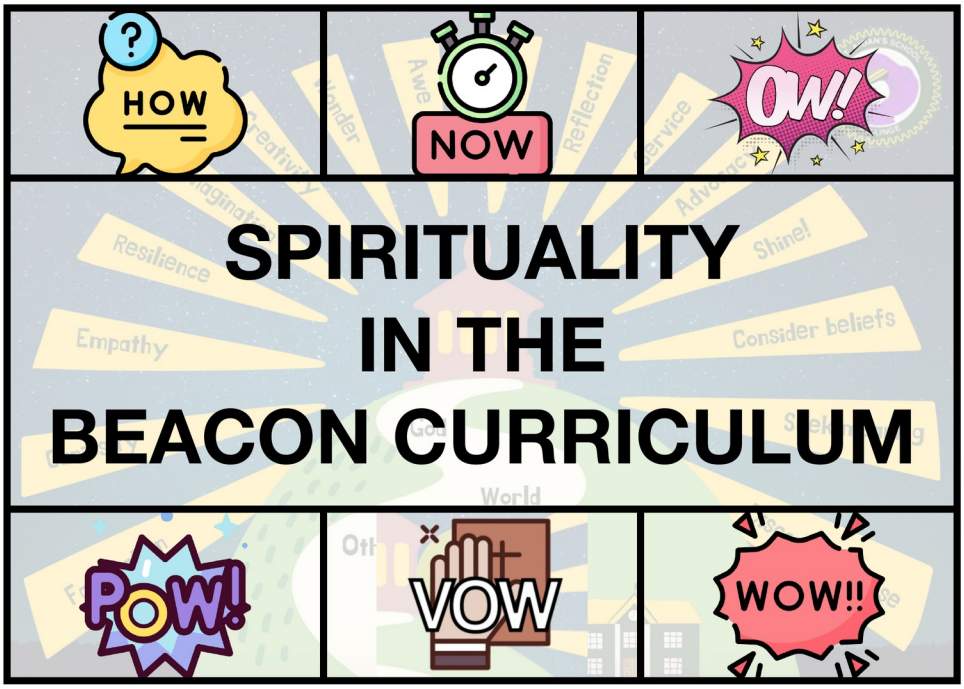
ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY ACROSS THE RHE CURRICULUM

A curriculum map of authentic opportunities across St Aidan's RHE curriculum and wider provision



Scope. This document maps meaningful opportunities for spirituality across St Aidan's Relationships and Health Education curriculum from Nursery to Year 6. It draws on the school's RHE long-term plan, curriculum reference, alignment and progression, including HeartSmart, PATHS, POL-ED, Natterhub and wider school provision. Links are selective and authentic; proposed lessons and resources awaiting confirmation are identified clearly.

Hope • Love • Friendship • Forgiveness • Truth • Perseverance

Purpose and status

This document shows how spiritual development can be nurtured naturally through Relationships and Health Education (RHE) and linked wider provision. It uses St Aidan's shared spirituality language: WOW, OW, HOW, NOW, POW and VOW. It is a curriculum-linking guide, not an additional statutory subject, a replacement for the Spirituality Policy or a demand for a spirituality prompt in every lesson.

At St Aidan's, spirituality includes wondering, noticing what matters, asking searching questions, responding to difficulty and making thoughtful choices. Our Christian vision and six values shape this work, while children of all religions and no religion can participate fully without being expected to pray, disclose personal experiences or adopt a particular belief.

How to use the pages

Section	Use in planning and review
A | School lenses and values	Use the six lenses and HeartSmart half-term values to spot authentic opportunities for reflection.
B | Curriculum and year-group mapping	See the RHE strands and the increasing depth of pupil questions and responses from Nursery to Year 6.
C | Provider links	See which contributions come from HeartSmart, PATHS, POL-ED, Natterhub, Kapow, Picture News and KidSafe.
D | Staff guidance	Use optional child-friendly questions, accessible approaches and proportionate evidence without grading belief.

Evidence key | Planned and school-confirmed teaching, publisher examples and suggested spirituality prompts are different kinds of evidence. Sensitive themes require safeguarding and pupils are never required to share personally.

A / OUR SHARED LANGUAGE

Six spirituality lenses in RHE

Our school's Spirituality Policy defines these as complementary ways of noticing, questioning and responding. They are invitations for thoughtful learning - not six boxes to tick.

