

# SPIRITUALITY AT WOODSIDE



At Woodside School, we believe that spiritual development is a vital part of helping children grow into thoughtful, reflective, and compassionate human beings. Spirituality is about supporting pupils to explore meaning, purpose, values, and connections in their lives.

## SPIRITUALITY IN SMSC



- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences



## WHAT THIS MEANS AT WOODSIDE



Our spirituality work centres on helping pupils:

- Make personal connections with their thoughts, feelings, identity, and values.
- Understand and appreciate the perspectives and experiences of others.
- Notice and respond to moments of awe, curiosity, beauty, or challenge.
- Reflect on the world and consider their place within it.
- Develop compassion and the desire to make a positive difference.

This fits naturally with our school values of curiosity, collaboration, and kindness.

## ODBST STATEMENT DEEPENS THIS FURTHER

It describes spirituality as a deep connection to ourselves, others, and the wider world, and the ability to be present, notice awe and wonder, and find meaning. It focuses on stillness, reflection, and recognising that life is bigger than ourselves.

## WHAT SPIRITUALITY LOOKS LIKE IN OUR CURRICULUM



Spirituality is not taught as a separate lesson. Instead, it is woven throughout school life, including:

- Curriculum subjects - noticing awe in science, exploring identity in English, considering fairness in history, expressing ideas creatively in art and music.
- Assemblies and reflection times - offering space for big questions and calm thinking.
- PSHE, and wellbeing sessions - developing emotional literacy and personal growth.
- Outdoor learning and nature experiences - encouraging stillness, curiosity, and wonder.
- Celebrating diversity - learning about different traditions, cultures, and worldviews.
- Restorative approaches - supporting children to reflect, repair, and respond kindly.

# WINDOWS, MIRRORS AND DOORS

To ensure that spirituality is meaningful and accessible to all children, we use the Windows, Mirrors, and Doors model to structure our approach across the curriculum.

## WINDOWS



### Windows - Learning about Life (Curiosity)

Children are given chances to look outward at the world.

Through windows, pupils:

- Explore the world around them with curiosity.
- Notice the “wows” (awe, beauty, brilliance) and the “ows” (injustice, inequality, hard truths).
- Learn about the lives, beliefs, and experiences of others.
- Engage with diverse stories, global perspectives, and real-world events.

This builds empathy, understanding and respect while broadening their worldview.

## MIRRORS



### Mirrors - Learning from Life (Collaboration)

Children also look inward and reflect on themselves.

Through mirrors, pupils:

- Think about their own thoughts, feelings, actions and beliefs.
- Ask reflective questions such as:
- How does this make me feel? What would I do? What does this teach me about myself?
- Consider how learning connects to their own experiences or values.
- Share ideas with others, building collaborative understanding.

This strengthens emotional awareness, critical thinking, and respect for self and others.

## DOORS

### Doors - Responding to Life (Kindness)

Finally, children are encouraged to turn reflection into action.

Through doors, pupils:

- Make meaningful changes in their behaviour, attitudes, or choices.
- Act with kindness and compassion.
- Engage in creative expression, social action, or community projects.
- Show courage in responding to injustice or challenge.

This empowers them to make a positive difference to others and to the world.



## WOODSIDE'S SPIRITUALITY SUMMARY STATEMENT

Spirituality at Woodside is about deep connections, reflection, meaning, and action. We nurture it through Curiosity (windows), Collaboration (mirrors), and Kindness (doors) so that pupils become thoughtful, empathetic, reflective individuals who are ready to make a positive difference in their communities and in the wider world.