

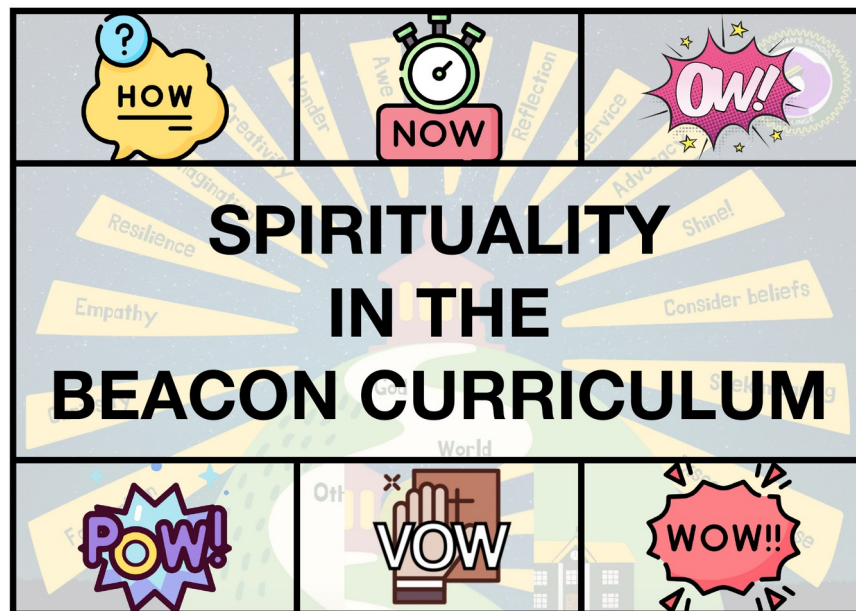
ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16



SPIRITUALITY ACROSS THE EYFS CURRICULUM

A curriculum map of authentic opportunities from St Aidan's EYFS medium-term plans, progression maps and continuous provision documents



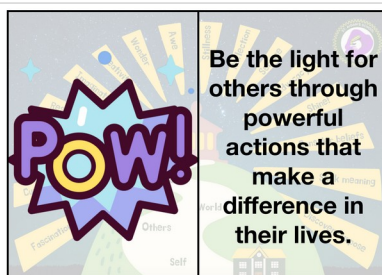
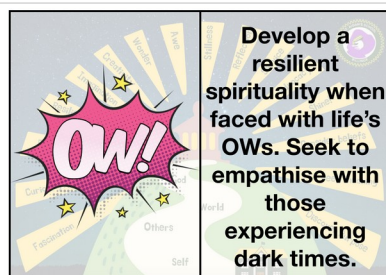
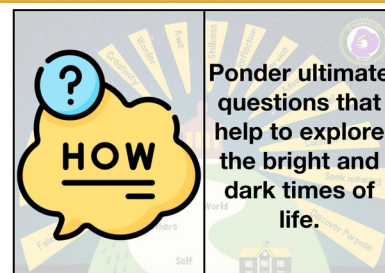
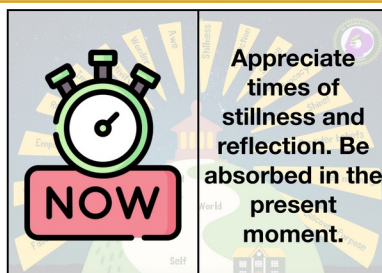
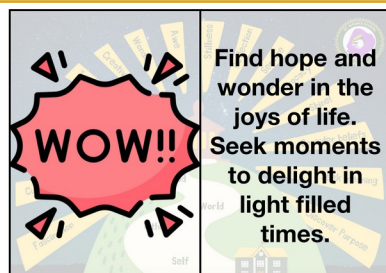
Scope. This document maps spirituality across Blossoms (2-3), Pre-School/Nursery (3-4) and Reception. It draws on the supplied medium-term plans, skills and knowledge progression documents, Development Matters links and continuous provision progression maps. Only genuine spiritual opportunities are highlighted; spirituality is never treated as a checklist or assessed outcome.

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 children notice and articulate genuine spiritual opportunities. They are not a checklist and they are not an assessment of a child's spirituality.



SPIRITUALITY WITHIN EYFS

Wonder, belonging, curiosity, stillness, resilience, imagination and response

Intent. At St Aidan's, spirituality is woven naturally through the Early Years. Children encounter WOW, NOW, HOW, OW, POW and VOW moments as they explore, play, communicate, build relationships, notice the natural world, create, imagine, persevere and begin to make choices about themselves and others.

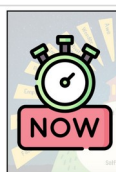
How spirituality connects to Early Years learning

The supplied EYFS curriculum is organised through seven child-friendly curriculum identities - Fantastic Friends, Confident Communicators, Marvellous Movers & Terrific Tool Users, Brilliant Bookworms and Super Writers, Number and Shape Experts, Excellent Explorers, and Proud Performers & Delightful Designers - and is enriched by carefully planned continuous provision. This creates many natural opportunities for children to notice, wonder, ask, attend, care, persist, belong and respond.



WOW

Wonder & delight: Sensory exploration, nature, stories, colour, music, pattern, growth and moments when children notice something beautiful, surprising or joyful.



