



ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY ACROSS THE MFL - FRENCH CURRICULUM

A curriculum map of authentic opportunities from St Aidan's French knowledge organisers



Scope. This document maps the 17 French knowledge organisers supplied for Years 3-6. Every unit is represented in the subject overview; the detailed mapping is intentionally selective so spirituality grows from genuine language, cultural and communication opportunities rather than being added to every objective.

Hope • Love • Friendship • Forgiveness • Truth • Perseverance

OUR SPIRITUALITY LANGUAGE

Six shared lenses used across the Beacon Curriculum

A common language. The lenses help staff and pupils notice and articulate genuine spiritual opportunities. They are not a checklist and they are not an assessment of a child's spirituality.

 Find hope and wonder in the joys of life. Seek moments to delight in light filled times.	 Appreciate times of stillness and reflection. Be absorbed in the present moment.	 Ponder ultimate questions that help to explore the bright and dark times of life.
 Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.	 Be the light for others through powerful actions that make a difference in their lives.	 Commit to being a person that brings light to others.

SPIRITUALITY WITHIN MFL - FRENCH

Language, identity, culture, curiosity, courage and connection

Intent. At St Aidan's, spirituality is woven naturally through French. Pupils encounter WOW, OW, HOW, NOW, VOW and POW moments through the sounds they hear, the patterns they discover, the cultures they encounter, the questions they ask and the growing confidence they develop when communicating in another language.

How spirituality connects to French learning

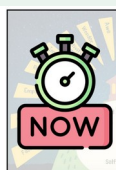
The Beacon French curriculum develops listening, speaking, reading, writing, phonics, grammar, vocabulary and intercultural understanding. Learning another language asks pupils to attend closely, notice patterns, tolerate uncertainty, compare ways of expressing meaning and communicate with respect. New sounds and cultural discoveries can create wonder; unfamiliar structures and mistakes can become fruitful OW moments; and purposeful interaction can help pupils recognise language as a way of connecting with people beyond themselves.



WOW

Wonder: Find hope and wonder in the joys of life. Seek moments to delight in light-filled times.

French connection: Delight in new sounds, words and patterns; discover links between French and English; encounter French places, food, festivals, art, sport and everyday life with curiosity rather than assumption.



NOW

Reflection: Appreciate times of stillness and reflection. Be absorbed in the present moment.

French connection: Listen closely to pronunciation, rhythm and tone; rehearse language attentively; become absorbed in speaking, reading or writing with care and growing confidence.



HOW

Big questions: Ponder ultimate questions that help us explore the bright and dark times of life.

French connection: Ask how languages express meaning differently - through word order, gender, agreement, verb forms, cognates, prepositions and patterns that do not always mirror English.



OW

Challenge & empathy: Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.

French connection: Meet unfamiliar sounds, tricky spellings, irregular patterns and moments when not every word is understood; learn to persist, use strategies and keep communicating.



POW

Making a difference: Be the light for others through powerful actions that make a difference in their lives.

French connection: Use language to greet, include, ask, answer, order, describe, present and navigate. Even limited language can build connection and make communication possible.



VOW

Values & commitment: Commit to being a person that brings light to others.

French connection: Commit to respectful curiosity about people, cultures, identities and family life; avoid stereotypes and use language carefully, courteously and inclusively.

HOW THE MFL - FRENCH MAP WORKS

Keeping spiritual development authentic and French language learning rigorous

Golden rule. The French learning comes first. A spirituality link is mapped only where language, culture, communication, identity, challenge or reflection naturally opens up a deeper opportunity.

Four principles for staff

- French remains language-led. Spiritual reflection sits alongside secure vocabulary, phonics, grammar, listening, speaking, reading and writing rather than replacing them.
- Not every objective needs a spirituality label. Unmapped learning is a sign of curriculum integrity, not a gap.
- Culture is explored respectfully and accurately. Comparisons should widen understanding without reducing France or the wider Francophone world to stereotypes.
- Questions are invitational. Pupils of all faiths and worldviews can wonder, reflect, persevere, compare and communicate while responding from their own perspective.

A particularly strong French thread: Language, identity and connection

Language, identity and connection. French repeatedly asks pupils to attend to another way of speaking and seeing the world. As pupils move from first greetings to extended descriptions, opinions and practical communication, they learn that language carries culture, identity and relationship. The subject gives authentic opportunities to practise courage when words are unfamiliar, humility when meaning is uncertain and respect when another community does things differently.

