

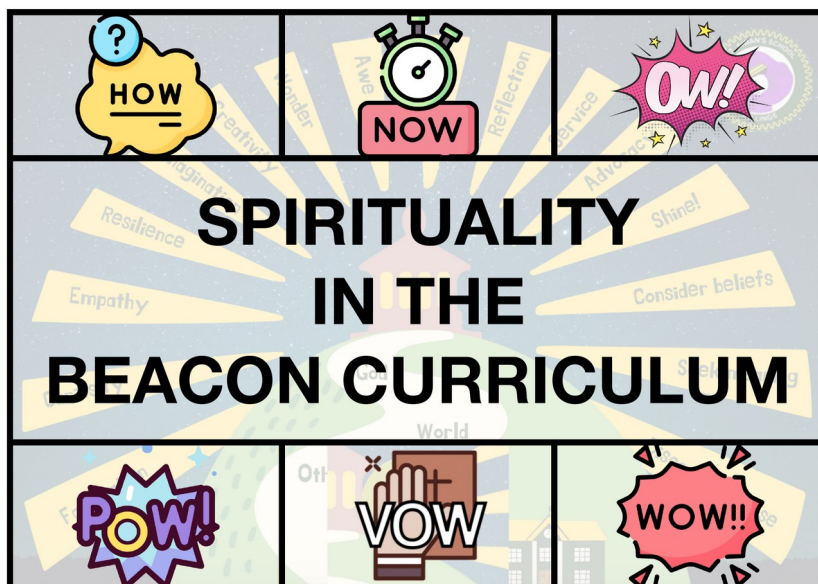


ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY THROUGH THE BEACON PRINCIPLES

A teacher guide to how our Rosenshine-informed pedagogy enables authentic spiritual development



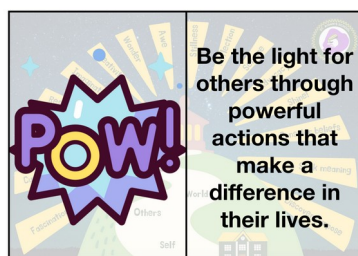
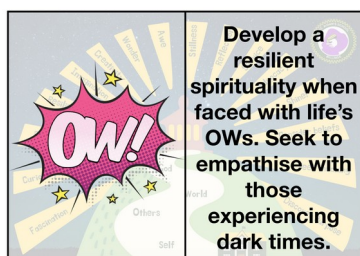
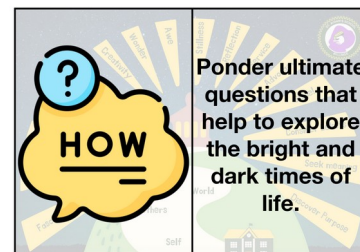
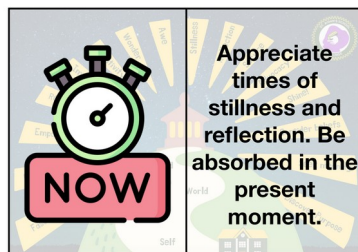
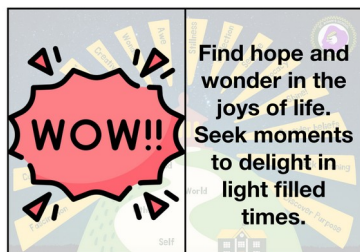
Purpose. This guide makes explicit the authentic links between St Aidan's six BEACON Principles and our six shared spirituality lenses. The BEACON Principles describe how we teach; the spirituality lenses help pupils notice, articulate, reflect upon and respond to the deeper opportunities that arise through learning. These links are not a checklist or a fixed sequence.

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.



OUR BEACON PRINCIPLES

The teaching pedagogy underpinning every lesson at St Aidan's

What is it? The BEACON Principles outline the key elements underpinning every lesson at St Aidan's. They are Rosenshine-informed and help us secure consistent, adaptive teaching while developing pupils' understanding of both what they learn and how they learn.