NOW

Stillness & attention: Sustained listening, being absorbed in play, careful observation, sensory noticing, concentrating and returning to an idea.



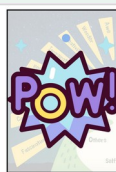
HOW

Big questions & meaning: "I wonder..." questions, cause and effect, stories, family, change, living things, different communities and children's own explanations.



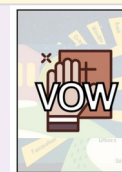
OW

Challenge & empathy: Managing feelings, separation, turn-taking, mistakes, physical challenge, frustration, story characters' difficulties and noticing how others feel.



POW

Making a difference: Helping friends, caring for living things and the environment, collaborative play, sharing resources and using growing independence to help others.



VOW

Values & commitment: Belonging, kindness, fairness, making choices, keeping going, caring for resources, respecting difference and becoming the kind of person who brings light to others.

HOW THE EYFS MAP WORKS

The curriculum stays EYFS-led; spirituality grows naturally from it

Four principles for staff

- **Start with the child and the learning.** The map begins with the actual curriculum, provision and interactions in the supplied St Aidan's documents. A spiritual lens is added only when it deepens what is already there.
- **Notice encounters rather than manufacture them.** Young children often reveal spirituality through a look, gesture, question, repeated play, fascination, concern, silence, delight or determination. Adults can notice and gently extend these moments without turning them into a formal lesson.
- **Use language carefully.** WOW, NOW, HOW, OW, POW and VOW give adults a shared vocabulary, but children do not need to name a lens for a moment to be spiritually significant.
- **Evidence is natural, not assessed.** Possible evidence may be something a child says, notices, chooses, creates, asks, does, revisits or changes in response to an experience. It is not a judgement about the depth of a child's spirituality.

The EYFS structure used in this document

Phase	Age / stage	Curriculum character
Blossoms	2-3 years	sensory exploration, early communication, routines, relationships, movement, mark making and imaginative beginnings
Pre-School / Nursery	3-4 years	growing independence, richer language, purposeful play, investigation, creativity and sustained shared thinking
Reception	4-5 years	increasingly deliberate enquiry, reflection, collaboration, explanation, creative response, perseverance and preparation for Year 1

THE ST AIDAN'S EYFS CURRICULUM SPINE

Six half-terms, seven curriculum identities and continuous provision

The supplied medium-term plans use a shared sequence of half-term themes across EYFS. The seven curriculum identities remain visible throughout, while expectations deepen from Blossoms to Pre-School/Nursery and Reception.

Half-term	Theme	Especially rich spiritual threads
Autumn 1	Marvellous Me!	identity, belonging, feelings, family, gratitude, new beginnings
Autumn 2	Terrific Tales	story, imagination, good choices, friendship, light/dark, celebration
Spring 1	Amazing Animals	living things, care, habitats, difference, wonder, vulnerability
Spring 2	Come Outside	growth, seasons, change, creation, outdoors, Easter, stewardship
Summer 1	Ticket to Ride	journeys, place, maps, transport, safety, communities, possibility
Summer 2	Fun at the Seaside	change, memory, transition, coast and sea, holidays, reflection, celebration

Seven curriculum identities

Fantastic Friends (PSED) • Confident Communicators (C&L) • Marvellous Movers & Terrific Tool Users (PD) • Brilliant Bookworms and Super Writers (Literacy) • Number and Shape Experts (Maths) • Excellent Explorers (Understanding the World) • Proud Performers & Delightful Designers (Expressive Arts & Design)

DETAILED SPIRITUALITY MAPPING - BLOSSOMS (2-3 YEARS)

Selected genuine opportunities from the supplied EYFS curriculum and progression documents

The rows below are deliberately selective. Routine learning remains important but is not labelled as spiritual unless the curriculum content or learning behaviour creates a meaningful opportunity.

Autumn 1 - Marvellous Me!

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Fantastic Friends	Help children feel emotionally safe with a key person; name and express simple feelings; begin turn-taking and routines.	Belonging and emotional safety create space to notice feelings, cope with separation and begin to trust others.	NOW, OW, VOW	What helps you feel safe and happy here?	Seeks a familiar adult; uses/accepts feeling words; begins to wait or take a turn.	Notice, name and extend gently; do not turn the moment into an assessment.
Confident Communicators	Use patient back-and-forth talk; support children to communicate what they need and feel.	Attentive listening tells a child that their voice matters and opens space for meaning-making.	NOW, HOW	What are you trying to tell me?	Persists in communicating; responds to another person; uses gesture, sound or words to share meaning.	Notice, name and extend gently; do not turn the moment into an assessment.
Excellent Explorers	Explore natural materials with the senses; notice leaves, conkers, textures and autumn changes.	Sensory noticing and seasonal change naturally invite wonder and curiosity.	WOW, NOW, HOW	What do you notice? What feels different?	Pauses, touches, smells, compares or returns to a natural object.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Explore paint, colour, marks, songs and familiar action rhymes.	Colour, sound and movement can create moments of delight and absorbed attention.	WOW, NOW	Which sound/colour do you like?	Repeats a sound or mark; becomes absorbed; shows delight or preference.	Notice, name and extend gently; do not turn the moment into an assessment.

