

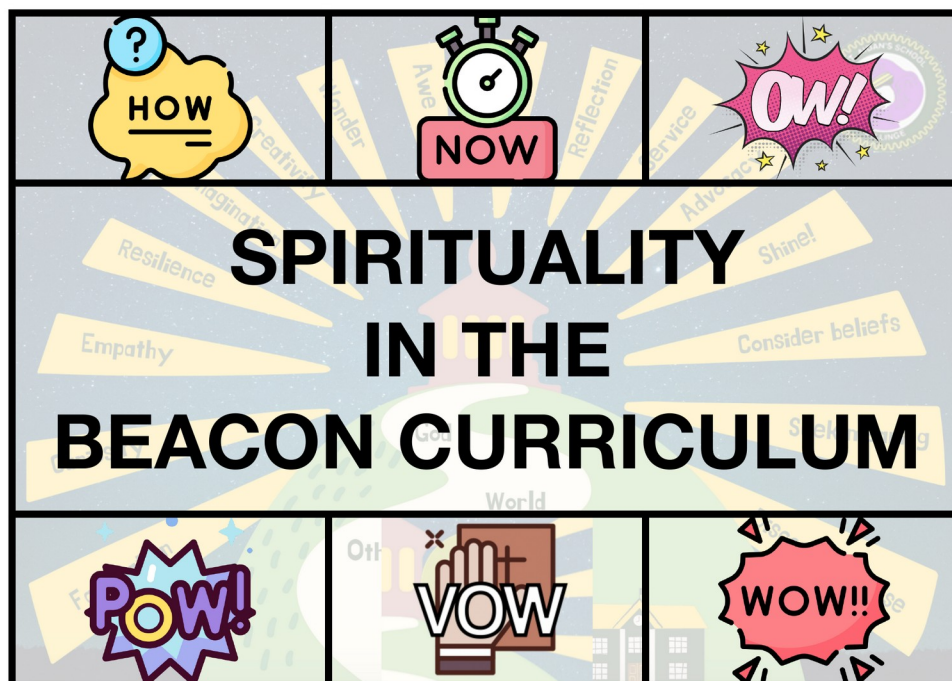


ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY ACROSS THE COMPUTING CURRICULUM

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



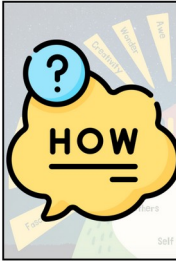
Scope. This document maps the 24 Computing knowledge organisers supplied for Years 1-6. Every organiser is represented. Detailed mapping includes only curriculum statements where a meaningful spiritual opportunity grows naturally from the computing learning.

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 COMPUTING

Curiosity, problem-solving, creativity, responsibility, truth and digital wisdom

Intent. At St Aidan's, spirituality is woven naturally through Computing. 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 Computing learning

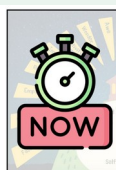
The Beacon Computing curriculum develops computational thinking, programming, data handling, digital media, networks and digital literacy. Pupils learn to break problems into manageable parts, recognise patterns, design and test algorithms, create digital products, communicate and collaborate, interpret data and evaluate information. These processes create natural opportunities to wonder at complex systems, persevere through errors, question truth and reliability, reflect on the influence of technology and make responsible choices about how digital tools are used.



WOW

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

Computing 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.

Computing 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.

Computing 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.

Computing 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.

Computing 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.

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

HOW THE COMPUTING MAP WORKS

Keeping spiritual development authentic and Computing computationally rigorous

Golden rule. The computing 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

- Computing remains computing-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 Computing thread: Problem-solving, truth and responsible digital agency

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.