CURRICULUM COVERAGE

17 French units across Years 3-6

Coverage note. French begins in Year 3 at St Aidan's. Every organiser supplied is represented below. The detailed mapping that follows is selective at objective level: it identifies the strongest authentic opportunities for spiritual development rather than attaching a lens to every item of vocabulary or grammar.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
French begins in Year 3	French begins in Year 3	Greetings with Puppets	Portraits - describing in French	French monster pets	In my French house
		Adjectives of colour, shape and size	Clothes - getting dressed in French	Shopping in France	French sport and The Olympics
		Playground games - numbers and age	French numbers, calendars and birthdays	Verbs in a week	Planning a French holiday
		In a French Classroom	French food - Miam, miam!	Meet my French family	Visiting a town in France
		Circle of Life			

MFL - FRENCH SPIRITUALITY MAP - YEAR 3 & YEAR 4

Every French unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y3	Greetings with Puppets	NOW • WOW • VOW • POW	First greetings make language immediately relational. Pupils listen closely to new sounds, notice social conventions and experience the satisfaction of making contact respectfully in another language.
Y3	Adjectives of colour, shape and size	WOW • HOW	Cognates, near-cognates and different adjective positions reveal that languages can be both familiar and surprising, inviting curiosity about how meaning is organised.
Y3	Playground games - numbers and age	WOW • NOW • VOW • POW	French games, numbers and Parisian landmarks connect language with play and place; pupils join in, listen carefully and use another language socially.
Y3	In a French Classroom	HOW • VOW • POW	Comparing French and UK schools and responding to classroom language develops cultural curiosity, grammatical awareness and respectful participation.

Y3	Circle of Life	HOW • OW • NOW	Dictionary work, noun gender and negation require pupils to tolerate uncertainty, use strategies and notice how a language system works rather than expecting word-for-word equivalence.
Y4	Portraits - describing in French	HOW • VOW • WOW	Describing people introduces agreement and grammatical difference while the Louvre link opens a cultural window; respectful language matters when speaking about identity and appearance.
Y4	Clothes - getting dressed in French	HOW • NOW • VOW	Possessives, pronouns and adjective agreement demand close attention while descriptions of clothing offer opportunities to express preferences without judging others.
Y4	French numbers, calendars and birthdays	WOW • VOW • POW	French festivals, birthday traditions and familiar phrases such as RSVP show language travelling between cultures and help pupils compare celebrations with openness.
Y4	French food - Miam, miam!	WOW • VOW • POW • HOW	Food, shops, borrowed words, Euros and café language combine cultural discovery with courteous, purposeful communication in a recognisable real-life context.

MFL - FRENCH SPIRITUALITY MAP - YEAR 5 & YEAR 6

Every French unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y5	French monster pets	WOW • HOW • OW	Playful description makes grammar memorable. Four adjective forms and precise word order invite curiosity while mistakes become useful steps towards clearer expression.
Y5	Shopping in France	HOW • OW • POW	French number patterns and partitive forms can feel unfamiliar, but they support increasingly functional language for prices, quantities and everyday transactions.
Y5	Verbs in a week	HOW • OW • NOW	Verb families, regular endings and irregular forms reward sustained attention and pattern-seeking, while challenge becomes part of developing linguistic independence.
Y5	Meet my French family	VOW • NOW • POW	Family vocabulary, opinions and a short presentation connect language with identity and belonging while encouraging pupils to listen and speak sensitively about different family experiences.

Y6	In my French house	HOW • NOW • VOW	Adapting sentences and using prepositions develops flexible language; home vocabulary can also prompt thoughtful reflection on belonging without assuming that everyone's home life looks the same.
Y6	French sport and The Olympics	WOW • VOW • POW • HOW	Sporting preferences and international contexts give pupils purposeful language for expressing identity, respecting difference and connecting through shared activity.
Y6	Planning a French holiday	WOW • HOW • OW • POW	Future plans, travel and gisting combine cultural imagination with practical language and the important confidence to keep going without understanding every word.
Y6	Visiting a town in France	WOW • HOW • POW • VOW	Town vocabulary, transport and location language turn French into a tool for navigating place, asking and answering clearly and engaging respectfully with a community.