The six shortened titles used by staff and pupils



Key distinction. The BEACON Principles are our pedagogy - how we teach. WOW, OW, HOW, NOW, VOW and POW are our spirituality language - how pupils may encounter wonder, challenge, big questions, reflection, values and action through that learning.

BEACON PEDAGOGY AND SPIRITUALITY

How the two St Aidan's frameworks work together

Intent. The BEACON Principles provide the pedagogical conditions in which spiritual development can occur authentically. Secure knowledge, careful explanation, rich vocabulary, application, independence and reflection give pupils the tools to notice, question, empathise, commit and act. The mapping below identifies the strongest natural links; it is not a prescribed one-to-one model.

At-a-glance crosswalk

BEACON Principle	Strongest spirituality links	Core connection
Bring It Back	WOW • OW • HOW • NOW • VOW • POW	Reconnect previous knowledge with earlier moments of wonder, challenge, questions, reflection, commitments and actions.
Explain and Explore	WOW • OW • HOW	New knowledge can reveal something wonderful, difficult or deeply thought-provoking.
Access Amazing Vocabulary	WOW • OW • HOW • NOW	Language gives pupils the precision to articulate awe, empathy, questions and personal reflection.
Complete Task	VOW • POW	Application turns knowledge into purposeful choices, commitments, creativity and action.
Own Your Learning	NOW • VOW • POW	Pupils reflect personally, take responsibility and recognise their own agency.
Check New Learning	NOW • HOW • VOW • POW	Pupils consider what has changed in their thinking, what questions remain, what matters and what they may carry forward.
Golden rule. Curriculum learning comes first. A spirituality link is made only where the knowledge, experience, problem, text, question or task genuinely creates space to wonder, empathise, ask deeper questions, reflect, consider values or recognise agency.		

B - BRING IT BACK

Pedagogy first • Spirituality grows naturally from rich learning



Pedagogical purpose. Retrieval strengthens long-term memory and makes previous knowledge available for new learning. At St Aidan's, bringing learning back can also reconnect pupils with earlier experiences, questions, reflections and commitments.

Strongest spirituality links



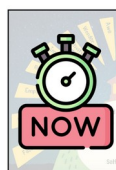
WOW



OW



HOW



NOW



VOW



POW

Why these links are authentic

Spiritual development has greater depth when it develops over time. Pupils can revisit a previous WOW, recognise a similar OW in a new context, return to an unanswered HOW, remember a NOW reflection, reconsider a VOW or review whether a POW action made a difference. This helps pupils see recurring themes such as fairness, belonging, hope, courage, responsibility and care across the curriculum.

What this looks like in practice

- **Retrieve knowledge first.** Begin with the substantive or disciplinary knowledge pupils need for the new learning.
- **Reconnect an earlier spiritual moment when relevant.** Invite pupils to remember a previous question, response or commitment without forcing an emotional answer.
- **Use comparison over time.** Ask whether new knowledge confirms, complicates or changes what pupils thought before.

Useful teacher prompts

- What did we learn last time that will help us today?
- What did we notice before that made us say WOW?
- Is there a question from our last lesson that we are still carrying?
- Have we met an OW like this somewhere else in our learning?
- Did we make a VOW or identify a POW action previously? What happened?

Illustrative examples

Geography - rainforests: Retrieve the beauty and biodiversity pupils previously noticed (WOW) before exploring deforestation (OW/HOW). Return later to earlier ideas about stewardship (VOW).

History - migration: Recall earlier learning about belonging and displacement. Compare how similar themes appear in a different period or context without assuming the experiences are identical.

EYFS - seasonal change: Bring back what children noticed about trees in winter before observing spring growth: "What has changed? What is the same?"

