ST THOMAS
Church of England Primary School

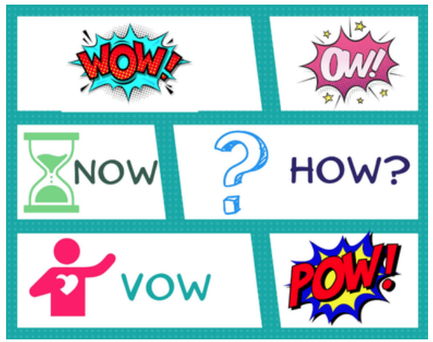
Spirituality at St Thomas'

At St Thomas', we define spirituality as:

Spirituality is the ongoing journey of understanding ourselves, our relationships with others, the world around us and our relationship with God. It is about reflecting deeply, asking big questions, experiencing awe and wonder, and responding with action that reflects our values and beliefs.

Spirituality is not limited to religious practice, although for us as a Christian school it is deeply rooted in our faith. It includes:

- A sense of awe and wonder ("Wow")
- Space to wrestle with challenge or injustice ("Ow")
- Time for reflection and self-awareness ("How" and "Now")
- Courage to act and make a difference ("Vow" and "Pow")



Spirituality is about being and becoming - becoming more aware, more compassionate, more reflective and more courageous.

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The Foundations of Spirituality at St Thomas'

Spirituality at St Thomas'

As a Christian school, our understanding of spirituality is grounded in the belief that:

- Every person is made in the image of God.
- Every individual has inherent worth and dignity.
- God is present and active in the world and in our lives.
- Spiritual growth is lifelong and involves both reflection and action.

For us, spirituality is:.

- Relational – rooted in love of God, love of others and love of self.
- Reflective – creating space for stillness, prayer and deep thinking.
- Responsive – empowering children to act with compassion and courage.
- Transformational – shaping character, values and purpose.

Living out our vision, "Let your Light Shine," means helping every child recognise their unique, God-given light and use it positively in the world.

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"Let your Light Shine" (Matthew 5:16)
"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." – Matthew 5:16

Spirituality at St Thomas'

At St Thomas', spirituality is woven through every aspect of school life. Rooted in our Christian vision, "Let your Light Shine," we believe spirituality is about enabling every child and adult to recognise their unique light, nurture it, and shine it confidently in the world.

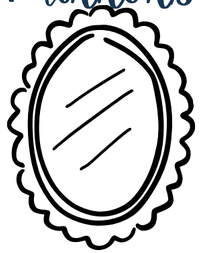
Spirituality is not confined to Religious Education or collective worship; it is lived and experienced through our curriculum, relationships, environment and daily interactions. We use Liz Mills' model of Windows, Mirrors and Doors to give our children a shared language for spiritual growth:

Windows



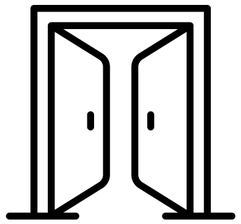
"Wow" and "Ow": Looking out at the world in awe and wonder, and grappling with life's big questions.

Mirrors



"How" and "Now": Reflecting inwardly on thoughts, beliefs, emotions and actions.

Doors



"Vow" and "Pow": Taking action, making commitments and living out our values with courage and purpose.

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Developing Spirituality: Our Intent and Implementation

Spiritual development at St Thomas' is intentional, carefully planned and deeply embedded within the life of our school. It is not left to chance or confined to isolated moments. Instead, it is designed into our Lighthouse curriculum, cultivated through our culture and modelled through our relationships.

Our approach is rooted in our Christian vision, "Let your Light Shine," and shaped by our shared understanding of spirituality developed through professional dialogue and CPD with Ali Rice. This ensures clarity, consistency and confidence across the whole staff team.

Spirituality at St Thomas'

Our Intent

Our intent is that every child will:

- Develop a growing awareness of themselves as unique individuals made in the image of God
- Experience awe and wonder about the world and their place within it.
- Ask and explore big questions about meaning, purpose, truth and justice.
- Reflect on their thoughts, feelings, beliefs and actions.
- Grow in empathy, gratitude, humility and courage.
- Be empowered to act as courageous advocates and positive changemakers.

We aim for spirituality to shape not just what children know, but who they are becoming.