Autumn 2 - Terrific Tales

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Brilliant Bookworms & Super Writers	Join in with familiar stories, repeated phrases, pictures, songs and actions.	Stories give children symbolic worlds in which to wonder, anticipate and make meaning.	WOW, HOW	What do you think happens next?	Joins a refrain; points to a picture; anticipates a familiar part.	Notice, name and extend gently; do not turn the moment into an assessment.
Fantastic Friends	Use stories and familiar characters to name feelings and practise friendly co-operation.	Character experiences help children recognise emotion and begin to consider how others feel.	OW, VOW	How do you think the character feels?	Copies caring actions in play; names a feeling; offers comfort or help.	Notice, name and extend gently; do not turn the moment into an assessment.
Excellent Explorers	Talk about family celebrations and familiar festivals such as Christmas.	Celebration can connect children with belonging, generosity and shared joy.	WOW, VOW	What is special for your family?	Recognises a family tradition; joins a celebration; shares something meaningful.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Use found objects and instruments to make sounds for stories and songs.	Shared music turns individual exploration into a communal act of expression.	WOW, POW	How can we make the story sound together?	Joins another child's rhythm or sound; performs for others.	Notice, name and extend gently; do not turn the moment into an assessment.

Spring 1 - Amazing Animals

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Explore animals and living things through stories, small world, sensory play and first-hand observation.	Living things provoke fascination and early responsibility.	WOW, HOW, VOW	What is special about this animal?	Looks closely; imitates; asks/indicates curiosity; shows gentle care.	Notice, name and extend gently; do not turn the moment into an assessment.
Confident Communicators	Learn and use new words linked to animals, sounds and actions.	New vocabulary gives children tools to notice distinctions and express questions.	HOW	What sound/movement do you notice?	Attempts a new word; matches a sound/action to an animal.	Notice, name and extend gently; do not turn the moment into an assessment.
Marvellous	Dance and move in	Embodied movement can be joyful,	NOW, WOW	How might this animal move?	Copies or invents	Notice, name and extend

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Movers & Terrific Tool Users	response to music and animal actions.	attentive and expressive.			movement; becomes absorbed in music and action.	gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Explore sound makers and represent animals through marks, models or imaginative play.	Representation allows children to turn observation into imagination.	WOW, HOW	How could you show this animal?	Chooses a material/sound to stand for an animal.	Notice, name and extend gently; do not turn the moment into an assessment.

Spring 2 - Come Outside

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Explore collections of natural materials; notice growth, weather, textures and change.	Outdoor encounters offer direct experiences of awe, change and careful attention.	WOW, NOW, HOW	What has changed since last time?	Returns to a place/object; notices a small change; compares before/now.	Notice, name and extend gently; do not turn the moment into an assessment.
Fantastic Friends	Recognise simple feelings in self and others and use support to manage frustration.	Outdoor and play challenges create authentic opportunities to recover and try again.	OW, VOW	What could help when it feels hard?	Accepts comfort; retries; waits; uses a familiar regulation strategy.	Notice, name and extend gently; do not turn the moment into an assessment.
Marvellous Movers & Terrific Tool Users	Explore climbing, crawling, running, jumping and different outdoor spaces.	Physical challenge develops courage, body awareness and perseverance.	OW, NOW	What can your body do now?	Attempts a challenge again; pauses and adjusts movement.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Explore patterns, textures and marks using natural and open-ended materials.	Repeated patterning and texture invite absorbed, sensory creativity.	WOW, NOW	What pattern can you see or make?	Creates/repeats a pattern; attends to texture or shape.	Notice, name and extend gently; do not turn the moment into an assessment.

Summer 1 - Ticket to Ride

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Talk about vehicles, journeys and places; use simple control toys and Bee-Bots.	Movement and technology invite questions about cause, direction and possibility.	HOW, WOW	Where could it go? What makes it move?	Predicts a movement; tries a control; changes an action after observing the result.	Notice, name and extend gently; do not turn the moment into an assessment.
Confident Communicators	Take turns in conversation and pretend play around journeys and transport.	Shared play develops listening, co-operation and awareness of other people's ideas.	VOW, POW	Where are we going together?	Negotiates a role; responds to another child's idea.	Notice, name and extend gently; do not turn the moment into an assessment.
Number & Shape Experts	Notice patterns, count in play and compare amounts in meaningful contexts.	Pattern and quantity can produce early moments of mathematical surprise and connection.	WOW, HOW	What do you notice happening again and again?	Spots/repeats a pattern; notices "more", "less" or "same".	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Use movement, songs, props and sound to represent journeys.	Shared performance lets children communicate an idea beyond words.	WOW, POW	How can we make the journey sound/move?	Creates a sound/action and invites others to join.	Notice, name and extend gently; do not turn the moment into an assessment.

Summer 2 - Fun at the Seaside

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Explore water, sand, shells and seaside materials; notice people and places that are similar or different.	The seaside combines sensory wonder with early awareness of place and diversity.	WOW, HOW, VOW	What is the same? What is different?	Sorts/compares materials; notices features of a place or person.	Notice, name and extend gently; do not turn the moment into an assessment.
Fantastic Friends	Develop friendships, self-assurance and growing independence in familiar routines.	Growing independence can become a commitment to care for self and others.	VOW, POW	What can you do now that you could not do before?	Chooses to help; manages a routine; shows pride in growth.	Notice, name and extend gently; do not turn the moment into an assessment.
Brilliant Bookworms & Super Writers	Choose favourite books, retell familiar parts and make marks with growing intention.	Revisiting favourite texts and purposeful marks can hold attention and express identity.	NOW, WOW	Which story/mark matters to you?	Returns to a book; retells a phrase; explains a mark.	Notice, name and extend gently; do not turn the moment into an assessment.