E - EXPLAIN AND EXPLORE

Pedagogy first • Spirituality grows naturally from rich learning



Pedagogical purpose. New knowledge is explained in manageable steps through modelling, questioning, connections and appropriate scaffolding. Exploration gives pupils secure knowledge before inviting deeper reflection.

Strongest spirituality links



WOW



OW



HOW

Why these links are authentic

Knowledge can intensify wonder rather than diminish it. Accurate explanation can reveal complexity, beauty and scale (WOW), help pupils understand difficulty or injustice with empathy (OW), and provide the knowledge base from which meaningful big questions can emerge (HOW). The spiritual opportunity grows from the curriculum content; it never replaces it.

What this looks like in practice

- **Build knowledge carefully.** Teach the facts, concepts, processes and vocabulary pupils need before asking for reflection.
- **Notice natural openings.** Pause when content genuinely evokes wonder, challenge or a deeper question.
- **Use invitational questioning.** Make space for different faiths and worldviews; pupils can wonder and question without being required to reach the same conclusion.

Useful teacher prompts

- What surprises or amazes you here?
- What is difficult or challenging about this experience?
- Whose perspective do we need to understand?
- Why might this matter?
- What bigger question does this learning raise?

Illustrative examples

Science - space: Teaching scale, distance and planetary movement can create genuine WOW; pupils may then ask HOW questions about humanity's place in the universe.

History - evacuation: Accurate contextual knowledge can lead to OW through empathy with separated families and HOW questions about courage, duty and belonging.

Music - ensemble: Explaining how rhythm, harmony and separate parts combine can create WOW and questions about what collaboration makes possible.

A - ACCESS AMAZING VOCABULARY

Pedagogy first • Spirituality grows naturally from rich learning



Pedagogical purpose. Explicit vocabulary teaching gives pupils access to curriculum knowledge and the language structures needed to think, discuss and communicate with increasing precision.

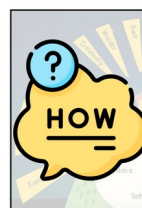
Strongest spirituality links



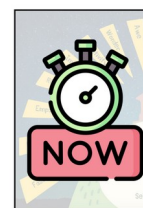
WOW



OW



HOW



NOW

Why these links are authentic

Children cannot always articulate what they notice or feel without words. Vocabulary can turn “that is amazing” into awe, intricate, vast or fragile; “that is sad” into injustice, loss, compassion or displacement; and vague reflection into precise thinking about responsibility, belonging, identity, gratitude or hope. This deepens both academic talk and spiritual articulation.

What this looks like in practice

- **Teach subject vocabulary explicitly.** Spirituality should never displace the technical vocabulary of the subject.
- **Add reflective vocabulary selectively.** Where appropriate, offer words that help pupils articulate wonder, challenge, values or reflection.
- **Use sentence stems.** Support pupils to explain their thinking without prescribing what they must think.

Useful teacher prompts

- Which word best captures what you have noticed?
- Can you explain why “awe”, “fragile”, “resilient” or “compassion” might fit here?
- I used to think... Now I think... because...
- This raises the question...
- A value that seems important here is... because...

Illustrative examples

Geography: Terms such as interdependence, scarcity, stewardship and sustainability allow pupils to discuss responsibility more precisely.

English: Words such as dignity, prejudice, forgiveness, loyalty and belonging help pupils articulate a character’s situation and their own response.

EYFS: Simple language such as special, care, fair, different, worried, proud, thankful and wonder gives young children ways to express NOW, OW and WOW moments.

C - COMPLETE TASK

Pedagogy first • Spirituality grows naturally from rich learning



Pedagogical purpose. Pupils apply previous and new knowledge, skills and understanding to purposeful tasks. They solve problems, create, collaborate and increasingly work independently.

Strongest spirituality links



VOW



POW

Why these links are authentic

Application is where reflection can become commitment and agency. VOW asks, “What values should guide me?” POW asks, “What can I do with what I know?” A task becomes spiritually rich when pupils use secure curriculum learning to make a thoughtful choice, solve a real problem, communicate for a purpose or contribute positively to others.