Our Implementation

We develop spirituality through two key drivers: curriculum design and school culture.

"Spirituality is the act of being fully human by revealing ourselves, our relationships with others, with beauty and the beyond and doing so through love." Andrew Rickett

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Spirituality Through Curriculum Design

Spiritual development is intentionally planned into our curriculum rather than being incidental.

Spirituality at St Thomas'

Planned Spiritual Opportunities

Each subject identifies explicit opportunities for:

- Windows (Wow & Ow) – moments of awe, curiosity, beauty or challenge.
- Mirrors (How & Now) – structured reflection and personal connection.
- Doors (Vow & Pow) – meaningful response and action.

Subject leaders ensure these opportunities are visible in curriculum mapping and medium-term planning. Teachers are also encouraged to ask:

- Where is the awe and wonder in this unit?
- What big questions might arise?
- Where can children pause and reflect?
- How might this learning lead to action?

This ensures spirituality is woven naturally through learning rather than artificially added.

Knowledge-Rich and Meaningful Content

Our curriculum is carefully sequenced to:

- Expose children to diverse voices, cultures and perspectives.
- Explore moral and ethical dilemmas.
- Celebrate creativity, beauty and human achievement.
- Encourage critical thinking and deep questioning.

Space for Stillness and Reflection

Curriculum time includes:

- Reflection questions.
- Discussion and oracy.
- Journaling.
- Partner and group dialogue.
- Opportunities to respond creatively.

Children are not rushed past spiritual moments. Staff are confident in allowing time to pause, notice and reflect.

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Spirituality Through Curriculum Design

Geography

Spirituality at St Thomas'

Spiritual Development – Windows, Mirrors and Doors in Geography	
<u>The Window – Looking Out</u> <u>Learning about encounter</u> The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.	· Children appreciate and are fascinated by God's world through planned experiences and trips. · Children experience awe and wonder within enrichment opportunities within the curriculum. · Children explore their purpose through local environmental fieldwork and how the area is developing and changing over time. · They question the world around them allowing them to be curious and reflective citizens, living fully within society. · Children can take moments to be still and enjoy the beauty of physical geography around us through exploration.
<u>The Mirror – Looking In</u> <u>Learning from reflection</u> The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.	· Children are able to look inside and reflect upon their own actions and how they can impact the environment. · Children can explore the positive and negative affects humans have on the environment and how their choices can affect our world that God created. · Children are able to look at and reflect on their lives and have an awareness of the development factors of their country and others. This enables a sense of appreciation and to not take for granted the opportunities and resources we have in our country where we live.
<u>The Door – Actions for Change</u> <u>Putting thoughts and ideas into action.</u> The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world.	· Through fieldwork opportunities and human interaction within the environment around us, children are given opportunities to be 'courageous advocates' and have a 'voice' and be heard through communicating with local MP's/ members of the public. · Through exploration of human geography and monitoring pollution levels from a local to global level children develop a sense of responsibility for our world and local environment and can plan actions to make a change. · Children can feel empowered and responsible to preserve and look after the world God created.

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Spirituality Through Curriculum Design

Computing

Spirituality at St Thomas'

Spiritual Development – Windows, Mirrors and Doors in Computing	
<u>The Window – Looking Out</u> <u>Learning about encounters</u> The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.	· Pupils have opportunities to look in awe and wonder at technology, both the technological advances that have already happened and the possibility of advances in the future that are yet to come. · Discuss and reflect on the positive and negative effects that our digital world has. · Develop an awareness of how to stay safe online through age-appropriate scenarios.
<u>The Mirror – Looking In</u> <u>Learning from reflections</u> The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.	· Children are encouraged to consider their own Christian values and beliefs when using online platforms. · Pupils have the opportunity to reflect on their own uses of technology and consider how it affects their own well-being in both positive and negative ways.
<u>The Door – Actions for Change</u> <u>Putting thoughts and ideas into action.</u> The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world.	· Pupils are taught how to be SMART technology users, encouraging children to make SMART choices when using ICT in school and at home. · Children develop their skills and understanding of a range of different software and programmes to enable them to be competent users of ICT, which will support them in their everyday lives and their future careers.