MFL - FRENCH SPIRITUALITY MAP - WHOLE-SUBJECT THREADS

Six recurring ways French nurtures spiritual development across Key Stage 2

Thread	Where it appears	Strongest lenses	Spirituality through the thread
Listening & pronunciation	Greetings, classroom language, games, descriptions and dialogue	NOW • OW	Close listening asks pupils to be present, notice subtle sounds and risk trying unfamiliar pronunciation even when it does not feel easy yet.
Patterns & grammar	Gender, agreement, word order, verbs, negatives and prepositions	HOW • WOW	French makes the hidden structures of language visible, prompting pupils to notice pattern, difference and the many ways humans shape meaning.
Culture & comparison	Schools, festivals, food, art, sport, travel and towns	WOW • VOW	Cultural knowledge widens pupils' horizons and invites respectful comparison, curiosity and resistance to simplistic stereotypes.
Communication & interaction	Greetings, café language, shopping, presentations, directions and opinions	POW • VOW	Pupils discover that even a small amount of another language can welcome, include, ask, explain and build connection with other people.
Identity & belonging	Portraits, clothes, family, home, preferences and interests	NOW • VOW	Language gives pupils new ways to describe themselves and others while reflecting on difference, belonging and the care needed when speaking about identity.

Courage & independence	Dictionary use, gisting, irregular forms, extended sentences and spontaneous recall	OW • POW	Progress comes through uncertainty. Pupils learn strategies, tolerate not knowing everything and increasingly communicate without waiting for perfect language.
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DETAILED MFL - FRENCH MAPPING - YEAR 3

Only curriculum focuses with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection; they should never replace the language objective or require pupils to give a particular personal response.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Greetings with Puppets	Use formal and informal greetings appropriately	VOW • POW	Choosing a greeting for the situation shows that language is relational and that respect can be communicated through small choices.	How can the way we greet someone show respect?	Role-play / paired dialogue
Greetings with Puppets	Notice greetings used at different times of day	NOW • WOW	Listening to when and how greetings change encourages careful attention to context and the rhythms of everyday life.	What do you notice about how greetings change across a day?	Listening response / dialogue
Greetings with Puppets	Hear tone of voice and the cedilla in pronunciation	NOW • HOW	Subtle changes in sound can alter meaning or pronunciation, showing pupils that attentive listening matters.	What changes when we really listen to the sound, not just the spelling?	Pronunciation practice

Adjectives of colour, shape and size	Recognise cognates and near-cognates	WOW • HOW	Familiar-looking words create moments of discovery and invite pupils to think about the connections between languages.	Why might two languages share words that look or sound alike?	Word sort / noticing
Adjectives of colour, shape and size	Place size and colour adjectives around the noun	HOW	Different word order challenges the assumption that every language organises ideas in the same way.	How can the same idea be organised differently in French and English?	Sentence building
Playground games - numbers and age	Use known vocabulary and cognates to understand a text	HOW • OW	Pupils learn that understanding can grow from clues rather than total certainty, developing confidence with partial meaning.	What can you work out even when you do not know every word?	Annotated text / inference
Playground games - numbers and age	Learn French playground games and Parisian landmarks	WOW • VOW	Games and landmarks connect language with real people and places, creating curiosity about childhood and life beyond pupils' own locality.	What feels familiar, and what feels different, about play and place in France?	Discussion / cultural notes
Playground games - numbers and age	Count and use numbers in a game	NOW • POW	Using French in shared play makes language purposeful and social while requiring focused listening and turn-taking.	How does using French change the way we join in the game?	Game participation

In a French Classroom	Compare French and UK schools	WOW • VOW	Comparison can widen understanding when pupils notice difference without treating one way as the normal or better way.	How can we compare schools fairly and respectfully?	Comparison chart / pupil voice
In a French Classroom	Understand noun gender and un/une	HOW	Grammatical gender shows that languages categorise and signal meaning in ways that may feel unfamiliar to English speakers.	What does French make us notice that English often does not?	Sentence sort / grammar explanation
In a French Classroom	Respond to simple classroom instructions	NOW • POW	Listening and responding in real time turns French into communication rather than an exercise on a page.	What helps you understand and respond before translating every word?	Classroom response
Circle of Life	Use a bilingual dictionary and form negatives with ne...pas	HOW • OW • NOW	Dictionary strategies and negation develop independence while inviting pupils to persist when meaning is not immediately obvious.	What can you do when you meet a word or sentence you do not understand yet?	Dictionary use / sentence transformation