Lens	Policy meaning	Authentic RHE opportunity	Question pupils could consider
WOW	Wonder, beauty, awe and surprise	Recognising the dignity, uniqueness and potential of people; appreciating cooperation, kindness and human difference.	What is wonderful about people caring for one another?
OW	Hurt, difficulty, injustice and empathy	Considering loneliness, bullying, exclusion, unsafe situations, grief or unequal treatment with care.	Who might be hurt? What would help them feel safe and understood?
HOW	Big questions, curiosity and meaning	Examining fair rules, moral choices, honesty, different perspectives, identity and responsibility.	Why might two people see the same situation differently?
NOW	Stillness, noticing and personal reflection	Pausing to notice emotions, responses to conflict, calm-down strategies or feelings after a story.	What am I noticing about my feelings or my choices?
POW	Response, agency and making a difference	Practising bystander support, help-seeking, respectful online choices and action for others.	What positive action could I take - and who can help me?
VOW	Values, purpose and lasting commitment	Considering how Hope, Love, Friendship, Forgiveness, Truth and Perseverance inform repeated choices.	What kind of friend or community member do I want to be?

Staff note | Choose one lens when it genuinely enriches the knowledge being taught. RHE still needs explicit, age-appropriate teaching of safety, health and relationships; spirituality must never replace factual instruction or safeguarding.

A / CHRISTIAN VALUES

HeartSmart across the six half-terms

The same six HeartSmart unit headings recur from Nursery to Year 6, while activity content and complexity change by age. These are the school's existing School Christian Value Links.

Half-term / HeartSmart	School Christian Value Link	Natural spirituality lenses	Possible reflective question
HT1 | Get HeartSmart	Hope	WOW · NOW · VOW	What helps us feel valued and gives us hope when things are difficult?
HT2 | Don't forget to let love in	Love	WOW · OW · POW	How can we show care in a way another person finds helpful?
HT3 | Too much selfie isn't healthy	Friendship	OW · HOW · POW	What makes someone feel that they belong?
HT4 | Don't hold on to what's wrong	Forgiveness	OW · NOW · VOW	What might repair a friendship - and when is it right to ask an adult for help?
HT5 | Fake is a mistake	Truth	HOW · NOW · VOW	Why does being truthful matter, even when it feels difficult?
HT6 | No Way Through Isn't True	Perseverance	HOW · POW · VOW	What can help us keep trying, change our approach or ask for support?

Christian character, freedom of belief and safe relationships

These values are a distinctive part of St Aidan's Christian ethos. Staff may discuss biblical or Christian perspectives when appropriate, but children can express their own views respectfully. Forgiveness must not be presented as an obligation to tolerate harm or reconcile with someone who is unsafe; pupils are taught boundaries and help-seeking alongside restoration. Perseverance includes recognising when to change a plan or seek help.

Source: St Aidan's RHE Long-Term Plan and HeartSmart thematic planning; descriptions and six-lens approach are linked to the school Spirituality Policy.

B / YEAR-GROUP MAP

RHE spirituality: a year-by-year starting point

The teaching anchor below comes from the school long-term plan or school-confirmed wider provision. The reflection is illustrative, not an additional lesson title or prescribed assessment target.

Year group	Identified curriculum anchors	Authentic spirituality opportunity	Pupil-friendly question
Nursery	HeartSmart themes; PATHS throughout the year.	Notice feelings, experience kindness, marvel at difference and feel a sense of belonging.	What makes me feel safe and cared for?
Reception	PATHS: basic feelings, sharing, caring, friendship, self-control; HeartSmart; Picture News.	Recognise feelings in stories; wonder about friendship and consider simple caring actions.	How did that person feel? What could I do?
Year 1	PATHS: feelings, self-control, friendship; HeartSmart; POL-ED Keeping Safe / Understanding the Law; Natterhub and Picture News.	Explore kindness, fairness and how rules keep people safe.	Why do we need fair rules?
Year 2	PATHS: managing anger, loneliness, respect and manners; Kapow on community and earning; wider RHE provision.	Consider the dignity of work, community contribution and how to include someone who feels lonely.	Who helps our community, and how can we help?
Year 3	PATHS: self-awareness, expectations and friendship; recurring online safety and HeartSmart.	Reflect on the impact of choices, differences in feelings and repairing relationships.	How might another person see this?
Year 4	PATHS: caring, responsibility, decisions and problem-solving; Kapow responsible spending.	Explore competing needs, fairness, empathy and responsible decisions.	How do my choices affect others?
Year 5	PATHS: identity, goals and friendship; Kapow managing money; annual Crucial Crew event.	Link independence with care, safety, responsible action and service.	How can I use what I know to protect or help someone?
Year 6	PATHS: conflict resolution, respect; KidSafe consent; Science puberty; RHE transition. Proposed POL-ED grief lesson.	Consider integrity, consent, transition and how thoughtful responses can support others.	What values will guide my choices beyond primary school?