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Spirituality Through Curriculum Design

Design & Technology

Spirituality at St Thomas'

Spiritual Development – Windows, Mirrors and Doors in Design & Technology	
<u>The Window – Looking Out</u> <u>Learning about encounters</u> The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.	· Design and Technology is a practical subject, which unlocks the creativity and imagination from within all of our pupils. · The Design and Technology curriculum instils a sense of wonder and curiosity looking at the developments in technology and how things are made. · Children take part in a range of exciting, engaging and sometimes risk-taking experiences that draw upon other subject skills such as mathematics, science, engineering, computing and art. · Children can reflect and evaluate the effectiveness of their final products and that of existing products.
<u>The Mirror – Looking In</u> <u>Learning from reflections</u> The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.	· Design and Technology lessons promote equality of opportunity for all abilities and genders allowing pupils to eliminate stereotypes, for example encouraging girls to use equipment that are more traditionally male dominated. · At St Thomas' children are encouraged to reflect upon their own skills and abilities taking risks and learning from their own and others' responses. · Within food technology, pupils discover where their food comes from and the journey it goes on before it gets to their plates.
<u>The Door – Actions for Change</u> <u>Putting thoughts and ideas into action.</u> The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world.	· At St Thomas' children are encouraged to develop their skills and abilities taking by risks and considering 'how can we fix this?' when things don't go to plan the first time. · Children develop their problem-solving skills and build up resilience when faced with STEM challenges. · Through the teaching of food technology and their understanding of nutrition, children are inspired to make a range of different nutritious dishes, developing their independence. · Pupils are learning valuable life skills that can be used within their everyday lives outside of school: sewing, food preparation, woodwork to name but a few.

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Spirituality Through Curriculum Design

Early Reading

Spirituality at St Thomas'

Spiritual Development – Windows, Mirrors and Doors in Early Reading	
<u>The Window – Looking Out</u> <u>Learning about encounters</u> The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as	· Explore the key themes of the Core Story books, paying attention to "Wow" or "Ow" moments. · Explicitly teaching vocabulary- giving the space to explore meaning in other contexts. · Opportunity to explore "questions to think about" section at the back of the book using evidence from the text to support the understanding of different contexts. · Explicit teaching and exploration of "Voice choice" allows the consideration of character's emotion and personality. · Recognise the needs and making sense of different interests of peers during partner tasks.
<u>The Mirror – Looking In</u> <u>Learning from reflections</u> The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.	· Self-reflection of "questions to think about" based upon their lived experiences and consider the responses of their peers. · Partner work in which they explore predictions based on lived experiences and those of others · Searching for meaning when reading the book bag books which are linked to the core text and context of the story.
<u>The Door – Actions for Change</u> <u>Putting thoughts and ideas into action.</u> The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in	· Apply consideration to the themes of the book within the linked 'Book Bag Book' to make sense of their lived experiences and their place in the wider world. · Asking meaningful questions when they explore the key themes as they read the text at home, voicing their thoughts openly with others. · Use terms such as 'magnet eyes', 'Fred Talk', 'try again' to support and work purposefully with their partner encouraging participation.

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Spirituality Through Curriculum Design

English

'Spirituality at St Thomas'

Spiritual Development – Windows, Mirrors and Doors	
<u>The Window – Looking Out</u> <u>Learning about encounters</u> The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.	· Encountering, understanding and responding to texts from a diverse range of countries and cultures. · Learning about and developing an awareness of diversity of backgrounds and cultures through stories, poems and non-fiction texts and questioning their own existence and lived experience. · Asking questions of authors and poets and about content of stories and poems. · Explaining authorial choices within texts and the effects on the reader. · Encouraging children to experience awe and wonder of reading, celebrating the diversity and beauty of literature.
<u>The Mirror – Looking In</u> <u>Learning from reflections</u> The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.	· Considering the thoughts and feelings of characters in stories and showing empathy towards them. · Exploring themes and patterns within texts during English, Guided Reading and Reading Spine. · Discussion about key themes and motives within texts. · Asking and answering questions about characters and stories. · Reflecting on our own responses to stories and poems and considering our emotional responses. · Celebrating individuality and fulfilment of characters and recognising and relating to our own unique character strengths.
<u>The Door – Actions for Change</u> <u>Putting thoughts and ideas into action.</u> The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world.	· Opportunities for incidental and extended writing in a range of genres based on thoughts, feelings and reflections. · Participating in oracy activities, such as discussions, role play and hot seating and asking meaningful questions to develop further insight into texts and characters. · Equipping children with the skills they require to communicate effectively through the written word for a range of audiences. · Incorporate individual interests into pupils' writing to encourage aspiration, express personality and explore creativity.

