform to another class.	Doors: Lead worship songs or performances.	Doors: Organise concerts or lead singing groups.
PE & RSHE	- Windows: Experience teamwork games. - Mirrors: Say how they feel during exercise. - Doors: Help others join in.	- Windows: Play cooperatively and develop physical confidence. - Mirrors: Reflect on being a good friend. - Doors: Support someone who is struggling.	- Windows: Explore health and wellbeing topics. - Mirrors: Reflect on personal growth. - Doors: Lead warmups or mindfulness breaks.	- Windows: Understand identity and relationships. - Mirrors: Set goals for character growth. - Doors: Support mental health initiatives.
Computing	- Windows: Explore simple digital tools. - Mirrors: Talk about how they feel when using devices. - Doors: Share a digital creation with family.	- Windows: Learn about communication through media. - Mirrors: Think about kind choices online. - Doors: Create a message of friendship.	- Windows: Use data for good (nature, surveys). - Mirrors: Reflect on the power of digital words. - Doors: Create helpful online content.	- Windows: Engage with digital citizenship. - Mirrors: Consider ethics of digital spaces. - Doors: Run a digital wellbeing campaign.
Outdoor Learning & Forest School	- Windows: Explore seasonal changes, wildlife, and natural textures with awe and wonder. - Mirrors: Talk about how being outside makes them feel, noticing preferences and comfort in nature. - Doors: Take responsibility for simple tasks like feeding birds or watering plants.	- Windows: Observe changes in the weather and explore habitats of mini-beasts and plants. - Mirrors: Reflect on how they feel during forest school activities and what nature means to them. - Doors: Contribute to class nature projects or look after a small garden space	- Windows: Investigate ecosystems and the impact of human activity on the environment. - Mirrors: Keep a nature journal to express feelings and ideas inspired by the outdoors. - Doors: Design and carry out actions to care for the school environment or local green spaces.	- Windows: Examine climate change and biodiversity through outdoor inquiry. - Mirrors: Reflect on personal responsibility and spiritual connection to the earth through creative writing or discussion. - Doors: Lead outdoor learning sessions or initiate a sustainability project for the school.