What this looks like in practice

- **Keep the task rooted in curriculum outcomes.** The task must still assess or practise the intended knowledge and skills.
- **Build authentic purpose where it fits.** Give pupils a real audience, decision, design problem or collaborative responsibility when appropriate.
- **Distinguish VOW from POW.** VOW is a commitment or value; POW is meaningful action arising from that commitment.

Useful teacher prompts

- Which values should guide this decision?
- How can you use what you have learnt for a real purpose?
- Who might benefit from this work?
- What could you change, create or improve?
- What would responsible action look like here?

Illustrative examples

Geography - local fieldwork: Pupils use evidence to recommend an improvement to the school environment: VOW is care/stewardship; POW is the evidence-informed proposal or action.

English - persuasive writing: Pupils write for an authentic audience about an issue they understand, using writing knowledge for purposeful communication.

Music - ensemble performance: Pupils commit to listening and respecting each part (VOW) and enact that commitment through supportive rehearsal and performance (POW).

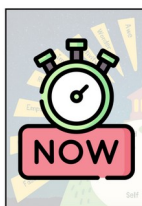
O - OWN YOUR LEARNING

Pedagogy first • Spirituality grows naturally from rich learning

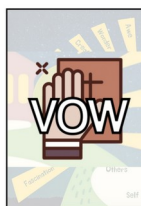


Pedagogical purpose. Pupils increasingly take responsibility for their learning, make choices, work independently and know when and where to seek support.

Strongest spirituality links



NOW



VOW



POW

Why these links are authentic

Ownership creates space for personal reflection and agency. NOW helps pupils notice what has stayed with them; VOW helps them identify the values they want to guide their choices; POW helps them recognise that they can act. The teacher invites reflection rather than telling pupils what they must feel or believe.

What this looks like in practice

- **Build genuine pupil agency.** Offer appropriate choices and invite pupils to justify them using knowledge.
- **Pause for reflection.** Use brief moments of stillness, talk or writing so pupils can notice their own response.
- **Protect openness.** Pupils may respond differently; spiritual reflection is invitational and inclusive of all faiths and worldviews.

Useful teacher prompts

- What has stayed with you from this learning?
- Has anything challenged or changed your thinking?
- Which value feels important to you here, and why?
- What choice are you responsible for?
- What could you personally do - however small - with what you now understand?

Illustrative examples

Science - caring for living things: A child notices that a plant needs water, decides to care for it and explains why: NOW becomes VOW and then POW.

Geography - resource use: Pupils reflect on everyday choices, distinguish personal from systemic responsibility, and identify realistic actions rather than simplistic blame.

Art/DT: Pupils justify design choices in relation to audience, accessibility or sustainability, taking ownership of the values behind their decisions.

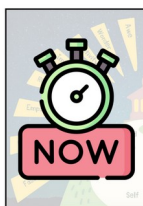
N - CHECK NEW LEARNING

Pedagogy first • Spirituality grows naturally from rich learning



Pedagogical purpose. Pupils check what they now know, identify what has changed in their understanding, retrieve key learning again and consider where it can be applied in the future.

Strongest spirituality links



NOW



HOW



VOW



POW

Why these links are authentic

Checking learning naturally creates a reflective pause. NOW asks what pupils notice in their own thinking; HOW recognises that good learning can generate new questions; VOW considers whether the learning affects what pupils value; POW asks whether new understanding could inform future action. Assessment and spiritual reflection can sit alongside one another without becoming the same thing.

What this looks like in practice

- **Check curriculum learning first.** Confirm what pupils know, understand or can do before moving into reflective questions.
- **Invite metacognitive reflection.** Ask pupils to notice how their thinking has changed and which questions remain.
- **Look forward.** Make links to future learning, future choices or possible action where these arise authentically.