DETAILED MFL - FRENCH MAPPING - YEAR 4

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Portraits - describing in French	Understand adjectival agreement	HOW	Agreement shows that words change in relation to one another, revealing a different way of organising description.	Why does French ask the adjective to change here?	Grammar explanation / examples
Portraits - describing in French	Describe people using appropriate adjective forms	VOW • NOW	Speaking about appearance and qualities gives a natural opportunity to choose language carefully and respectfully.	How can we describe someone accurately without being unkind?	Oral / written description
Portraits - describing in French	Know that the Louvre is a famous French art gallery	WOW • VOW	The Louvre opens a window onto French cultural heritage and encourages curiosity about what communities choose to value and preserve.	Why do people preserve and visit art from different times and places?	Cultural response

Clothes - getting dressed in French	Use mon, ma and mes with nouns	HOW	Possessive agreement reveals that even a small word can carry grammatical information about the noun it accompanies.	What clues does French give us about the noun?	Sentence building
Clothes - getting dressed in French	Express likes and dislikes about clothing	NOW • POW • VOW	Giving an opinion creates authentic communication while reminding pupils that preferences differ and deserve respect.	How can we share a preference without judging someone else's choice?	Paired speaking / opinion sentence
Clothes - getting dressed in French	Use il or elle when describing what someone is wearing	HOW • VOW	Pronoun choice links grammar with people, encouraging accuracy and care when referring to others.	Why does accuracy matter when our words refer to another person?	Description / correction
French numbers, calendars and birthdays	Compare French festivals and birthday celebrations	WOW • VOW	Celebrations reveal both shared human experiences and cultural difference, encouraging curiosity without assuming everyone celebrates in the same way.	What can celebrations tell us about a community?	Comparison / discussion
French numbers, calendars and birthdays	Explore RSVP and other French influence in English	WOW • HOW	A familiar English abbreviation becomes evidence that languages influence one another over time.	Where else might languages leave traces in each other?	Word collection / reflection

French numbers, calendars and birthdays	Learn numbers 1-31, days and months	NOW • OW	Accurate recall requires rhythm, rehearsal and perseverance, especially when familiar concepts are expressed in unfamiliar forms.	What helps you stay focused when a pattern is difficult to remember?	Oral recall / calendar task
French food - Miam, miam!	Notice borrowed English and American words in French	WOW • HOW	Borrowed words show language as living and changing through contact between people and cultures.	Why do languages borrow words from one another?	Cognate / loanword notes
French food - Miam, miam!	Order food and drink in a French café	POW • VOW	Polite functional language gives pupils a direct experience of using French to meet needs and treat another person courteously.	Which words make this interaction clear and respectful?	Café role-play
French food - Miam, miam!	Recognise French shops and Euros	WOW • POW	Everyday shops and currency make another culture feel real and give pupils practical language for imagining themselves within it.	What would you need to know to manage a simple visit confidently?	Shop role-play / cultural notes

DETAILED MFL - FRENCH MAPPING - YEAR 5

Only curriculum focuses with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection; they should never replace the language objective or require pupils to give a particular personal response.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
French monster pets	Use four adjective forms for gender and number	HOW • OW	Multiple forms can feel demanding, but they reveal systematic relationships within French and reward perseverance with greater precision.	What pattern can help you when there seem to be lots of endings?	Grammar grid / corrections
French monster pets	Describe imaginative creatures using body vocabulary	WOW • POW	Playful invention lets pupils combine accuracy with imagination and experience the enjoyment of making meaning in another language.	How much can you make another person picture using only French?	Creature description

French monster pets	Use a bilingual dictionary selectively	OW • HOW • NOW	Not looking up every word develops tolerance of uncertainty and strategic reading rather than dependence on translation.	When is it better to infer than to stop and look up a word?	Reading strategy notes
Shopping in France	Understand French number patterns beyond 70	HOW • OW	Unfamiliar number construction makes mathematical and linguistic pattern visible while requiring persistence with a different system.	What logic can you find inside the French numbers?	Number pattern explanation
Shopping in France	Use de, du and des accurately	HOW	Partitive forms show how small grammatical changes express quantity and relationship between words.	What changes, and what stays the same, when we say "some" in French?	Shopping sentences
Shopping in France	Use price and shopping language in context	POW • NOW	Functional exchange turns vocabulary into purposeful communication and requires quick listening, number recall and response.	What helps a conversation keep moving when you need to think?	Market role-play