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Spirituality Through Curriculum Design

History

Spirituality at St Thomas'

Spiritual Development – Windows, Mirrors and Doors in History	
<u>The Window – Looking Out</u> <u>Learning about encounters</u> The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.	· Our History curriculum inspires pupils' curiosity to know more about the past and to understand the causes and consequences of events. · Children are encouraged question and to think critically, weigh evidence and to develop perspective and judgement. · Exploration of the significant impact of past societies and periods of time. · Exploration of other cultures and eras in time. · Exploration of thankfulness in relation to sacrifices that people have made in the past. · Children use their imagination to appreciate the experiences of individuals (reflecting on how this is the same and different to others). · Develop empathy for people from the past with a range of backgrounds.
<u>The Mirror – Looking In</u> <u>Learning from reflections</u> The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.	· Children reflect on their time in life now, their purpose in the wider world and the impact of the past on our present existence. · The curriculum encourages children to look inside for feelings and emotions linked to past and present. · There are opportunities to reflect upon the impact of significant individuals/event and wonder how they might influence them today. · Children are able to think critically and find meaning in the past by asking 'big questions.' · Our children develop a perspective of how religious beliefs have evolved over time and changed the course of history · Units in the curriculum which allow children to connect with and draw conclusions with sensitive issues or beliefs from the past (in a positive or negative way)
<u>The Door – Actions for Change</u> <u>Putting thoughts and ideas into action.</u> The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world.	

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Spirituality Through Curriculum Design

Visual Arts

Spirituality at St Thomas'

Spiritual Development – Windows, Mirrors and Doors in Visual Arts	
The Window – Looking Out Learning about encounters The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.	· Children recognise that all art tells a story, uniquely shaped by culture, tradition, personal expression, and deep emotion. They understand that every artistic creation carries its own journey. · They appreciate how art and design play a vital role in shaping our history, preserving important moments, and showcasing creativity. Art serves as a powerful tool for communication across generations and communities. · Children marvel at the beauty of art in the world around them, from the intricate patterns in nature to the skill and imagination behind human-made creations. They are inspired by the awe and wonder of God's creation, recognising how art can reveal beauty in the everyday.
The Mirror – Looking In Learning from reflections The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.	· Art allows children to see and appreciate the beauty of the natural world, drawing inspiration from breath-taking wonders such as sunsets, rolling oceans, and serene landscapes. It gives them the ability to reflect on the awe in the everyday and ask important questions on how nature fuels artistic expression. · Artistic experiences feed the soul and encourages children to look inside their imagination, enabling them to create with confidence and originality. · Through studying the works of influential artists, they form spiritual and emotional connections by making sense of creativity and its impact. · Art ignites curiosity, challenging children to think critically and engage with the ideas behind both their own creations and those of others.
The Door – Actions for Change Putting thoughts and ideas into action. The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world.	· Art offers children a powerful means of expressing their emotions, beliefs, and responses to the world around them, allowing them to explore their individuality. · It serves as a catalyst for thoughtful discussions and interpretations, conveying impactful messages that drives positive change in society. · The sharing and showcasing of art bring people together, fostering a sense of community and mutual respect for diverse perspectives. · Collaborative art projects encourage teamwork and celebrate creativity.

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Spirituality Through Curriculum Design

Physical Education

Spirituality at St Thomas'