Useful teacher prompts

- What do you know now that you did not know before?
- What has changed in your thinking?
- What question are you leaving the lesson with?
- What matters more clearly to you now?
- Where might this learning influence a future choice or action?

Illustrative examples

Geography - rainforest: Check factual learning about deforestation first; then ask what has made pupils stop and think (NOW), what question remains (HOW), which value matters (VOW), and where change is possible (POW).

History: Pupils explain what new evidence has changed their interpretation, then reflect on any enduring question about people, choices or consequences.

RE/PSHE: Pupils distinguish “what I have learnt about a belief or perspective” from “what I personally think”, protecting both academic accuracy and reflective openness.

USING THE LINKS IN A LESSON

A practical sequence for staff - without turning spirituality into a checklist

Golden rule. Not every BEACON step needs a spirituality lens and not every lesson needs a spiritual moment. Secure curriculum learning remains the priority. Staff notice and use opportunities only when they arise authentically from the knowledge, text, enquiry, problem, experience or task.

A possible lesson journey

BEACON step	Teacher purpose	Possible prompt
1. Bring It Back	Retrieve the knowledge pupils need. If relevant, reconnect an earlier WOW, OW, HOW, NOW, VOW or POW.	<i>“What did we notice or wonder about last time?”</i>
2. Explain and Explore	Teach new knowledge carefully. Be alert to authentic moments of wonder, challenge or deeper questioning.	<i>“What surprises you? What is difficult? What bigger question does this raise?”</i>
3. Access Amazing Vocabulary	Give pupils the technical and reflective language needed to articulate learning precisely.	<i>“Which word best captures what you notice or think?”</i>
4. Complete Task	Apply learning. Where appropriate, give the task a purposeful audience, decision or problem that can connect with values and agency.	<i>“Which values should guide this? What can your learning help you do?”</i>
5. Own Your Learning	Invite personal reflection and responsibility without prescribing a response.	<i>“What has stayed with you? What choice are you responsible for?”</i>
6. Check New Learning	Check curriculum learning, then invite reflection on changed thinking, remaining questions, values or future action.	<i>“What do you know now? What question are you leaving with?”</i>

Three safeguards

- **Knowledge before reflection.** Pupils need enough accurate curriculum knowledge to make reflection meaningful.
- **Invitation, not prescription.** Pupils of all faiths and worldviews can wonder, question, empathise and respond; teachers do not require a particular personal belief or emotion.
- **Spirituality is not evidence hunting.** We do not label every objective or assess the depth of a child's spirituality. We notice opportunities and listen to pupil voice.

QUICK-REFERENCE PROMPTS FOR TEACHERS

BEACON Principle → possible spirituality lens → classroom language

BEACON Principle	Strongest lenses	Spiritual function	Useful prompt	What the link achieves
Bring It Back	All six	Reconnect	<i>What did we notice, wonder, question, value or do last time?</i>	Retrieval deepens a thread over time.
Explain and Explore	WOW • OW • HOW	Encounter	<i>What amazes us? What is difficult? What bigger question emerges?</i>	Knowledge creates the opening.
Access Amazing Vocabulary	WOW • OW • HOW • NOW	Articulate	<i>Which word helps us say this more precisely?</i>	Language deepens thought and pupil voice.
Complete Task	VOW • POW	Apply	<i>What values should guide this? How can learning be used purposefully?</i>	Commitment can become action.
Own Your Learning	NOW • VOW • POW	Take ownership	<i>What has stayed with you? What choice is yours?</i>	Reflection becomes personal agency.
Check New Learning	NOW • HOW • VOW • POW	Reflect and carry forward	<i>What changed in your thinking? What question remains?</i>	New learning can shape future thinking or action.
Remember. The strongest link is often enough. One genuine NOW or HOW moment is more meaningful than forcing all six lenses into one lesson.				