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Proud Performers & Delightful Designers	Develop pretend play, songs, movement and simple creative choices.	Imaginative play lets children explore possibilities and rehearse experiences.	WOW, HOW	Who could you be? What could happen?	Sustains a role or sequence; changes an idea during play.	Notice, name and extend gently; do not turn the moment into an assessment.

DETAILED SPIRITUALITY MAPPING - PRE-SCHOOL / NURSERY (3-4 YEARS)

Selected genuine opportunities from the supplied EYFS curriculum and progression documents

The rows below are deliberately selective. Routine learning remains important but is not labelled as spiritual unless the curriculum content or learning behaviour creates a meaningful opportunity.

Autumn 1 - Marvellous Me!

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Fantastic Friends	Develop independence in routines, healthy choices, feelings and relationships; notice what makes each child unique.	Self-knowledge and belonging support children to value themselves and others.	NOW, VOW	What makes you, you?	Talks about family/interests; makes an independent choice; names a feeling.	Notice, name and extend gently; do not turn the moment into an assessment.
Confident Communicators	Talk about experiences and listen to longer stories; learn new vocabulary from books and discussion.	Sustained listening and language allow deeper reflection on experience.	HOW, NOW	What do you remember? What are you wondering?	Listens for longer; asks/answers a question; uses new vocabulary.	Notice, name and extend gently; do not turn the moment into an assessment.
Excellent Explorers	Explore autumn, family history, homes and similarities/differences; collect and compare natural objects.	Children connect personal history with the wider natural and social world.	WOW, HOW, VOW	What has changed? What belongs to your story?	Shares a family memory; compares materials; notices seasonal change.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Create with varied materials and begin to develop ideas before making.	Purposeful creativity joins imagination with sustained attention.	WOW, NOW	What are you hoping to make?	Chooses materials for a reason; talks about an idea; revisits a creation.	Notice, name and extend gently; do not turn the moment into an assessment.

Autumn 2 - Terrific Tales

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Brilliant Bookworms & Super Writers	Explore story structure, character, repeated language, mark making and early letter formation.	Stories raise questions about motives, choices and possibilities.	HOW, WOW	Why did the character do that?	Offers an explanation; changes/extends a story in play.	Notice, name and extend gently; do not turn the moment into an assessment.
Fantastic Friends	Use stories and play to consider friendship, feelings and helpful/unhelpful choices.	Narrative gives a safe context for empathy and moral imagination.	OW, VOW	What could a good friend do here?	Suggests a kind action; repairs a small conflict.	Notice, name and extend gently; do not turn the moment into an assessment.
Excellent Explorers	Talk about celebrations, family traditions and communities; notice similarities and differences.	Celebration and difference support belonging without requiring sameness.	WOW, VOW	What is special to your family? What is special to someone else?	Shares a tradition respectfully; listens to another child.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Develop imaginative role play, join materials, draw with increasing detail and use music to tell stories.	Children communicate meaning to an audience through image, sound and role.	WOW, POW	How can you show/tell this part of the story?	Uses detail, gesture, sound or prop to communicate an idea.	Notice, name and extend gently; do not turn the moment into an assessment.

Spring 1 - Amazing Animals

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Observe living things, talk about habitats and life cycles, and begin to understand the need to care for the natural environment.	Close observation grows into responsibility for living things.	WOW, HOW, VOW, POW	What does this living thing need from us?	Handles gently; suggests care; notices a feature or change.	Notice, name and extend gently; do not turn the moment into an assessment.

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Confident Communicators	Use increasingly rich vocabulary to describe animals, environments and experiences.	Precise language sharpens noticing and comparison.	HOW	Which words help us describe it best?	Chooses descriptive vocabulary; explains a difference.	Notice, name and extend gently; do not turn the moment into an assessment.
Marvellous Movers & Terrific Tool Users	Develop balance, movement sequences and control through themed movement and dance.	Co-ordinating movement demands attention and productive struggle.	NOW, OW	What did you change to make that movement work?	Adapts movement; persists after wobbling or missing a step.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Create animal-inspired art, music and movement; respond to artists or examples.	Observation can become personal creative response.	WOW, NOW	What did you notice that you want to show?	Selects colour/shape/sound based on observation.	Notice, name and extend gently; do not turn the moment into an assessment.