CURRICULUM COVERAGE

24 Computing organisers across Years 1-6

Coverage note. Every organiser supplied is represented below. The detailed mapping that follows is selective: it identifies the strongest authentic spiritual opportunities rather than attaching a lens to every computing statement.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improving mouse skills	What is a computer?	Networks and the internet	Collaborative learning	Mars Rover 1	Big Data 1
Algorithms unplugged	Algorithms and debugging	Journey inside a computer	Computational thinking	Programming music	Bletchley Park and the History of Computers
Digital Imagery	International Space Station	Video trailers	Further coding with Scratch	Search engines	Intro to Python
Bee-bot	Word Processing	Programming Scratch	Investigating weather	Stop motion animation	
	Scratch Jr				

COMPUTING SPIRITUALITY MAP - YEAR 1 & YEAR 2

Every organiser shown; lenses identify the strongest natural opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y1	Improving mouse skills	NOW • OW • VOW	Developing control and confidence with a computer requires close attention, patient practice and responsible use of personal accounts and digital tools.
Y1	Algorithms unplugged	HOW • OW • NOW	Sequencing, testing and debugging reveal how precise instructions shape outcomes and help pupils see mistakes as information that can improve a solution.
Y1	Digital Imagery	WOW • NOW • VOW	Photography and editing invite close observation and creativity while beginning to raise questions about how digital choices change what an audience sees.
Y1	Bee-bot	HOW • OW • WOW	Programming a physical device makes cause and effect visible, encouraging curiosity, precision, prediction and perseverance when instructions do not work as expected.
Y2	What is a computer?	HOW • WOW • VOW	Exploring components, control and the role of computers invites curiosity about how technology works and thoughtful consideration of what inventions are for.
Y2	Algorithms and debugging	HOW • OW • VOW	Decomposition, prediction, abstraction and debugging develop disciplined problem-solving and resilience, while machine learning opens early questions about how computers make predictions.

Y2	International Space Station	WOW • HOW • POW	Space, maps, sensors, data and plant-growth algorithms connect digital learning with wonder, scientific enquiry and technology used to support life in challenging environments.
Y2	Word Processing	WOW • POW • VOW	Creating digital writing for an audience combines expression and communication with responsible use of online sources and choices about text and images.
Y2	Scratch Jr	HOW • OW • WOW	Planning and coding animations requires logical thinking, imagination and perseverance as pupils test whether their instructions create the intended outcome.

COMPUTING SPIRITUALITY MAP - YEAR 3 & YEAR 4

Every organiser shown; lenses identify the strongest natural opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y3	Networks and the internet	HOW • WOW • VOW	Networks make invisible connections visible: pupils explore how information travels between devices and begin to appreciate both the power and responsibility of connected technology.
Y3	Journey inside a computer	HOW • WOW • NOW	Looking inside computers encourages careful attention to inputs, outputs and component purposes, revealing how many parts work together within a complex system.
Y3	Video trailers	WOW • HOW • VOW	Planning and editing a trailer develops creative voice and audience awareness, while evaluation helps pupils notice how digital choices shape meaning and influence viewers.
Y3	Programming Scratch	HOW • OW • WOW	Loops, animation, stories and games combine logical structure with creativity; repeated testing and refinement make perseverance part of the programming process.
Y4	Collaborative learning	POW • VOW • HOW	Shared online work makes collaboration explicit: pupils must contribute constructively, listen to others, share responsibility and use data to support a collective outcome.
Y4	Computational thinking	HOW • OW • NOW	Decomposition, pattern recognition, abstraction and algorithms teach pupils to slow down, notice structure and persist with complex problems rather than rush to an answer.

Y4	Further coding with Scratch	HOW • OW • VOW	Variables and decomposition deepen pupils' understanding of how programs behave and encourage testing, refinement and purposeful design for users.
Y4	Investigating weather	WOW • HOW • VOW	Weather data, sensors and forecasting show how digital systems help humans interpret the natural world and invite careful thought about evidence, prediction and communication.

COMPUTING SPIRITUALITY MAP - YEAR 5 & YEAR 6

Every organiser shown; lenses identify the strongest natural opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y5	Mars Rover 1	WOW • HOW • NOW	Space exploration, binary and rover architecture reveal hidden digital systems behind extraordinary human achievements and reward patient attention to patterns and representation.
Y5	Programming music	WOW • NOW • VOW	Coding music brings logic and creativity together: pupils make deliberate choices about rhythm, sound and purpose while refining a program until it communicates as intended.
Y5	Search engines	HOW • VOW • NOW	Searching the web foregrounds truth and discernment. Pupils learn that online information must be questioned, checked and searched for carefully rather than simply accepted.
Y5	Stop motion animation	WOW • NOW • OW	Stop-motion animation depends on patience, sequencing and tiny adjustments; pupils experience how sustained attention and repeated refinement create movement and meaning.
Y6	Big Data 1	HOW • VOW • NOW	Barcodes, QR codes, RFID and real-world data show how information is captured and used, opening questions about interpretation, privacy, reliability and responsible data use.
Y6	Bletchley Park and the History of Computers	HOW • VOW • WOW	Codes, passwords and computing history connect ingenuity with security and truth, while designing future computers invites pupils to consider what technology should become.