Spiritual Development – Windows, Mirrors and Doors in P.E.	
<u>The Window – Looking Out</u> <u>Learning about encounters</u> The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.	· In PE, children are encouraged to appreciate the awe and wonder of performances and emotional responses during sports, winning and losing. · Children can work individually and in groups to work collaboratively towards achieving goals and experience the enjoyment of this. · Through our sporting values, children are encouraged to be accepting and respectful towards their peers and opposing teams and celebrate this as an opportunity for everyone from diverse backgrounds to come together harmoniously. · Through learning about the rules of games, the children are made aware of fair play and the importance of following rules.
<u>The Mirror – Looking In</u> <u>Learning from reflections</u> The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.	· In PE, children are encouraged to evaluate themselves and others in performances and team games, as an opportunity to reflect and support one another to perform to achieve their potential. · Resilience is developed to overcome challenges that sport naturally presents and children can use their inner strength to navigate through this. · Children learn to demonstrate and model the four sporting values (excellence, respect, friendship and courage) for themselves and towards others by reflecting on instructions, observations and personal performance.
<u>The Door – Actions for Change</u> <u>Putting thoughts and ideas into action.</u> The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world.	· Children draw upon their Sporting Values and Christian Values when participating in sporting activities, both in and out of school to uphold Respect and sportsmanship. · Competitive and non-competitive sporting events provide opportunities for children to build a sense of individuality personally and as part of a team to have an inherent view of unity. · Children are educated to make informed decisions about living a healthy, active lifestyle through learning about health and fitness to have a long-lasting positive impact on their whole lives.

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Spirituality Through Curriculum Design

Music

Spirituality at St Thomas'

Spiritual Development – Windows, Mirrors and Doors in Music

<u>The Window – Looking Out</u> <u>Learning about encounters</u> The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.	· Music sparks curiosity in children, encouraging them to explore the stories of different musicians, songs, and life experiences. It inspires them to draw from these influences, incorporating elements of diverse styles and themes into their own compositions, fostering creativity and self-expression. · Children engage with music from a variety of cultures, appreciating the uniqueness of each and celebrating how music fosters unity and understanding among people worldwide. They recognise how music can serve as a universal language that brings people together. · Through whole school worship, children delight in singing, using music as a tool to connect with others and God. · Music enables children to strengthen a deeper sense of community and allow them to communicate feelings that words alone cannot express.
<u>The Mirror – Looking In</u> <u>Learning from reflections</u> The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.	· Music encourages children to reflect deeply, enabling them to explore and express their emotions, thoughts, and feelings as they respond to different sounds and rhythms, helping them develop a deeper connection to their inner selves. · It builds children's confidence by providing opportunities for accomplishment, nurturing a sense of pride in their musical achievements, and allowing them to feel liberated and joyful in the present moment. · Song lyrics encourage children to pause and reflect on the deeper meanings behind the words. They gain insight into the powerful messages and stories told through music.
<u>The Door – Actions for Change</u> <u>Putting thoughts and ideas into action.</u> The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action. The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world.	· Music brings communities together, providing children with opportunities to perform, collaborate, and share their musical talents. It allows them to continue their musical development outside the classroom, building connections with others through performances and group activities. · Music is inherently inclusive, offering every child the chance to express themselves in their own unique way, while uniting them through the shared joy and power of music, fostering a sense of belonging and community. · Through music, children express their emotions, celebrate milestones, and engage with seasonal themes, as well as reflect on important local and global events. Music becomes a powerful tool for understanding and responding to the world around them. · Inspired by professional musicians, children are encouraged to learn various instruments, expanding their creativity and purposeful life experiences. Through performances, they gain confidence and further developing their talents.

ST THOMAS
Church of England Primary School

Spirituality Through School Culture

Spirituality is equally developed through the lived experience of our school community.

Spirituality at St Thomas'

Collective Worship

Collective worship is a central part of spiritual life at St Thomas'. It provides a daily opportunity for the whole school community to gather, reflect and grow together in faith.
Rooted in our vision, "Let your Light Shine," worship creates intentional space for awe, reflection and response. Through Bible stories, prayer, music and stillness, children are encouraged to explore big questions, reflect on their choices and consider how they can live out Christian values in everyday life.
Worship embodies our Windows, Mirrors and Doors approach:

- Windows – encountering God's word and responding to moments of awe and challenge.
- Mirrors – time for personal reflection, prayer and self-examination.
- Doors – encouragement to act with kindness, courage and compassion.

Children are active participants, contributing through prayer, reading, singing and leading worship. This strengthens their confidence, sense of belonging and understanding that spirituality is both personal and shared.
Through collective worship, we nurture a community where faith is lived, values are embodied and every child is encouraged to let their light shine. ✨

Language and Shared Understanding

The consistent use of:

- Windows, Mirrors and Doors
- "Wow" and "Ow"
- "How" and "Now"
- "Vow" and "Pow"

helps children articulate spiritual experiences. This shared vocabulary empowers pupils to recognise spiritual growth in themselves and others.