Spring 2 - Come Outside

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Plant seeds, observe growth, investigate natural materials and changes, and use “I wonder...” questions.	Growth and change make big ideas visible and invite stewardship.	WOW, HOW, VOW	What do you think will happen next? What does it need?	Predicts, checks later, waters/caretakes, notices change.	Notice, name and extend gently; do not turn the moment into an assessment.
Fantastic Friends	Grow independence and confidence when managing challenge, sharing space and solving small problems outdoors.	Challenge becomes an opportunity to persevere and act fairly.	OW, VOW	What could you try next?	Negotiates, waits, retries or asks for help appropriately.	Notice, name and extend gently; do not turn the moment into an assessment.
Number & Shape Experts	Explore patterns, shape, measure and comparison in practical outdoor contexts.	Mathematical order is encountered in the real world, not only on paper.	WOW, HOW	Where can you find a pattern outside?	Spots pattern/shape/measure relationship in the environment.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud	Draw from	Looking closely before creating	WOW, NOW	What do you see when you look	Adds observed detail;	Notice, name and extend

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Performers & Delightful Designers	observation, explore colour mixing and use natural forms as creative stimuli.	develops attention and wonder.		really closely?	mixes a colour for a purpose.	gently; do not turn the moment into an assessment.

Summer 1 - Ticket to Ride

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Explore maps, transport, occupations, forces and programmable toys.	Children investigate how systems work and how people help communities move and connect.	HOW, POW	How does this work? Who helps us travel safely?	Predicts cause/effect; names a community role; programs a simple route.	Notice, name and extend gently; do not turn the moment into an assessment.
Confident Communicators	Use talk to plan pretend journeys, explain routes and listen to others' ideas.	Collaborative planning develops perspective-taking and purposeful communication.	HOW, POW	How will we get there together?	Uses positional/directional words; adjusts a plan after discussion.	Notice, name and extend gently; do not turn the moment into an assessment.
Marvellous Movers & Terrific Tool Users	Develop ball skills, movement, travel and safe use of outdoor resources.	Skill development requires concentration, self-control and resilience.	OW, NOW	What helped you improve?	Practises repeatedly; notices own improvement.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Create vehicles/props, sing action songs and use instruments to represent movement.	Design and performance turn shared ideas into something others can experience.	WOW, POW	How can your creation help tell the journey?	Explains a design choice; performs with others.	Notice, name and extend gently; do not turn the moment into an assessment.

Summer 2 - Fun at the Seaside

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Explore seaside environments, water, sand, holidays and	Place-based enquiry develops wonder and respect for different experiences.	WOW, HOW, VOW	What is special about this place?	Compares a seaside feature; talks respectfully about another experience.	Notice, name and extend gently; do not turn the moment into an

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
	different families/communities.					assessment.
Fantastic Friends	Strengthen friendships, confidence and independence as children prepare for change.	Transition provides a genuine context for courage, memory and hope.	OW, VOW	What are you proud of? What are you looking forward to?	Names a strength; expresses a worry/hope; supports a friend.	Notice, name and extend gently; do not turn the moment into an assessment.
Brilliant Bookworms & Super Writers	Use talk, drawing and writing to record experiences and stories with increasing intention.	Recording an experience can help children notice what matters to them.	NOW, VOW	What do you want to remember?	Chooses a detail to draw/write; explains why it matters.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Use music, drama and art to express feelings and ideas; perform or share with others.	Creative expression can connect inner experience with community.	WOW, POW	How do you want your audience to feel?	Makes a deliberate expressive choice; responds to an audience.	Notice, name and extend gently; do not turn the moment into an assessment.

DETAILED SPIRITUALITY MAPPING - RECEPTION (4-5 YEARS)

Selected genuine opportunities from the supplied EYFS curriculum and progression documents

The rows below are deliberately selective. Routine learning remains important but is not labelled as spiritual unless the curriculum content or learning behaviour creates a meaningful opportunity.

Autumn 1 - Marvellous Me!

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Fantastic Friends	Model positive behaviour, recognise and regulate feelings, build relationships and develop healthy routines.	Children increasingly reflect on emotions, choices and the effect of behaviour on others.	NOW, OW, VOW	What helps you make a good choice when feelings are big?	Names a strategy; repairs a relationship; reflects on a choice.	Notice, name and extend gently; do not turn the moment into an assessment.
Confident Communicators	Talk about starting school, rules, friendships, family and personal experiences; listen to and retell stories.	Conversation about belonging and rules opens questions about community and responsibility.	HOW, VOW	What helps everyone belong here?	Contributes an idea about class life; listens and builds on another idea.	Notice, name and extend gently; do not turn the moment into an assessment.
Excellent Explorers	Explore family, past and present, body, weather, seasonal change, maps and Harvest.	Personal history, place and seasonal change create rich questions about continuity, gratitude and belonging.	WOW, HOW, VOW	What changes, and what stays part of our story?	Compares past/present; notices autumn; expresses gratitude or care.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Create with materials, draw, explore sound and respond to music, dance and performance.	Creative response invites attentiveness to colour, movement, sound and feeling.	WOW, NOW	What do you notice and want to show?	Explains a creative choice; listens attentively; refines a response.	Notice, name and extend gently; do not turn the moment into an assessment.