Y6	Intro to Python	HOW • OW • NOW	Nested loops, commands and random numbers demand precision and persistence; pupils learn to investigate errors, refine code and understand increasingly abstract structures.
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DETAILED COMPUTING MAPPING - YEAR 1

Only curriculum statements with a genuine spiritual opportunity are included

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Unit	To know statement / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Improving mouse skills	To develop mouse skills.	NOW • OW	The task rewards careful attention and being fully present. Small choices matter, so pupils learn to slow down, notice detail and adjust their approach deliberately.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice
Improving mouse skills	To draw a scene from a story using digital tools.	WOW • HOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice
Improving mouse skills	To create a self-portrait using digital techniques.	HOW • VOW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What choices help this digital image communicate something about you?	Work sample / teacher observation / pupil voice

Algorithms unplugged	To know how to debug an algorithm.	OW • VOW	The task makes productive struggle visible. Pupils can notice that errors and repeated attempts are part of learning, developing patience and perseverance rather than seeing a first failure as the end.	What did the mistake teach you that the successful attempt could not?	Code / test record / debugging reflection
Algorithms unplugged	To sequence a set of instructions.	HOW • NOW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	Which pattern or relationship helped you understand how this works?	Work sample / teacher observation / pupil voice
Algorithms unplugged	To test a design and record data.	OW • HOW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Data work / annotated reasoning / pupil explanation
Digital Imagery	To take clear photos.	NOW • WOW	The task rewards careful attention and being fully present. Small choices matter, so pupils learn to slow down, notice detail and adjust their approach deliberately.	What did you notice when you slowed down and looked closely at how the system or process worked?	Digital outcome / edit choices / evaluation

Digital Imagery	To edit photos.	HOW • VOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Digital outcome / edit choices / evaluation
Digital Imagery	To create a photo collage.	WOW • POW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Digital outcome / edit choices / evaluation
Bee-bot	To explore a new device.	WOW • HOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice
Bee-bot	To plan and follow a precise set of instructions.	HOW • NOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice

Bee-bot	To create a program that tells a story.	WOW • POW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Code / test record / debugging reflection
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DETAILED COMPUTING MAPPING - YEAR 2

Only curriculum statements with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teachers do not need to use every prompt; these are examples of how computing learning can open reflection without turning the lesson into something else.

Unit	To know statement / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
What is a computer?	To recognise how technology is controlled.	HOW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice
What is a computer?	To create a design for an invention.	WOW • VOW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Design / iteration notes / pupil voice
What is a computer?	To understand the role of computers.	HOW • VOW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice

Algorithms and debugging	To understand that computers can use algorithms to make predictions (machine learning).	HOW • VOW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	Which pattern or relationship helped you understand how this works?	Code / test record / debugging reflection
Algorithms and debugging	To plan algorithms that will solve problems.	HOW • OW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	Which pattern or relationship helped you understand how this works?	Code / test record / debugging reflection
Algorithms and debugging	To understand what debugging is.	OW • VOW	The task makes productive struggle visible. Pupils can notice that errors and repeated attempts are part of learning, developing patience and perseverance rather than seeing a first failure as the end.	What did the mistake teach you that the successful attempt could not?	Work sample / teacher observation / pupil voice
International Space Station	To locate features on an interactive map.	WOW • HOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice

International Space Station	To create algorithms for healthy plant growth.	HOW • POW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Code / test record / debugging reflection
International Space Station	To retrieve data from a spreadsheet.	NOW • HOW	The task rewards careful attention and being fully present. Small choices matter, so pupils learn to slow down, notice detail and adjust their approach deliberately.	What did you notice when you slowed down and looked closely at how the system or process worked?	Data work / annotated reasoning / pupil explanation
Word Processing	To know how to use a word processor.	HOW • NOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice
Word Processing	To know how to create a poetry book using sources from the internet.	WOW • VOW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Work sample / teacher observation / pupil voice

Word Processing	To know how to create a digital piece of writing.	WOW • POW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Work sample / teacher observation / pupil voice
Scratch Jr	To explore a new application.	WOW • HOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice
Scratch Jr	To follow an algorithm.	HOW • NOW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	Which pattern or relationship helped you understand how this works?	Code / test record / debugging reflection
Scratch Jr	To plan and use code to create an algorithm.	HOW • OW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Code / test record / debugging reflection

DETAILED COMPUTING MAPPING - YEAR 3

Only curriculum statements with a genuine spiritual opportunity are included

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Unit	To know statement / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Networks and the internet	To recognise what a network is.	HOW • WOW	Understanding an unseen or complex system can prompt curiosity and wonder. Pupils move from simply using technology to noticing the structures and ideas that make it possible.	What is happening here that we cannot normally see?	Work sample / teacher observation / pupil voice
Networks and the internet	To demonstrate how information moves around a network.	HOW	Understanding an unseen or complex system can prompt curiosity and wonder. Pupils move from simply using technology to noticing the structures and ideas that make it possible.	What is happening here that we cannot normally see?	Work sample / teacher observation / pupil voice
Networks and the internet	To identify the role of packet data.	HOW • NOW	Understanding an unseen or complex system can prompt curiosity and wonder. Pupils move from simply using technology to noticing the structures and ideas that make it possible.	What is happening here that we cannot normally see?	Data work / annotated reasoning / pupil explanation

Journey inside a computer	To recognise basic inputs and outputs.	HOW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	Which pattern or relationship helped you understand how this works?	Work sample / teacher observation / pupil voice
Journey inside a computer	To decompose a laptop.	HOW • WOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice
Journey inside a computer	To understand the purpose of computer parts.	HOW • NOW	Understanding an unseen or complex system can prompt curiosity and wonder. Pupils move from simply using technology to noticing the structures and ideas that make it possible.	What is happening here that we cannot normally see?	Work sample / teacher observation / pupil voice
Video trailers	To plan a book trailer.	HOW • VOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice

Video trailers	To take photos or videos that tell a story.	WOW • POW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Digital outcome / edit choices / evaluation
Video trailers	To evaluate video editing.	NOW • VOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What does the evidence show, and what would be an unfair conclusion to draw from it?	Digital outcome / edit choices / evaluation
Programming Scratch	To use repetition (a loop) in a program.	HOW • NOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Code / test record / debugging reflection
Programming Scratch	To program a story.	WOW • POW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Code / test record / debugging reflection

Programming Scratch	To program a game.	WOW • OW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Code / test record / debugging reflection
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DETAILED COMPUTING MAPPING - YEAR 4

Only curriculum statements with a genuine spiritual opportunity are included

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Unit	To know statement / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Collaborative learning	To understand that software can be used to work online collaboratively.	POW • VOW	Working in a shared digital space makes respect, listening and responsibility concrete. Pupils experience how their choices can help or hinder another person and a common goal.	What does a helpful digital collaborator do that makes other people's work better?	Shared document / peer feedback / pupil reflection
Collaborative learning	To understand how to contribute to someone else's work effectively.	POW • VOW	Working in a shared digital space makes respect, listening and responsibility concrete. Pupils experience how their choices can help or hinder another person and a common goal.	What does a helpful digital collaborator do that makes other people's work better?	Shared document / peer feedback / pupil reflection
Collaborative learning	To analyse data.	NOW • HOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What does the evidence show, and what would be an unfair conclusion to draw from it?	Data work / annotated reasoning / pupil explanation