B / INTEGRATED CURRICULUM

Spiritual opportunities across the RHE strands | 1 of 2

The nine strands mirror the RHE Progression document. Spirituality complements the knowledge and skills; it does not replace explicit teaching or prove every publisher lesson has been delivered.

RHE strand	Curriculum anchor	Useful lenses	Authentic opportunity	A question to explore
Emotional literacy and mental wellbeing	PATHS; HeartSmart; Science (school-confirmed health links)	NOW · OW · HOW	Notice emotions without shame; wonder how feelings affect others; consider where support comes from.	What do I notice about this feeling? Who could help?
Self-regulation and resilience	PATHS self-control and problem-solving; HeartSmart Hope / Perseverance	NOW · HOW · VOW	Pause, consider alternatives and reflect on what helped; resilience includes safe help-seeking.	What could I do differently next time?
Friendship, belonging and family	HeartSmart Love / Friendship / Forgiveness; PATHS; HeartSmart family diversity (school-confirmed)	WOW · OW · POW	Value different families; recognise loneliness; consider practical belonging and support.	How could we help someone feel included?
Respect, equality and challenging bullying	Picture News and RE (school-confirmed); HeartSmart; PATHS; POL-ED planning	OW · HOW · POW	Consider unfairness and stereotypes, listen to different experiences and act safely against exclusion.	What is unfair here? What might make it better?
Personal boundaries, consent and help	POL-ED Keeping Safe; KidSafe consent in Year 6 (school-confirmed)	NOW · HOW · POW	Understand dignity and personal agency; recognise uncomfortable situations and safe ways to ask for help.	What can I say or do if something feels unsafe?

B / INTEGRATED CURRICULUM

Spiritual opportunities across the RHE strands | 2 of 2

RHE strand	Curriculum anchor	Useful lenses	Authentic opportunity	A question to explore
Online relationships and privacy	Natterhub across Years 1–6; POL-ED safety	HOW · NOW · VOW	Consider how online words affect real people; reflect on privacy and being truthful online.	Would I be happy if someone spoke to me this way?
Digital wellbeing, information and gaming	Natterhub (school-confirmed online safety and scams); Kapow money units	HOW · NOW · POW	Question the purpose of online messages, recognise pressure and think about balanced choices.	Who benefits from this message or purchase?
Physical health, safety and changing bodies	Science, PE, swimming, Year 5 Crucial Crew (school-confirmed)	WOW · NOW · POW	Appreciate living and growing bodies; treat change with sensitivity; show care in emergencies.	How can I care for myself and others safely?
Decision-making, money and community	Kapow Y2/Y4/Y5; PATHS; Picture News; community activities	HOW · POW · VOW	Reflect on needs, wants, fairness and stewardship; connect choices to the wider community.	How could we use our resources wisely?

Using school Christian values without reducing spirituality to behaviour

A kindness task can connect to Love, a conversation about fairness to Truth, or an online decision to Friendship. However, a child's private beliefs, emotional state or response to reflection must not be judged against a "correct" spiritual answer. The focus is on rich opportunities and thoughtful choices, not compliance with a belief.

B / SIX-LENS PROGRESSION

WOW | Wonder, dignity and belonging

In RHE, WOW can begin with the uniqueness of people and the warmth of trusted relationships, then expand towards appreciation of human dignity, difference and flourishing.

Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Notice familiar people and experiences that bring comfort or delight.	Wonder at friendship, stories of caring and what makes each person special.	Describe something kind or surprising that another person has done.	Recognise the varied contributions people make in their family or community.	Value different strengths and ways of thinking within a group.