Autumn 2 - Terrific Tales

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Brilliant Bookworms & Super Writers	Retell and discuss stories, characters and settings; build phonics and writing through meaningful texts.	Stories support empathy, moral imagination and reflection on choices.	HOW, OW, VOW	What could this character have done differently?	Uses story evidence; considers another character's feelings.	Notice, name and extend gently; do not turn the moment into an assessment.
Excellent Explorers	Explore celebrations including Christmas, different cultures, places and family traditions.	Celebrations and traditions invite reflection on meaning, light, generosity and belonging.	WOW, VOW	Why are celebrations important to people?	Explains a tradition; identifies a similarity/difference respectfully.	Notice, name and extend gently; do not turn the moment into an assessment.
Fantastic Friends	Consider kindness, friendship, waiting, sharing and how actions affect others.	Everyday relationships are authentic contexts for forgiveness, fairness and helping.	OW, POW, VOW	How can we put things right?	Offers an apology, compromise or practical help.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Use music, Nativity/performance, props, costume, construction and storytelling.	Performance can become a shared act of joy, courage and contribution.	WOW, POW	What can you bring to the group performance?	Performs, supports another child or contributes a creative idea.	Notice, name and extend gently; do not turn the moment into an assessment.

Spring 1 - Amazing Animals

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Investigate animals, habitats, life cycles, environments and care for living things.	Scientific curiosity naturally links wonder with responsibility.	WOW, HOW, VOW, POW	What amazes you about this living thing? How should we care for it?	Asks a question; records an observation; acts gently/responsibly.	Notice, name and extend gently; do not turn the moment into an assessment.
Confident Communicators	Describe events and experiences, ask	Questions and precise language deepen interpretation of the natural world.	HOW	What question would help us find out more?	Poses a relevant question; uses new vocabulary in	Notice, name and extend gently; do not turn the

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
	questions and use new vocabulary linked to animals and habitats.				explanation.	moment into an assessment.
Number & Shape Experts	Explore zero, composition, comparison, growing numbers and shape.	Pattern, composition and “nothing/zero” can provoke mathematical surprise and conceptual thinking.	WOW, HOW	What do you notice about the parts and the whole?	Explains a pattern or relationship in own words.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Use dance, music, sculpture, drawing and materials to represent animals and environments.	Close observation and representation encourage absorbed attention and imaginative response.	WOW, NOW	Which feature matters most in your representation?	Refines a detail after looking again.	Notice, name and extend gently; do not turn the moment into an assessment.

Spring 2 - Come Outside

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Observe spring, plants, growth, weather and environments; celebrate Easter and investigate change.	Growth and seasonal renewal create natural space for wonder, hope and stewardship.	WOW, HOW, VOW, POW	What signs of new life can you find?	Notices/records change; cares for a plant; links observation to prior experience.	Notice, name and extend gently; do not turn the moment into an assessment.
Fantastic Friends	Develop resilience, manage disappointment and become more independent in play and learning.	Perseverance is experienced through real challenge rather than taught as an abstract virtue.	OW, VOW	What did you do when it did not work first time?	Explains a strategy; retries; seeks appropriate support.	Notice, name and extend gently; do not turn the moment into an assessment.
Marvellous Movers & Terrific Tool Users	Use apparatus, outdoor movement, balancing and fine-motor challenge with increasing control.	Physical focus brings present-moment awareness and resilience together.	NOW, OW	What is your body telling you as you balance/move?	Slows down, adjusts, persists or recognises risk.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud	Create from	The outdoors becomes both subject and	WOW, NOW	What small detail did you notice	Uses an observed detail in	Notice, name and extend

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Performers & Delightful Designers	observation, explore natural colour/texture, music and outdoor movement.	material for attentive creativity.		outside?	art, music or movement.	gently; do not turn the moment into an assessment.

Summer 1 - Ticket to Ride

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Explore journeys, maps, transport, countries, communities and programmable technology.	Journeys open questions about connection, place, systems and the people who make communities work.	HOW, WOW, POW	How are people and places connected?	Uses a map/route; compares places; programs and debugs a simple sequence.	Notice, name and extend gently; do not turn the moment into an assessment.
Fantastic Friends	Talk about rules and safety, relationships and growing independence in the wider world.	Safety and community rules can be understood as ways of caring for self and others.	VOW, POW	Why do some rules help people?	Explains a safety rule in terms of care; helps another follow a routine.	Notice, name and extend gently; do not turn the moment into an assessment.
Number & Shape Experts	Explore number patterns, addition/subtraction, shape and spatial reasoning through practical contexts.	Flexible mathematical thinking reveals multiple routes and solutions.	WOW, HOW	Can you find another way? What stays the same?	Compares strategies; notices structure; changes method when useful.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Create transport models, maps, songs and movement sequences; listen and respond to music.	Making and performing communicate ideas about journeys to others.	WOW, POW	How can your design or performance show movement?	Explains design choices; collaborates on a shared product.	Notice, name and extend gently; do not turn the moment into an assessment.

Summer 2 - Fun at the Seaside

Curriculum identity	Source learning / provision	Why this is a genuine spiritual opportunity	Lens(es)	Possible reflective prompt	Natural evidence	Adult stance
Excellent Explorers	Explore coast, sea, seasons, holidays, maps and similarities/differences between places and experiences.	The seaside offers sensory wonder and comparison of diverse lives and places.	WOW, HOW, VOW	What would you want to protect or care for at the seaside?	Explains a feature; suggests a caring action; compares places respectfully.	Notice, name and extend gently; do not turn the moment into an assessment.
Fantastic Friends	Reflect on achievements, manage feelings about transition and prepare for Year 1.	Looking back and forward supports gratitude, courage and hope.	NOW, OW, VOW	What light are you taking with you into Year 1?	Names progress; expresses hope/worry; encourages a peer.	Notice, name and extend gently; do not turn the moment into an assessment.
Brilliant Bookworms & Super Writers	Write and talk about experiences, stories and memories with increasing independence.	Choosing what to record reveals what a child values and remembers.	NOW, VOW	What moment do you want to keep?	Selects and explains a meaningful detail.	Notice, name and extend gently; do not turn the moment into an assessment.
Proud Performers & Delightful Designers	Perform, sing, compose, create and share work with increasing confidence and reflection.	Children contribute their voice to a community and recognise growth in creative confidence.	WOW, POW, VOW	What are you proud to share with others?	Performs/shares; evaluates own choice; celebrates another child's contribution.	Notice, name and extend gently; do not turn the moment into an assessment.