Computational thinking	To understand what decomposition is and how to apply it to solve problems.	HOW • OW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	Which pattern or relationship helped you understand how this works?	Work sample / teacher observation / pupil voice
Computational thinking	To understand what pattern recognition and abstraction mean.	WOW • HOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Work sample / teacher observation / pupil voice
Computational thinking	To combine computational thinking skills to solve a problem.	HOW • OW • VOW	The task makes productive struggle visible. Pupils can notice that errors and repeated attempts are part of learning, developing patience and perseverance rather than seeing a first failure as the end.	What did the mistake teach you that the successful attempt could not?	Work sample / teacher observation / pupil voice
Further coding with Scratch	To understand how a Scratch game works by using decomposition to identify key features.	HOW • NOW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	Which pattern or relationship helped you understand how this works?	Work sample / teacher observation / pupil voice

Further coding with Scratch	To understand how to make a variable in Scratch.	HOW • OW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	Which pattern or relationship helped you understand how this works?	Code / test record / debugging reflection
Further coding with Scratch	To create a quiz using variables.	WOW • VOW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Code / test record / debugging reflection
Investigating weather	To log data taken from online sources in a spreadsheet.	HOW • VOW	The learning creates a natural space to consider truth, evidence and responsible judgement: digital information has to be interpreted, checked and used with care.	How can we show that we are searching carefully rather than simply choosing the first result?	Search notes / source choices / pupil explanation
Investigating weather	To design an automated machine to respond to sensor data.	HOW • POW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Data work / annotated reasoning / pupil explanation

Investigating weather	To understand how weather forecasts are made.	HOW • VOW	Understanding an unseen or complex system can prompt curiosity and wonder. Pupils move from simply using technology to noticing the structures and ideas that make it possible.	How can we be truthful about a prediction when we cannot know the future with certainty?	Work sample / teacher observation / pupil voice
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DETAILED COMPUTING MAPPING - YEAR 5

Only curriculum statements with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teachers do not need to use every prompt; these are examples of how computing learning can open reflection without turning the lesson into something else.

Unit	To know statement / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Mars Rover 1	To identify how and why data is collected from space.	WOW • HOW	Understanding an unseen or complex system can prompt curiosity and wonder. Pupils move from simply using technology to noticing the structures and ideas that make it possible.	What amazes you about the way digital technology helps us explore places humans cannot easily reach?	Data work / annotated reasoning / pupil explanation
Mars Rover 1	To read and calculate numbers using binary code.	HOW • NOW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	Which pattern or relationship helped you understand how this works?	Data work / annotated reasoning / pupil explanation
Mars Rover 1	To identify the computer architecture of the Mars Rovers.	WOW • HOW	Understanding an unseen or complex system can prompt curiosity and wonder. Pupils move from simply using technology to noticing the structures and ideas that make it possible.	What amazes you about the way digital technology helps us explore places humans cannot easily reach?	Work sample / teacher observation / pupil voice

Programming music	To create a program that plays themed music.	WOW • HOW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Code / test record / debugging reflection
Programming music	To plan a soundtrack program.	NOW • VOW	The task rewards careful attention and being fully present. Small choices matter, so pupils learn to slow down, notice detail and adjust their approach deliberately.	What did you notice when you slowed down and looked closely at how the system or process worked?	Code / test record / debugging reflection
Programming music	To program music for a specific purpose.	WOW • POW • VOW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What do you want your digital creation to communicate, and which choice makes that clearest?	Code / test record / debugging reflection
Search engines	To be aware that not everything online is true.	HOW • VOW	The learning creates a natural space to consider truth, evidence and responsible judgement: digital information has to be interpreted, checked and used with care.	What should make us pause before believing or sharing something online?	Search notes / source choices / pupil explanation

