

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.



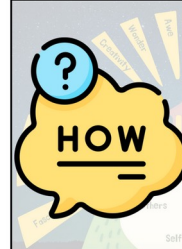
WOW!!

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



NOW

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



HOW

Ponder ultimate questions that help to explore the bright and dark times of life.



OW!

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



POW!

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



VOW

Commit to being a person that brings light to others.

SPIRITUALITY WITHIN READING

Story, empathy, perspective, imagination, truth and moral reflection

Intent. At St Aidan's, spirituality is woven naturally through Reading. Pupils encounter WOW, OW, HOW, NOW, VOW and POW moments as they investigate how digital systems work, solve problems, create digital content, collaborate with others, question the reliability of information and consider how technology can be used responsibly.

How spirituality connects to Reading learning

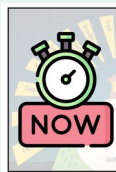
The Beacon Reading curriculum develops fluent, thoughtful and enthusiastic readers through the school Reading Journey, guided reading, Book Talk, reading for pleasure and rich discussion. Pupils encounter lives, places, choices and perspectives beyond their own; they attend closely to language and illustration; and they learn to justify interpretations with evidence.



WOW

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

Reading connection: Wonder at patterns, systems, digital creativity, space technology, unexpected outcomes and the possibilities opened by human ingenuity.



NOW

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

Reading connection: Sustained concentration when coding, debugging, analysing data, editing digital media and attending carefully to small changes that affect an outcome.



HOW

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

Reading connection: Questions about how algorithms, networks, data, search engines, devices and code work - and wider questions about how technology shapes human life.



OW

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

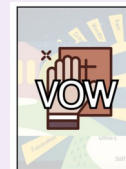
Reading connection: Bugs, failed attempts, unexpected results, misinformation and technical challenge become opportunities to persist, adapt, learn from mistakes and try again.



POW

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

Reading connection: Using digital tools to collaborate, communicate, explain, create for an audience, solve problems and contribute something useful to others.



VOW

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

Reading connection: Truth, privacy, security, copyright, respectful collaboration, responsible online behaviour and making deliberate choices about the impact of digital technology.

HOW THE READING MAP WORKS

Keeping spiritual development authentic and Reading text-led

Golden rule. The reading learning comes first. A spirituality link is mapped only where an algorithm, digital system, data set, creative task, collaboration, problem-solving process or issue of truth and responsibility naturally invites reflection.

Four principles for staff

- Reading remains reading-led. Spiritual reflection grows from computational thinking, coding, data, systems, digital creation and responsible use; it never replaces the subject knowledge, vocabulary or technical practice.
- Not every curriculum statement needs a spirituality label. Some learning is primarily about acquiring or practising a technical skill, and leaving it unmapped protects the integrity of the subject.
- Digital contexts are explored accurately and responsibly. Where online information, privacy, security, copyright or collaboration are involved, pupils are encouraged to think carefully about truth, consequences and respect for others.
- Questions are invitational. Pupils of all faiths and worldviews can wonder, question, persevere, create, evaluate and consider responsibility without being directed towards a single spiritual conclusion.

A particularly strong Reading thread: empathy, perspective and moral imagination

Problem-solving, truth and responsible digital agency. Across the curriculum, pupils move from following precise instructions and exploring devices towards designing algorithms, analysing data, evaluating online information, understanding networks and security, and creating purposeful digital products. Debugging teaches that mistakes can be examined rather than feared; digital literacy invites pupils to ask what is true, who may be affected and what responsible action looks like.

READING JOURNEY COVERAGE

Core texts from EYFS to Year 6 - every Reading Journey text represented

Reading Journey principle. The core texts are the spine. The mapping below identifies the strongest spiritual opportunities in the stories themselves and in the conversations they invite through guided reading, Book Talk and reading for pleasure. It is not a lesson sequence and it does not assess pupils' spirituality.

Phase / Year	Core Reading Journey texts
EYFS	Handa's Surprise • The Very Hungry Caterpillar • The Gruffalo • The Tiger Who Came to Tea • The Colour Monster • Julian is a Mermaid • Lucy's Picture • Peace at Last • We're Going on a Bear Hunt
Year 1	The Jolly Postman • How to Catch a Star • Not Now, Bernard
Year 2	Voices in the Park • The Proudest Blue • Where the Wild Things Are
Year 3	The Enchanted Wood • The Great Kapok Tree • Journey to Jo'Burg
Year 4	Clockwork • Varjak Paw • Malala: My Story of Standing Up for Girls' Rights
Year 5	Coraline • The Boy at the Back of the Class • The Silver Sword
Year 6	Pig-Heart Boy • Wonder • Armistice Runner

SPIRITUALITY THROUGH BOOK TALK AND READING FOR PLEASURE

Reading becomes spiritually rich when pupils have space to notice, question, interpret and listen

Reading practice	Lens	What it nurtures	Useful prompt
Attentive reading	NOW	Slow down over a sentence, image or moment. Notice what changes when we reread.	What did you notice this time that you missed before?