Verbs in a week	Recognise infinitives and -er, -ir and -re endings	HOW • WOW	Verb families invite pattern-seeking and show the architecture beneath everyday sentences.	What patterns can help us predict how a verb might behave?	Verb classification
Verbs in a week	Conjugate regular -er verbs with subject pronouns	HOW • NOW	Changing endings demands careful attention to the relationship between who acts and how the verb is formed.	What do you need to notice before choosing the verb ending?	Conjugation task
Verbs in a week	Learn irregular avoir and être	OW • HOW	Irregular verbs challenge tidy expectations and help pupils accept that useful systems can contain exceptions.	What do we do when a language pattern does not behave as expected?	Retrieval / error correction
Meet my French family	Name family members and say whether I have siblings	VOW • NOW	Family language touches identity and belonging, requiring sensitivity to the fact that families are varied.	How can we use family language in a way that includes different experiences?	Family vocabulary / optional invented profile
Meet my French family	Build descriptive sentences and express simple opinions	NOW • POW	Combining known language gives pupils a stronger personal voice and a sense of growing independence.	What can you now say that you could not say at the start of Year 5?	Short paragraph

Meet my French family	Plan and present a short family presentation	VOW • POW • OW	Presenting in another language requires courage, careful listening and respect for the speaker while giving pupils a real audience for communication.	How can we help one another feel confident enough to speak?	Presentation / audience feedback
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DETAILED MFL - FRENCH MAPPING - YEAR 6

Only curriculum focuses with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection; they should never replace the language objective or require pupils to give a particular personal response.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
In my French house	Adapt existing French sentences	HOW • OW	Adapting rather than copying asks pupils to see structure, take a controlled risk and create language that fits a new meaning.	Which parts can you keep, and which must change, to make the sentence yours?	Adapted sentences
In my French house	Use prepositions to describe position	HOW • NOW	Precise spatial language rewards close observation and shows how small words can transform meaning.	How does one preposition change the picture in someone else's mind?	Room description
In my French house	Use vocabulary for rooms and home	VOW • NOW	Home vocabulary can prompt thoughtful language about belonging while respecting that homes and family circumstances vary.	How can we talk about home without assuming everyone's experience is the same?	Description / pupil reflection

French sport and The Olympics	Use the correct verb and preposition for sport	HOW	French expresses sporting activity through different verb patterns, deepening pupils' understanding of how grammar and meaning work together.	Why might two sports need different verb patterns in French?	Sports sentences
French sport and The Olympics	Express sporting preferences with reasons	VOW • POW	Opinions give pupils an authentic voice while requiring them to listen to and respect different interests.	How can we disagree about a favourite sport and still connect well?	Paired discussion / diary
French sport and The Olympics	Create a sports diary using a range of structures	NOW • POW • OW	Sustained writing brings many language choices together and makes perseverance visible as pupils shape a coherent personal text.	What helps you keep communicating when you cannot remember the perfect word immediately?	Sports diary
Planning a French holiday	Form the near future with aller + infinitive	HOW • OW	The near future shows how languages build time through structure; mastering it extends what pupils are able to imagine and express.	How does French show that an action has not happened yet?	Future-tense sentences

Planning a French holiday	Choose en, au or aux with countries	HOW	Country gender and number affect the preposition, revealing another layer of relationships within the language system.	What information do you need before choosing the preposition?	Travel sentences
Planning a French holiday	Use gisting rather than understanding every word	OW • NOW • POW	Gisting explicitly teaches that uncertainty is manageable and that communication can succeed without perfect comprehension.	How can you stay calm and work out the main idea when some words are unknown?	Gist notes / strategy reflection
Planning a French holiday	Know ways to travel to France and describe plans	WOW • POW	Imagining real travel gives purpose to language and helps pupils see French as something they could use beyond school.	Where could your French help you make a connection in real life?	Travel plan
Visiting a town in France	Use location phrases such as près de, loin de and à côté de	HOW • POW	Accurate directions turn grammar into practical support for another person navigating a place.	How can a few precise words help someone who is unsure where to go?	Directions dialogue / map task

Visiting a town in France	Recognise Paris transport and use town language with opinions	WOW • VOW • POW	Transport and town vocabulary connect pupils with everyday public life in France while opinions and directions make communication purposeful.	What helps us enter an unfamiliar place with curiosity and respect?	Town role-play / cultural response
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PROGRESSION IN SPIRITUALITY THROUGH MFL - FRENCH

Increasing depth of attention, cultural understanding, courage and purposeful communication

A key principle. Progression does not mean pupils become "more spiritual" as they get older. It describes increasing depth in the way pupils notice language, reflect on culture and identity, cope with uncertainty, communicate with others and act with growing independence and respect.