Search engines	To search effectively.	NOW • VOW	The learning creates a natural space to consider truth, evidence and responsible judgement: digital information has to be interpreted, checked and used with care.	How can we show that we are searching carefully rather than simply choosing the first result?	Search notes / source choices / pupil explanation
Search engines	To understand how search engines work.	HOW	The concept invites pupils to look beneath the surface, identify patterns and relationships, and ask how a system produces an outcome. This builds disciplined curiosity and thoughtful problem-solving.	What did you notice when you slowed down and looked closely at how the system or process worked?	Search notes / source choices / pupil explanation
Stop motion animation	To understand what stop motion animation is.	HOW • WOW	The task makes productive struggle visible. Pupils can notice that errors and repeated attempts are part of learning, developing patience and perseverance rather than seeing a first failure as the end.	What did you notice when you slowed down and looked closely at how the system or process worked?	Digital outcome / edit choices / evaluation
Stop motion animation	To plan my stop motion video, thinking about the characters I want to use.	NOW • VOW	The task rewards careful attention and being fully present. Small choices matter, so pupils learn to slow down, notice detail and adjust their approach deliberately.	What did you notice when you slowed down and looked closely at how the system or process worked?	Digital outcome / edit choices / evaluation

Stop motion animation	To create a stop motion animation.	WOW • OW	The task makes productive struggle visible. Pupils can notice that errors and repeated attempts are part of learning, developing patience and perseverance rather than seeing a first failure as the end.	What do you want your digital creation to communicate, and which choice makes that clearest?	Digital outcome / edit choices / evaluation
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DETAILED COMPUTING MAPPING - YEAR 6

Only curriculum statements with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teachers do not need to use every prompt; these are examples of how computing learning can open reflection without turning the lesson into something else.

Unit	To know statement / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Big Data 1	To identify how barcodes and QR codes work.	HOW	Understanding an unseen or complex system can prompt curiosity and wonder. Pupils move from simply using technology to noticing the structures and ideas that make it possible.	What is happening here that we cannot normally see?	Work sample / teacher observation / pupil voice
Big Data 1	To input and analyse real-world data.	NOW • HOW • VOW	The learning creates a natural space to consider truth, evidence and responsible judgement: digital information has to be interpreted, checked and used with care.	What does the evidence show, and what would be an unfair conclusion to draw from it?	Data work / annotated reasoning / pupil explanation

Big Data 1	To analyse and evaluate data.	HOW • VOW	The learning creates a natural space to consider truth, evidence and responsible judgement: digital information has to be interpreted, checked and used with care.	What does the evidence show, and what would be an unfair conclusion to draw from it?	Data work / annotated reasoning / pupil explanation
Bletchley Park and the History of Computers	To understand there are many different types of secret codes.	HOW • WOW	Understanding an unseen or complex system can prompt curiosity and wonder. Pupils move from simply using technology to noticing the structures and ideas that make it possible.	What is happening here that we cannot normally see?	Work sample / teacher observation / pupil voice
Bletchley Park and the History of Computers	To understand the importance of having a secure password.	VOW • POW	Security makes responsibility towards self and others tangible. Pupils can reflect on why protecting information matters and how careful choices help keep people safe.	Why is protecting information an act of responsibility?	Work sample / teacher observation / pupil voice
Bletchley Park and the History of Computers	To design a computer of the future.	WOW • VOW	Creating a purposeful digital outcome gives pupils agency and voice. They make choices, refine ideas and consider what they want their work to communicate to an audience.	What should future technology help people to do - and what should it avoid doing?	Design / iteration notes / pupil voice

Intro to Python	To understand nested loops.	HOW • NOW	The computing focus creates a natural opportunity to pause, question, make purposeful choices and connect technical learning with perseverance, creativity or responsibility.	What did you notice when you slowed down and looked closely at how the system or process worked?	Code / test record / debugging reflection
Intro to Python	To use loops when programming.	HOW • OW	The task makes productive struggle visible. Pupils can notice that errors and repeated attempts are part of learning, developing patience and perseverance rather than seeing a first failure as the end.	What did the mistake teach you that the successful attempt could not?	Code / test record / debugging reflection
Intro to Python	To understand the use of random numbers.	HOW • WOW	Understanding an unseen or complex system can prompt curiosity and wonder. Pupils move from simply using technology to noticing the structures and ideas that make it possible.	What is happening here that we cannot normally see?	Work sample / teacher observation / pupil voice

PROGRESSION IN SPIRITUALITY THROUGH COMPUTING

Increasing depth of curiosity, perseverance, discernment and responsible digital agency

A key principle. Progression does not mean pupils become "more spiritual" as they get older. It describes increasing depth in how pupils notice, question, persevere, evaluate, create and respond responsibly to the digital world through progressively more demanding computing learning.