EXAMPLES ACROSS THE BEACON CURRICULUM

How BEACON pedagogy can open authentic spiritual opportunities

GEOGRAPHY - Rainforests

Bring It Back retrieves prior biodiversity WOWs. Explain and Explore introduces deforestation (OW/HOW). Vocabulary such as biodiversity, interdependence and stewardship supports articulation. A purposeful task can move into VOW/POW through evidence-informed conservation choices.

HISTORY - Evacuation

Secure contextual teaching comes first. Explain and Explore can open an OW through empathy with separation and a HOW about courage or duty. Vocabulary such as evacuee, uncertainty and resilience supports precise discussion. Check New Learning can explore how interpretation has changed.

SCIENCE - Life cycles

Close observation creates WOW and NOW. Explain and Explore builds accurate biological understanding. Vocabulary gives children words such as germination, metamorphosis and habitat. Caring responsibly for plants or animals can become VOW and POW when it grows naturally from the learning.

MUSIC - Ensemble

Explain and Explore can reveal the WOW of separate musical parts combining. Vocabulary such as pulse, harmony and dynamics enables precise talk. Complete Task and Own Your Learning connect with VOW through respect and listening, and POW through supportive collaborative performance.

ENGLISH - Persuasion

A text or issue may reveal an OW and HOW around fairness or responsibility. Access Amazing Vocabulary supports nuanced argument. A purposeful written outcome for a real audience can connect VOW - what matters - with POW - using communication to make a constructive difference.

EYFS - The natural world

Bring It Back recalls what children previously noticed. Explain and Explore invites WOW and HOW through close observation. Simple vocabulary such as special, care, change and fair supports pupil voice. Owning responsibility for a living thing can move naturally into VOW and POW.

The principle underneath every example. The subject remains the subject. Spiritual reflection sits alongside secure disciplinary and substantive learning; it does not replace it.

FOR STAFF: PLANNING, PUPIL VOICE AND MONITORING

Keeping BEACON pedagogy and spirituality coherent, authentic and usable

When planning

- **Start with the curriculum objective.** Identify what pupils must know, understand or be able to do.
- **Plan the BEACON teaching moves.** Decide what to retrieve, explain, model, scaffold, rehearse, apply and check.
- **Then notice spiritual opportunities.** Ask whether the learning naturally creates space for WOW, OW, HOW, NOW, VOW or POW.
- **Choose quality over quantity.** One strong lens is enough. Some lessons will have no explicit spirituality label.

When listening to pupil voice

- **Ask about learning first.** “What were you learning? What helped you understand it?”
- **Then explore reflection.** “Did anything surprise you, challenge you or make you think differently?”
- **Listen for authentic language.** Pupils may use the shared lenses, but they should also be free to respond in their own words.
- **Avoid testing spirituality.** The purpose is to understand opportunities and experiences, not to judge how “spiritual” a pupil is.

When monitoring teaching and curriculum

- **Look for coherence.** Can staff explain how BEACON pedagogy supports secure learning and where spirituality may arise naturally?
- **Look for curriculum integrity.** Spirituality should deepen engagement with a subject rather than dilute subject knowledge.
- **Look for progression in articulation and agency.** Over time, pupils should have richer knowledge, vocabulary and confidence to wonder, empathise, question, reflect, consider values and recognise responsible action.
- **Look for inclusion.** Questions and reflections remain invitational and accessible to pupils of all faiths and worldviews.

Key message for staff. The BEACON Principles shape how we teach. Our spirituality lenses help children go beyond knowing more: they enable pupils to wonder, empathise, question, reflect, develop values and recognise that their learning can equip them to make a difference.

Source framework

This guide is a St Aidan's interpretation of the relationship between the school's Rosenshine-informed BEACON Principles and the established WOW, OW, HOW, NOW, VOW and POW spirituality language. The source frameworks do not prescribe a fixed one-to-one mapping; this document is designed to support consistent professional practice.