Wonder and imagination	WOW	Delight in language, illustration, surprising worlds and moments of hope.	Which moment made you stop, smile, gasp or wonder? Why?
Perspective and interpretation	HOW	Compare viewpoints and recognise that an interpretation must be supported by evidence.	What might another character say about this same moment?
Difficulty and human experience	OW	Encounter fear, loss, injustice, loneliness and struggle safely through story.	What is difficult here? What helps the character endure it?
Values and character	VOW	Consider choices, motives, responsibility, forgiveness and the kind of person we want to become.	What choice reveals most about this character?
Response and action	POW	Let reading enlarge compassion and prompt thoughtful action in the real world.	Has this text changed what you notice, care about or want to do?

READING SPIRITUALITY MAP - EYFS

Text-led opportunities through story, illustration, discussion and reflection

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
EYFS	Handa's Surprise	Whole text	WOW • HOW • VOW	Sensory richness, generosity, friendship and noticing that events can turn out differently from our expectations.	What did Handa hope to do for Akeyo? What surprises us? How can giving make another person feel?
EYFS	The Very Hungry Caterpillar	Whole text	WOW • NOW • HOW	Transformation, pattern, growth and close attention to change in the natural world.	What changes? What stays the same? What makes growth feel amazing?
EYFS	The Gruffalo	Whole text	HOW • OW • VOW	Fear, courage, clever choices and the power of story and imagination when facing danger.	Is the mouse brave, clever, frightened - or all three? What helps us when we feel small?
EYFS	The Tiger Who Came to Tea	Whole text	WOW • HOW • VOW	Hospitality, unexpected visitors, family response and imaginative possibility.	How do the family respond when something completely unexpected happens?
EYFS	The Colour Monster	Whole text	NOW • OW • VOW	Recognising, naming and regulating emotions supports self-understanding and compassion for others.	Can feelings be mixed? What helps when a feeling is too big?
EYFS	Julian is a Mermaid	Whole text	WOW • VOW • POW	Identity, self-expression, acceptance and the transforming effect of affirmation from a trusted adult.	What helps Julian feel able to be himself? How can we help other people feel they belong?
EYFS	Lucy's Picture	Whole text	NOW • VOW • POW	Careful making for another person foregrounds love, empathy, accessibility and thoughtful attention to what someone else needs.	How can we make something meaningful for another person?
EYFS	Peace at Last	Whole text	NOW • OW • VOW	Restlessness, frustration, empathy and the importance of rest and care within family life.	Why can it be hard to find peace? What helps us become calm and ready to rest?

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
EYFS	We're Going on a Bear Hunt	Whole text	WOW • OW • VOW	Adventure, perseverance, shared courage and moving through difficulty together.	What helps the family keep going? When is it wise to be brave, and when is it wise to turn back?

READING SPIRITUALITY MAP - YEAR 1

Text-led opportunities through story, illustration, discussion and reflection

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
Year 1	The Jolly Postman	Journey through the letters	WOW • HOW • VOW	Familiar stories are seen from new angles through letters, invitations and messages, opening questions about voice, audience and relationships.	How does each piece of post change what we know about a familiar character?
Year 1	How to Catch a Star	Dream, attempts and discovery	WOW • OW • VOW	A strong desire leads to repeated attempts, disappointment, imagination and eventual joy - a natural context for hope and perseverance.	What should we do when something we really want seems impossible?
Year 1	Not Now, Bernard	Bernard seeks attention	OW • HOW • VOW	The dark humour invites reflection on being noticed, listened to and cared for, and on what can happen when people fail to attend to one another.	What does Bernard need from the adults? What does it mean to really notice someone?

READING SPIRITUALITY MAP - YEAR 2

Text-led opportunities through story, illustration, discussion and reflection

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
Year 2	Voices in the Park	Four voices, one event	HOW • NOW • VOW	The same walk is narrated from four perspectives, revealing how mood, class, relationships and assumptions shape what people notice.	How can two people experience the same event differently? Which details help us understand each voice?
Year 2	The Proudest Blue	Asiya's first hijab	WOW • OW • VOW • POW	Faith, family pride, identity and dignity are set against unkind reactions from others, creating opportunities for respectful curiosity and solidarity.	What makes Asiya proud? What can Faizah choose to do when others are unkind?
Year 2	Where the Wild Things Are	Mischief, wild rumpus and return	OW • NOW • VOW	Max moves through anger, fantasy, loneliness and reconnection, allowing children to explore big feelings without defining a child by one behaviour.	What changes inside Max before he decides to go home?

