

Spirituality at Hever

Rationale

At Hever, we believe that nurturing the spiritual development of every child is central to our Christian vision. Spirituality supports pupils in exploring meaning, purpose, and their relationship with God, themselves, others, and the world.

This document reflects our commitment to the Church of England Vision for Education and the statutory requirement for pupils' spiritual, moral, social, and cultural (SMSC) development. We aim to create a school environment where all children, regardless of faith background, can flourish spiritually.

'Jesus offers us a broader, deeper, social, moral, cultural, relational, spiritual life that is far beyond whether we are simply alive or not.'

Church of England, Our Hope for a Flourishing Schools System.

Our interpretation of Spirituality

Spirituality is widely recognised as difficult to define, as it means different things to different people. At Hever, our understanding of spirituality reflects a shared collection of thoughts, experiences and values from across our school community.

Spirituality at Hever School is about connection — to ourselves, to others, to the natural world, and to something greater than ourselves. It is the essence of living, inviting us to pause, notice, reflect, respond to and celebrate both the ordinary and extraordinary moments of life. Spirituality is deeply personal, unique to each individual, yet it can also be shared, flourishing in relationships, community, and a sense of belonging.

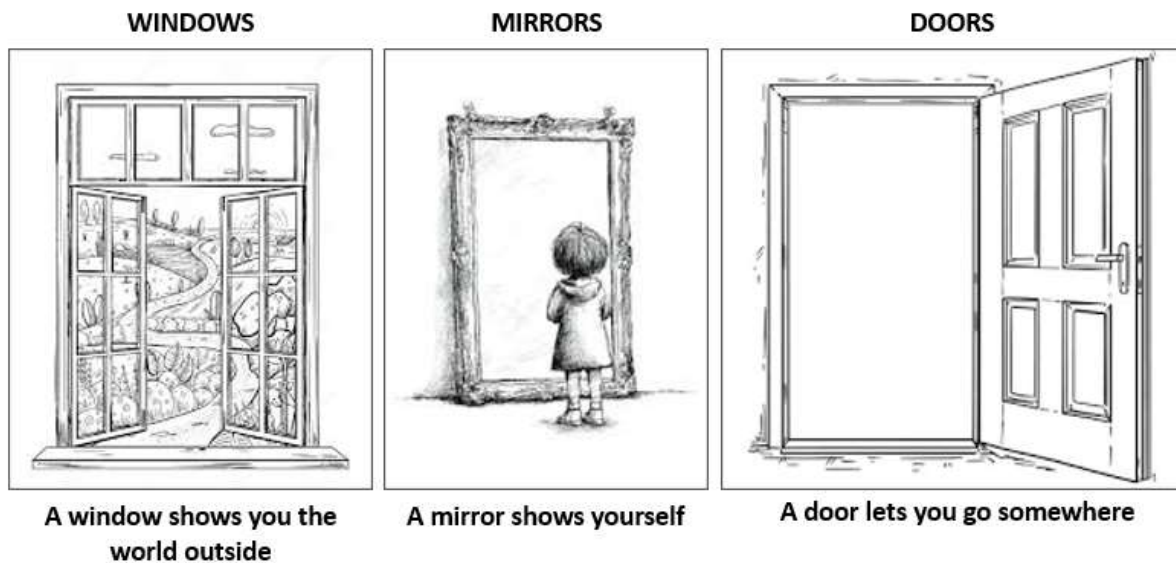
It involves self-reflection, empathy, and understanding — of our own experiences and those of others — and supports our well-being, peace, and sense of purpose. Spirituality can be found in the little things, like the wonder of the first snowdrop of spring, as well as in profound moments of connection, joy, or shared emotion. It encourages us to celebrate what brings us joy, nurtures our individuality, and helps us shine in the world.

Spirituality also recognises the presence of something beyond ourselves, whether experienced through faith, awe, creativity, or a sense of interconnectedness. It enables us to feel part of something larger than our individual selves, to understand our place in the wider world, and to engage with life with awareness, gratitude, and wonder.

At its heart, spirituality is about flourishing — as individuals and as a community — through awareness, connection, reflection, and the courage to explore the depths of our own experiences and those of the world around us. It permeates all aspects of life, supporting growth, resilience, empathy, and the capacity to live fully and meaningfully.

Spirituality model

We understand spirituality as the way children make sense of themselves, their relationships, and the world around them. To support this, we use the Windows, Mirrors and Doors model as a simple and meaningful framework for spiritual development. Windows invite pupils to look out and encounter awe, wonder and big ideas beyond themselves; Mirrors encourage reflection on their own thoughts, feelings, beliefs and experiences; and Doors inspire pupils to respond through action, choices and ways of living. Through this model, we aim to create a reflective, compassionate and hopeful community where every child is supported to flourish spiritually.



Key questions:

Windows	Mirrors	Doors
<ul style="list-style-type: none"> - What are the important facts? - What is challenging to me about this? - What is inspiring to me about this? 	<ul style="list-style-type: none"> - What is my view on this? - How do I feel about it? - What can I learn from others about this? 	<ul style="list-style-type: none"> - What can I learn and take away with me today? - How can I respond to this?

Spiritual development at Hever

We provide opportunities for spiritual development throughout school life:

Collective worship:

- Daily reflections, stories, and prayers.
- Celebrations of Christian festivals such as Harvest, Christmas, Ash Wednesday and Easter.
- Opportunities for pupils to lead or participate in worship.

Religious Education (RE):

- Exploring beliefs, values, and moral questions.
- Considering big questions such as “What makes life meaningful?” or “How do people express their faith?”

Curriculum opportunities:

- Art & Music - encouraging creativity, imagination, and appreciation of beauty.
- Science & Nature - fostering awe through exploration of the natural world.
- Forest School - experiencing reflection, calm, and wonder in nature.
- English - using storytelling and role-play to explore emotions and ideas.
- PSHE – developing meaning, connection and providing opportunities for reflection.

Reflection Spaces:

- Prayer corners, reflective areas in classrooms, and outdoor spaces for quiet reflection.
- ‘My thoughts and feelings’ books for pupils to record thoughts, questions, and feelings.

School ethos and values:

- Encouraging belonging, courage, perseverance, trust and compassion.
- Opportunities for service, charity, and helping others.

We also value and celebrate spontaneous opportunities—those unplanned moments of wonder, such as a snowstorm, a rainbow, or autumn leaves falling.

How do we know the Hever community are developing spiritually?

Spiritual development is evident when individuals demonstrate:

- Curiosity and imagination.
- Ability to reflect on experiences and emotions.
- Appreciation of beauty, creativity, and the natural world.
- Empathy, compassion, and respect for others.
- Confidence in asking and exploring big questions about meaning and purpose.

Roles and Responsibilities

- All Staff - promote spiritual development through teaching, reflection, and modelling.
- SLT - ensure the policy is implemented, supported, and monitored.
- Governors - monitor impact through visits, reports, and SIAMS inspection preparation.

Monitoring

Spirituality in our school community will be monitored through:

- Pupil voice activities, including reflection journals and discussions.
- Learning walks and classroom observations.
- Evaluation of collective worship and RE lessons.