YEAR 3 - ENCOUNTER AND IMITATE

Pupils meet French as a new sound-world: listening carefully, copying pronunciation, exchanging simple greetings, noticing cognates and early grammatical patterns, and beginning to compare familiar experiences with life in France.

Spirituality is often seen in WOW at new language, NOW in attentive listening, OW in first attempts and VOW/POW in respectful interaction.

YEAR 4 - COMPARE AND BUILD

Pupils extend description, number, calendar, food and everyday language; become more aware of agreement and grammatical choices; and explore French art, festivals, shops, cafés and celebrations.

Reflection deepens as pupils compare cultures thoughtfully, express preferences and use language for increasingly purposeful social situations.

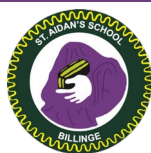
YEARS 5-6 - CONNECT, EXPRESS AND COMMUNICATE

Pupils combine language into paragraphs, presentations, diaries, plans and practical exchanges; use dictionaries and guessing strategically; manage more complex verbs and structures; and communicate about family, home, sport, shopping, travel and towns.

Spiritual growth is visible in greater courage with uncertainty, nuanced cultural respect, personal voice and the ability to use French to connect beyond the classroom.

MFL - FRENCH, SPIRITUALITY AND OUR CHRISTIAN VISION

Listening with attention, speaking with courage and meeting others with respect



Learning another language is an act of attention to other people. Through French, pupils discover that the world can be named, organised and experienced in ways that are not identical to their own. They learn to listen before responding, to persevere when meaning is uncertain and to approach another culture with curiosity rather than assumption.

Our spirituality framework helps pupils recognise these moments: WOW in discovering a surprising connection between languages or cultures; NOW in careful listening and rehearsal; HOW in the structures that shape meaning; OW when communication is difficult; VOW in choosing respect and openness; and POW when even a few words allow them to connect with someone else.

Let your light shine. French gives pupils practical ways to grow in courage, hospitality and respect. In a Church of England school, this connects naturally with our vision of letting our light shine: listening to others with dignity, valuing difference, building friendship and using our words to bring understanding rather than distance. Pupils of every faith and worldview can engage with these opportunities from their own perspective.

Inclusive and language-rich

- Pupils can respond from their own faith or worldview while learning about French language and culture. Cultural comparison should avoid stereotypes, and topics such as family, home, clothing and celebrations should be handled in ways that recognise varied lived experiences.
- Reflection is grounded in language evidence: pronunciation, vocabulary choices, grammar, sentence building, listening clues, reading strategies and successful communication help pupils distinguish what they know from what they are inferring or still learning.
- The strongest spiritual moments arise from the subject itself - delight in a new sound or cultural discovery, absorption in careful listening, perseverance through unfamiliar structures, thoughtful comparison of ways of life and the satisfaction of being understood in another language.

USING AND MONITORING THE MAP

For teachers, subject leaders, governors and SIAMS evidence

What should be visible in practice?

Curriculum first Staff can identify the vocabulary, phonics, grammar, communication or cultural learning that creates the opportunity before naming a spirituality lens.	Pupil language Pupils increasingly recognise WOW, NOW, HOW, OW, POW and VOW moments and can explain how French made them wonder, focus, persevere, compare or communicate.
Courage, mistakes and strategies Pupils understand that imperfect pronunciation, unknown words and grammar errors are normal parts of language learning and can describe strategies that helped them continue.	Culture without stereotype Pupils compare French and English experiences thoughtfully, using evidence from the curriculum rather than reducing people or places to simple generalisations.
Communication and belonging Pupils can explain how greetings, questions, opinions, presentations, directions or transactions help people connect and why respectful language matters.	Light-touch evidence Speaking activities, annotated texts, sentence building, role-play, cultural comparison, short writing and pupil reflection provide evidence without creating a separate spirituality workbook.

Suggested subject-leader questions

- Can pupils give an example of a French lesson that made them say WOW, ask HOW, persevere through an OW or become absorbed in a NOW moment?
- Can pupils explain how listening, pronunciation, vocabulary, grammar or a communication strategy helped them make meaning?
- Where has French helped pupils compare cultures, think about identity or belonging, or communicate with greater respect and confidence?
- Do staff feel confident leaving an objective unmapped when the spirituality link would be artificial?
- Can leaders trace mapped opportunities directly back to the taught French organisers and their stated knowledge?

Important. This map identifies opportunities for spiritual development; it does not assess or grade pupils' spirituality.



SPIRITUALITY ACROSS THE MFL - FRENCH CURRICULUM

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