READING SPIRITUALITY MAP - YEAR 3

Text-led opportunities through story, illustration, discussion and reflection

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
Year 3	The Enchanted Wood	Discovering the Enchanted Wood and Faraway Tree	WOW • HOW	Discovery of an extraordinary world invites wonder, curiosity and questions about rules, possibility and imagination.	Why are imagined worlds powerful? What makes us curious enough to explore?
Year 3	The Enchanted Wood	Adventures in changing lands	OW • VOW	The children encounter risk, unexpected consequences and choices about helping one another.	When does adventure become recklessness? What helps a group make a wise choice?
Year 3	The Great Kapok Tree	The man enters the rainforest	WOW • NOW	The rainforest setting encourages close attention to beauty, scale, sound and interconnected life.	What might we notice if we became completely still in the rainforest?
Year 3	The Great Kapok Tree	Animals speak for the tree	HOW • POW	Different creatures explain their dependence on the tree, shifting the issue from ownership to interdependence and responsibility.	Who should have a voice when a decision affects many lives?
Year 3	The Great Kapok Tree	The woodcutter's decision	VOW • POW	The man must decide whether to follow an instruction or act according to conscience after hearing new evidence.	Can listening change what we believe we should do?
Year 3	Journey to Jo'Burg	Naledi and Tiro decide to find their mother	OW • VOW	Love and necessity lead children into a dangerous journey, foregrounding courage, responsibility and family bonds.	What makes a difficult journey worth beginning?
Year 3	Journey to Jo'Burg	Experiencing apartheid on the journey	OW • HOW	The children encounter systemic racial injustice, prompting questions about fairness, power and rules that harm people.	Can a law be unfair? How does the story help us recognise injustice?
Year 3	Journey to Jo'Burg	Learning, returning and seeing differently	VOW • POW	Experience changes the children's understanding of their society and of what adults around them endure.	How can a journey change the way we see home?

READING SPIRITUALITY MAP - YEAR 4

Text-led opportunities through story, illustration, discussion and reflection

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
Year 4	Clockwork	Opening: Karl's fear and Fritz's unfinished story	OW • HOW	Fear of failure and the pressure to produce something impressive raise questions about ambition, honesty and what happens when we seek shortcuts.	What is the difference between wanting to succeed and being willing to do anything to succeed?
Year 4	Clockwork	Story and reality begin to merge	WOW • HOW • NOW	The clockwork structure makes readers attend to cause, consequence and the unsettling boundary between story and lived reality.	When we set something in motion, are we responsible for what follows?
Year 4	Clockwork	Creation without compassion	OW • VOW	Mechanical creation becomes an ethical question: skill alone is not enough when human consequences are ignored.	Can something be clever or beautiful but still be wrong?
Year 4	Clockwork	Gretl, compassion and the ending	VOW • POW	Compassion becomes the counterforce to selfish ambition, allowing pupils to consider how care can transform a situation.	What changes when someone acts for another person rather than for themselves?
Year 4	Varjak Paw	Chapters 1-8: home, difference and Elder Paw	OW • VOW	Varjak is belittled within his own family yet receives a calling to act; the section explores belonging, courage and inheritance.	How can someone belong to a family and still feel like an outsider?
Year 4	Varjak Paw	Middle chapters: learning the Way	NOW • OW • VOW	Learning Slow-Time and other skills links attention, discipline and perseverance to growing confidence.	Why might slowing down help us act more wisely?
Year 4	Varjak Paw	Street friendships and threat	OW • POW	Varjak learns to trust others and act beyond self-protection in a dangerous environment.	What turns a group of individuals into a community?

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
Year 4	Varjak Paw	Final confrontation and return	VOW • POW	Varjak's growth is shown through courageous action shaped by what he has learned rather than by status or appearance.	What makes Varjak different at the end - and what has not changed?
Year 4	Malala: My Story of Standing Up for Girls' Rights	Childhood, family and love of learning	WOW • VOW	Education is presented as a source of possibility, dignity and hope, grounded in family encouragement.	Why can learning become something a person is willing to defend?
Year 4	Malala: My Story of Standing Up for Girls' Rights	Restrictions and speaking out	OW • HOW • POW	Restrictions on girls' education raise questions about power, justice and the risks of using one's voice.	When might speaking up be costly? Why do people do it anyway?
Year 4	Malala: My Story of Standing Up for Girls' Rights	Attack, recovery and continuing advocacy	OW • VOW • POW	Malala's recovery and continued activism foreground perseverance, purpose and non-violent commitment after trauma.	How can a person respond when others try to silence them?