SPIRITUALITY THROUGH CONTINUOUS PROVISION

How the environment, resources and adult interaction sustain spiritual development

The continuous provision maps are not “extra” to the curriculum. They are a major route through which children repeatedly encounter curiosity, sensory wonder, agency, collaboration, challenge and reflection. The strongest opportunities are mapped below.

Provision area	Curriculum progression	Lens(es)	Why it matters spiritually	Possible prompt	Natural evidence	Adult role
Water	Pouring, filling, transporting, mixing; observing how water moves; sink/float; increasingly accurate measuring and planning.	WOW, HOW, NOW, OW	Water gives immediate cause-and-effect feedback, sensory fascination and repeated opportunities to predict, test, adjust and persist.	What do you notice? What do you think will happen?	Child watches closely, predicts, changes technique, returns to test an idea.	Observe before intervening; use open questions, model vocabulary and protect time for sustained play.
Sand	Digging, filling, sieving, moulding, texture, patterns and observing how sand changes with other materials.	WOW, HOW, NOW	Texture and transformation create rich sensory and investigative encounters.	How did the sand change?	Child compares textures, creates a pattern or experiments with a change.	Observe before intervening; use open questions, model vocabulary and protect time for sustained play.
Loose parts	Following interests, exploring materials, making own choices, representing shapes/patterns/pictures, sensory and usage exploration.	WOW, NOW, HOW, VOW	Open-ended materials honour agency and allow children to discover possibilities rather than reproduce an adult model.	What could this become? Why did you choose it?	Child selects intentionally, sustains concentration, revises an arrangement or explains an idea.	Observe before intervening; use open questions, model vocabulary and protect time for sustained play.
Construction	Build structures, select resources, consider stability, plan, design, improve, extend and adapt for purpose.	HOW, OW, VOW, POW	Design problems make perseverance, purpose and responsibility visible.	What needs changing? Who is this for?	Child tests stability, adapts after failure, collaborates or designs for a user/purpose.	Observe before intervening; use open questions, model vocabulary and protect time for sustained play.
Small world	Represent familiar	HOW, OW, VOW	Small world play lets	How does that character	Child changes viewpoint,	Observe before

Provision area	Curriculum progression	Lens(es)	Why it matters spiritually	Possible prompt	Natural evidence	Adult role
	environments, re-enact experiences, build narratives, use feeling vocabulary and explore roles.		children revisit lived experience and experiment safely with perspective and emotion.	feel? What might happen next?	comforts a character, develops a narrative or resolves a problem.	intervening; use open questions, model vocabulary and protect time for sustained play.
Role play	Act out familiar and imaginative scenarios, express emotions, take roles, use props and develop shared narratives.	OW, HOW, VOW, POW	Role play creates authentic perspective-taking, empathy and social negotiation.	Who are you being? What does that person need?	Child sustains another viewpoint, negotiates roles, includes others or repairs a conflict.	Observe before intervening; use open questions, model vocabulary and protect time for sustained play.
Mark making & creative area	Explore writing/drawing on many surfaces; increasingly purposeful marks, cutting, sticking and selecting media.	NOW, WOW, VOW	Mark making moves from sensory exploration towards personal meaning and intentional expression.	Tell me about this mark/choice.	Child attributes meaning, returns to develop work or chooses a medium deliberately.	Observe before intervening; use open questions, model vocabulary and protect time for sustained play.
Painting	Colour mixing, printing, brush control, planned colour choices, observational response and painting in the style of an artist.	WOW, NOW, HOW	Colour and visual change provide wonder, while close observation develops attention and interpretation.	What happened when the colours met? What did you notice?	Child mixes intentionally, studies an object, changes tone or explains a visual choice.	Observe before intervening; use open questions, model vocabulary and protect time for sustained play.
Music	Listening, joining songs, rhythm, instruments, body percussion, music from cultures, movement and performance.	WOW, NOW, POW, VOW	Music can absorb attention, express feeling and create shared belonging.	How does this music make you feel? How can we make music together?	Child listens attentively, changes dynamics, joins a group rhythm or performs for others.	Observe before intervening; use open questions, model vocabulary and protect time for sustained play.
ICT / technology	Interactive books/toys, cause-and-effect controls, iPad/IWB use, Bee-Bots and programmable/control toys.	HOW, OW, VOW	Technology invites prediction, sequencing and resilience when outcomes differ from intention.	What will happen if...? How can you fix it?	Child predicts, tests, debugs or uses a device purposefully and safely.	Observe before intervening; use open questions, model vocabulary and protect time for sustained play.
Pencil grip & control	Progression from whole-arm movement towards	OW, NOW	Fine-motor development is a genuine experience	What helped your hand do that?	Child slows down, persists, notices	Observe before intervening; use open

Provision area	Curriculum progression	Lens(es)	Why it matters spiritually	Possible prompt	Natural evidence	Adult role
	stable, efficient grip and accurate controlled mark making.		of effort, attention and improvement over time.		improvement or selects a tool that supports success.	questions, model vocabulary and protect time for sustained play.