EYFS / KEY STAGE 1. Children explore devices with curiosity, learn that precise instructions have consequences, create simple digital content and begin to persevere when something does not work first time. They notice patterns, talk about what technology can do and begin to make safe and responsible choices when using digital tools.

LOWER KEY STAGE 2. Pupils look beneath the surface of devices and networks, use decomposition and variables, create and evaluate digital media, collaborate online and use data more purposefully. They become more able to explain their reasoning, respond constructively to errors and consider how digital choices affect an audience or other users.

UPPER KEY STAGE 2. Pupils engage with binary, search engines, real-world data, security, computing history and increasingly abstract programming. They question the reliability of online information, evaluate evidence, consider privacy and responsibility, and create digital products with a clearer sense of purpose, audience and impact.

COMPUTING, SPIRITUALITY AND OUR CHRISTIAN VISION

Seeking truth, persevering through challenge and using technology to let our light shine



Through Computing, pupils learn that complex problems can be understood by asking good questions, identifying patterns and testing ideas. Coding and debugging make perseverance visible; digital creation gives pupils a voice; networks and collaboration show our connectedness; and data and search invite careful attention to truth.

Our spirituality framework gives pupils language for these experiences. WOW helps them notice the possibilities and complexity of digital systems; NOW values concentration and careful analysis; HOW opens questions about systems, information and influence; OW names frustration and productive struggle; POW recognises collaboration and useful digital contribution; and VOW supports responsible choices about truth, privacy, security and impact.

Let your light shine. Computing gives pupils opportunities to be curious about the world, persevere when solutions are difficult, seek truth in digital information, collaborate generously and use their growing technical knowledge to create, communicate and solve problems. Within our Christian vision, digital capability is joined with hope, love, friendship, forgiveness, truth and perseverance so that pupils learn not only what technology can do, but how it can be used wisely and responsibly.

Inclusive and computationally rigorous

- Pupils can respond from their own faith or worldview while respecting that questions about technology, truth, privacy, creativity and responsibility can be approached from different perspectives. Reflection is invitational and grounded in the computing learning.
- Reflection is grounded in computing evidence: pupils refer to algorithms, code, data, digital products, sources, testing, debugging and the choices they made. Spiritual language should deepen attention to the subject rather than replace technical explanation.
- The strongest spiritual moments arise from the subject itself - discovering an unseen system, solving a stubborn problem, realising why information must be checked, creating something purposeful, collaborating well or recognising that digital choices can affect other people.

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 computing knowledge, concept, system, data, code, digital product or problem-solving process that gives rise to the reflection.	Pupil language Pupils increasingly recognise WOW, NOW, HOW, OW, POW and VOW moments and can explain what in the computing learning prompted them.
No tokenism Statements remain unmapped where there is no meaningful spiritual opportunity. A technical skill can simply be a technical skill.	Computational process Planning, testing, debugging, revising, evaluating and collaborating are valued as evidence of thinking, perseverance and increasingly responsible choice.
Pupil voice Leaders hear pupils talk about algorithms, data, systems, online truth, digital creation, collaboration and their own choices using age-appropriate computing language.	Impact The curriculum enables pupils to question more carefully, persist with challenge, create with purpose, seek reliable information and recognise that technology can be used responsibly to help others.

Suggested subject-leader questions

- Can pupils give an example of a Computing lesson that made them say WOW, ask HOW, encounter an OW or become absorbed in a NOW moment?
- Can pupils explain how an algorithm, piece of code, data set, digital system or creative choice shaped the outcome of their work?
- Where has Computing helped pupils explore truth, responsibility, collaboration, creativity, problem-solving or the impact of technology on people?
- Do staff feel confident leaving a curriculum statement unmapped when the spirituality connection would be artificial?
- Can leaders trace mapped opportunities directly back to the taught Computing organisers and statements?

Important. This map identifies opportunities for spiritual development; it does not assess or grade a pupil's spirituality. Evidence should focus on curriculum provision, pupil reflection and the quality of opportunities created through Computing.



SPIRITUALITY ACROSS THE COMPUTING CURRICULUM

Let your light shine - Matthew 5:16