READING SPIRITUALITY MAP - YEAR 5

Text-led opportunities through story, illustration, discussion and reflection

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
Year 5	Coraline	Chapters 1-4: curiosity and the other world	WOW • HOW • OW	Curiosity opens an apparently more exciting world, but small unsettling details ask readers to distinguish appearance from reality.	How do we know when curiosity is helping us - and when it may be leading us into danger?
Year 5	Coraline	Chapters 5-7: choice, captivity and courage	OW • VOW	Coraline faces fear and must decide whether to act for herself and for others.	Is courage a feeling, or a choice made while feeling afraid?
Year 5	Coraline	Chapters 8-10: the challenge/game	NOW • HOW • VOW	Success depends on attention, memory, reasoning and resisting manipulation.	Why does careful noticing matter when someone is trying to deceive you?
Year 5	Coraline	Chapters 11-13: escape and unfinished danger	OW • POW	Coraline acts not only for herself but to free others, and remains alert even after apparent success.	What does responsibility look like after the main danger seems to be over?
Year 5	The Boy at the Back of the Class	Chapters 1-6: the empty chair and first friendship	NOW • VOW	Alexa notices Ahmet before she understands his story; attentive kindness comes before full knowledge.	Do we need to know everything about someone before we can welcome them?
Year 5	The Boy at the Back of the Class	Middle: Ahmet's story and bullying	OW • HOW • VOW	Refugee experience, grief, racism and bullying are encountered through a child's relationships rather than as abstract issues.	How does hearing someone's story change the way we see them?
Year 5	The Boy at the Back of the Class	Decision to act for Ahmet's family	VOW • POW	Friendship becomes active solidarity as the children move from sympathy to purposeful action.	When does caring about something become a responsibility to act?
Year 5	The Boy at the Back of the Class	Buckingham Palace and public attention	OW • POW	Good intentions meet risk, misunderstanding and media attention, inviting reflection on responsible advocacy.	Can a good aim still involve poor decisions? How can we judge both intention and consequence?
Year 5	The Boy at the Back of the Class	Reunion and community response	WOW • POW	The ending shows how individual friendship can widen into collective support and hope.	How can one act of kindness spread beyond the people directly involved?

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
Year 5	The Silver Sword	Chapters 1-6: separation, escape and Warsaw	OW • VOW	War tears a family apart; courage is shown through endurance, resourcefulness and determination to reconnect.	What can hope look like when people have very little control over events?
Year 5	The Silver Sword	Journey and found family	OW • POW	Children survive through cooperation, responsibility and care for one another and for Jan.	What makes people a family when they are not all related?
Year 5	The Silver Sword	Across borders and setbacks	OW • VOW	Repeated obstacles test patience, courage and moral choices under pressure.	How do people keep their values when circumstances become desperate?
Year 5	The Silver Sword	Toward reunion and safety	WOW • VOW	The movement toward reunion makes hope concrete while acknowledging loss and change.	Can going home mean something different after a long journey?

READING SPIRITUALITY MAP - YEAR 6

Text-led opportunities through story, illustration, discussion and reflection

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
Year 6	Pig-Heart Boy	Early chapters: Cameron's restricted life	OW • NOW	Cameron's illness limits ordinary experiences and raises questions about dignity, frustration and what it means to participate fully in life.	What does Cameron mean by wanting a "normal" life? Who gets to define normal?
Year 6	Pig-Heart Boy	The transplant decision	HOW • VOW	The proposed pig-heart transplant creates a genuine ethical dilemma involving risk, hope, bodily identity, family disagreement and medical innovation.	How should we make a decision when every option has serious consequences?
Year 6	Pig-Heart Boy	Public reaction and relationships	OW • HOW • POW	Cameron encounters judgment and controversy, opening discussion about privacy, stigma and the effects of public opinion on an individual.	When does public debate stop being abstract and start harming a person?
Year 6	Pig-Heart Boy	Living with the consequences	VOW • WOW	Cameron's agency and renewed participation in life invite reflection on gratitude, identity and the meaning of a life worth living.	Does a life-saving change alter who a person is? Why or why not?
Year 6	Wonder	Part One - August	OW • HOW • VOW	Auggie's move from home-schooling into school foregrounds dignity, first impressions, exclusion and the desire to be treated as an ordinary person.	What is the difference between noticing difference and reducing someone to their difference?
Year 6	Wonder	Part Two - Via	NOW • HOW	Via's perspective complicates the story by showing love, frustration and the experience of being a sibling in a family with intense needs.	How does hearing Via's voice change our understanding of the Pullman family?
Year 6	Wonder	Parts Three-Five - Summer, Jack, Justin	VOW • POW	Different narrators reveal choices around friendship, loyalty, peer pressure and speaking up.	When is kindness easy? When does it cost something?