Relationships and Role Modelling

Spirituality is caught as well as taught. Staff model:

- Compassion and forgiveness.
- Patience and humility.
- Respectful disagreement.
- Gratitude and joy.

Our restorative approaches to behaviour encourage reflection (Mirror) and positive change (Door), reinforcing spiritual growth through everyday interactions.

Environment

Our physical environment supports spiritual development through:

- Reflection areas.
- Prayer spaces.
- Displays celebrating awe and wonder.
- Visible reminders of our Christian vision.

The environment signals that spiritual growth is valued and nurtured.

ST THOMAS
Church of England Primary School

Spirituality Through School Culture

Spirituality is equally developed through the lived experience of our school community.

Spirituality at St Thomas'

Courageous Advocacy

Courageous advocacy is a natural expression of spirituality at St Thomas'. As a Christian school, we believe that faith should lead to action and that every child has the capacity to make a positive difference in the world.
Guided by our vision, "Let your Light Shine," children are encouraged to recognise injustice, ask thoughtful questions and respond with compassion and courage. Through curriculum learning, pupil leadership, charitable initiatives and environmental action, pupils learn that their voice matters.
Courageous advocacy reflects our Windows, Mirrors and Doors approach:

- Windows – recognising need, inequality or environmental concern.
- Mirrors – reflecting on responsibility and personal values.
- Doors – taking action through service, fundraising, campaigning or practical change.

We empower children to understand that even small acts of kindness and justice can have a powerful impact. In doing so, they learn that shining their light means standing up for others, caring for creation and living out their Christian values with confidence and hope. ✨

Planned Advocacy

In addition to responding to ad hoc local, national or global events, we intentionally plan opportunities for courageous advocacy within our curriculum. This ensures advocacy is developmental, meaningful and rooted in learning.
Courageous advocacy grows progressively across year groups, beginning with understanding right and wrong, and developing into informed action and community engagement.



The Impact of Planned Advocacy
Through this progressive model, children learn that:

- Advocacy begins with understanding right and wrong.
- Small actions can create meaningful change.
- Their voice has influence.
- Faith and values should lead to action.

Courageous advocacy at St Thomas' ensures that spirituality is outward-facing. It moves from awareness (Window), to reflection (Mirror), to meaningful action (Door).
In doing so, we equip our children not only to shine within school, but to step confidently into the world as compassionate, informed and courageous advocates who truly let their light shine. ✨

LDST
Liverpool Diocesan Schools Trust

Let Your Light Shine - Matthew 5:16

ST THOMAS
Church of England Primary School

Sustaining Spiritual Growth and Measuring Impact

Growing deeper so every child can shine brighter.

Spirituality at St Thomas'

Monitoring & Ongoing Development

Spiritual development is carefully monitored to ensure it remains intentional, consistent and impactful across the school.
This is achieved through:

- Curriculum reviews and subject leader monitoring.
- Learning walks focused on identifying Windows, Mirrors and Doors in practice.
- Pupil voice discussions exploring children's understanding of spirituality and courageous advocacy.
- Staff reflection and ongoing CPD, including continued professional dialogue following training with Ali Rice.
- Governor oversight and regular reporting linked to our Christian vision.

Spirituality remains a standing agenda item within school improvement planning. Leaders evaluate not only provision, but impact - ensuring that spiritual development is lived, visible and continually deepened across the school community.

The Impact

Through intentional curriculum design and a deeply rooted Christian culture, children at St Thomas':

- Develop self-awareness and growing confidence in who they are.
- Grow in empathy, compassion and respect for others.
- Demonstrate resilience and courage when facing challenge.
- Understand their responsibility towards others, their community and the wider world.
- Articulate their thoughts, beliefs and reflections with increasing maturity.
- Recognise and value their unique, God-given light.

As a result, spirituality becomes evident in daily interactions - in how children speak to one another, resolve conflict, celebrate success and respond to injustice.

In doing so, they are equipped not only academically, but spiritually - ready to step through Doors with confidence, act as courageous advocates and truly let their light shine within school, in their community and beyond.