PROGRESSION IN SPIRITUAL ENCOUNTER

What deepening may look like across Blossoms, Pre-School and Reception

Lens	Blossoms (2-3)	Pre-School / Nursery (3-4)	Reception (4-5)
WOW	sensory delight; noticing sound, texture, movement and colour	sustained curiosity; comparing and returning to phenomena	articulated wonder; close observation; linking experiences and asking questions
NOW	brief absorption in sensory or repetitive play	longer concentration; listening; purposeful repetition	sustained attention; reflection; deliberate revisiting and refinement
HOW	cause-and-effect exploration; "what is this?"	"why/how?" talk; story meaning; comparison and prediction	reasoned explanations; connections across experiences; bigger questions about life, people and world
OW	separation, waiting, sharing and simple frustration	managing challenge; noticing others' feelings; persisting in play	reflecting on mistakes; empathy; resilience; expressing worry and hope during transition
POW	helping in simple routines; joining shared activity	collaborating, caring for living things and including others	purposeful service, leadership, stewardship and contributing to a group outcome
VOW	early choices, routines and trusted relationships	growing independence, fairness and respect for difference	increasingly deliberate choices about kindness, responsibility, truth, care and the person they are becoming

CHRISTIAN VISION AND THE EYFS

“Let your light shine” - Matthew 5:16

The EYFS curriculum gives young children repeated experiences of being known, heard, welcomed, challenged, encouraged and trusted. Within a Church of England school, these experiences sit naturally alongside St Aidan’s Christian vision: every child is valued and is invited to let their light shine.

School value	How it can live naturally in EYFS
Hope	Wonder at new growth, trying again after difficulty, looking forward to transition and believing that learning can change what we are able to do.
Love	Warm relationships, careful listening, comfort, nurture, care for living things and delight in another person’s success.
Friendship	Turn-taking, shared play, negotiating roles, collaborative construction, music-making and learning how to include others.
Forgiveness	Repairing small conflicts, learning that mistakes can be put right, accepting support and beginning again.
Truth	Looking closely, noticing what really happened, checking predictions, using words carefully and learning that evidence can change our ideas.
Perseverance	Returning to a puzzle, balancing again, refining a model, practising a skill, debugging a Bee-Bot route and persisting when a plan does not work first time.

SUBJECT LEADERSHIP AND SIAMS

Questions for monitoring spiritual flourishing in EYFS

This document is designed to support professional noticing rather than create another assessment system. Useful monitoring should look for the quality of provision, interaction and encounter.

- Can staff explain the six spirituality lenses in developmentally appropriate terms and identify where they arise naturally in EYFS?
- Do medium-term planning and continuous provision create genuine space for wonder, sustained attention, big questions, challenge, values and action?
- Are adults confident to notice a spiritual moment without over-directing it?
- Do children have time to return to ideas, materials, places and questions rather than constantly moving to a new task?
- Is the Christian vision visible in relationships, routines, inclusion, care, hope and the dignity given to every child?
- Do resources and stories reflect a range of families, cultures, communities and worldviews respectfully?
- Can practitioners describe examples of children showing curiosity, empathy, perseverance, care or reflection without turning these into graded spiritual outcomes?
- Does the environment support both lively exploration and quieter moments of attention, observation and reflection?
- Are outdoor learning, nature, music, story, role play and open-ended materials used as serious curriculum contexts for spiritual development?
- Do transition practices help children recognise growth, celebrate what they have become and look forward with hope?

Key principle for evaluation: assess the quality of the curriculum, provision and adult response - never the “amount” or “level” of spirituality in an individual child.

WHOLE-EYFS SPIRITUAL THREADS

Themes that recur from Blossoms to Reception

Thread	Where it appears
Belonging and identity	family, self, routines, class community, friendship, celebration and transition
Wonder in the natural world	seasons, animals, plants, water, sand, weather, texture, growth and place
Meaning through story and imagination	books, repeated narratives, small world, role play, performance and children's own stories
Attention and absorption	listening, sensory play, music, painting, mark making, construction and repeated investigation
Resilience and becoming	physical challenge, fine motor control, puzzles, designing, building, self-regulation and trying again
Care and responsibility	living things, materials, friends, safety, routines, environment and shared spaces
Truth, pattern and cause	mathematical pattern, comparison, prediction, scientific observation, technology and checking what happens
Voice and contribution	conversation, performance, collaborative play, helping, leadership and sharing ideas with an audience

Final thought

In EYFS, spirituality is often found before it is verbalised: in the child who stops to watch water move, comforts a friend, asks why a creature needs a home, quietly repeats a pattern, tries once more to balance a tower, sings a familiar song with others, or looks back at something they have made and decides to change it. The role of the curriculum is to make room for these encounters and help children's light to shine.