Phase / Year	Text / section	Strongest lens(es)	Why this is a genuine spiritual opportunity	Book Talk / reflective prompt	Natural evidence
Year 6	Wonder	Parts Six-Seven - August and Miranda	OW • VOW	Conflict, grief and reconciliation deepen questions about identity, apology, loyalty and belonging.	Can a relationship be repaired after someone has made a hurtful choice?
Year 6	Wonder	Part Eight - August: camp and ending	POW • WOW	Collective defence of Auggie and the final recognition of character show how a community can change its norms.	What makes a school community become kinder - rules, individuals, or repeated choices?
Year 6	Armistice Runner	Lily's running and worries about Gran	OW • NOW	Present-day pressure and a loved one's dementia create a tender context for frustration, memory, care and staying connected.	How can we stay connected to someone when memory is changing?
Year 6	Armistice Runner	Discovering the First World War diaries	HOW • NOW	The diaries connect personal memory with history, asking how stories and records carry lives across generations.	Why do family stories and written records matter after people are gone?
Year 6	Armistice Runner	War-time running and courage	OW • VOW	Running shifts from sport to dangerous service, allowing pupils to compare courage in very different contexts.	Is courage the same in a race and in war? What is similar and what is different?
Year 6	Armistice Runner	Armistice, legacy and Lily's final challenge	WOW • VOW	The ending connects perseverance, remembrance and inherited inspiration without pretending that loss disappears.	How can someone from the past still influence the choices we make now?

PROGRESSION IN SPIRITUAL READING

Growing depth without turning spirituality into an assessment framework

Phase	What growing depth can look like
EYFS	Responds through feeling, talk, play, image and repeated story; begins to name wonder, fear, kindness and belonging.
KS1	Notices key moments, explains simple motives, compares viewpoints and links story choices to relationships and values.
Lower KS2	Sustains reflection across longer texts; recognises injustice, conscience, interdependence and how experience changes a character.
Upper KS2	Handles ambiguity and competing values; uses evidence to refine interpretations; discusses ethical questions without expecting one easy answer; connects reading with responsible action.

READING, CHRISTIAN VISION AND “LET YOUR LIGHT SHINE”

Matthew 5:16 - reading as encounter, reflection and response

At St Aidan's, reading enlarges the world pupils can see. Through story they encounter joy and sorrow, courage and fear, belonging and exclusion, justice and injustice, and lives that may be very different from their own.

The Christian vision does not require pupils to reach predetermined conclusions about a text. Instead, it calls the community to read with attention, truthfulness, compassion and hope: to listen well, to value each person, to challenge dehumanising assumptions and to consider how our own choices can bring light to others.

The school values are naturally visible across the Reading Journey: Hope in characters who continue; Love and Friendship in relationships; Forgiveness in repair; Truth in evidence and honest interpretation; and Perseverance in both characters and readers.

SUBJECT LEADERSHIP / SIAMS - WHAT TO LOOK FOR

Evidence of a culture that nurtures spiritual flourishing through reading

- Can pupils talk about a book or moment that made them wonder, feel deeply, ask a difficult question or see another person differently?
- Do reading discussions make room for more than one defensible interpretation, with pupils expected to return to the text for evidence?
- Are difficult themes handled with care, accuracy and age-appropriateness rather than reduced to simplistic moral lessons?
- Do pupils encounter diverse lives and perspectives as whole human stories, not as tokens or stereotypes?
- Do staff use the six lenses selectively and naturally, leaving some reading episodes unmapped where a spiritual connection would be forced?
- Can leaders trace the mapped opportunities directly back to the school Reading Journey and to authentic features of the texts?
- Is spiritual development noticed through pupil voice, discussion, reflection, empathy and response rather than graded or scored?

RESEARCH NOTE

How the longer-text mapping was developed

The school Reading Journey supplied the authoritative text list. For longer novels, chapter/section sequencing and major plot developments were cross-checked against reliable publisher, author and established study-guide summaries. Chapter groupings are deliberately broad where editions may paginate or divide material differently. The spiritual interpretation is St Aidan's curriculum framing, not a claim made by the original authors.