Years 4 to 6

Year 4	Year 5	Year 6
Appreciate the diversity and dignity of people, including those with different experiences.	Reflect on how individuals use gifts, courage and care to support others.	Discuss human worth, growth, relationships and potential without ranking people or beliefs.

Real curriculum connections

HeartSmart Love / Hope; PATHS classroom climate and relationships; Kapow Year 2 community; Picture News.

Optional pupil prompt | Who or what has made you notice something good about other people?

Progression is an illustration of increasing opportunities for reflection, not a measurable ladder of religious belief or spiritual maturity. Always adapt for age, SEND and pupils' lived experience.

B / SIX-LENS PROGRESSION

OW | Suffering, unfairness and empathy

OW allows pupils to notice difficult feelings, exclusion and injustice sensitively. Adults provide safe routes for help, especially when a topic may resonate with personal experience.

Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Notice when somebody is sad or needs comfort; identify a trusted adult.	Use story characters to recognise hurt feelings without personal disclosure.	Describe how unkind behaviour might affect a friend and how to seek help.	Recognise loneliness, unfairness and the need to include others.	Explain how different people might experience the same conflict or exclusion.

Years 4 to 6

Year 4	Year 5	Year 6
Explore stereotyping, bullying or unfair choices through examples; consider safe responses.	Examine pressures or harmful online interactions and recognise who might be vulnerable.	Discuss complex situations, grief and transition compassionately; know that seeking support is a strength.

Real curriculum connections

PATHS feelings/friendship; HeartSmart Forgiveness; Picture News/RE on respect; proposed POL-ED Y6 grief lesson.

Optional pupil prompt | Who might be hurting in this situation, and what would support rather than blame look like?

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B / SIX-LENS PROGRESSION

HOW | Big questions and ethical discernment

HOW encourages curiosity about relationships, decisions, fairness, consequences and responsibility. Pupils may arrive at different considered answers while learning the same essential safety knowledge.

Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Ask simple "why" questions about rules and caring routines.	Wonder why people may feel or respond differently.	Give a reason why truthfulness or fairness matters.	Compare two choices and explain which seems kinder or safer.	Ask why misunderstandings happen and how people could repair them.

Years 4 to 6

Year 4	Year 5	Year 6
Consider competing needs, consequences and different perspectives.	Ask who benefits or is harmed by pressure, spending choices or online messages.	Discuss ethical dilemmas about trust, identity and independence with evidence and respect.

Real curriculum connections

PATHS problem-solving; HeartSmart Truth; Natterhub Question It; Kapow spending and money; POL-ED law.

Optional pupil prompt | What makes a choice wise, safe and fair when different people want different things?

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B / SIX-LENS PROGRESSION

NOW | Stillness, awareness and thoughtful pause

NOW is a pause to notice what is happening in the mind, body or relationship. It is optional and can be silent, sensory, visual, oral or written; it is never a demand for personal revelation.

Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Experience a brief, supported calm pause or sensory noticing moment.	Use visual feeling cues or a calm-down routine with adult support.	Notice how a strategy helps before making a choice.	Recognise how emotions affect behaviour and consider a calming option.	Reflect on a response to a disagreement and what might help next time.

Years 4 to 6

Year 4	Year 5	Year 6
Use a chosen approach to calm down before considering a decision.	Notice internal pressure and influences before responding online or offline.	Choose purposeful reflection when making decisions about relationships, health and transition.

Real curriculum connections

PATHS Turtle Technique and Control Signals; HeartSmart reflection; Natterhub Balance It and Mind It.

Optional pupil prompt | What am I noticing now, and what might help me respond well?

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B / SIX-LENS PROGRESSION

POW | Agency, support and action

POW is the connection between recognising a need and responding wisely. For safety topics, the response may be telling a trusted adult, reporting, refusing or moving away - not solving a problem alone.

Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Practise asking a trusted adult for help and offering simple kindness.	Choose a caring action for a friend or classmate.	Suggest how to include someone or speak up safely with adult support.	Consider how community members help and ways children can contribute.	Explain an achievable action to repair a friendship or help a peer.

Years 4 to 6

Year 4	Year 5	Year 6
Plan a realistic, respectful action to challenge exclusion or support others.	Choose safe routes for reporting risks, protecting others or handling money.	Explain how personal decisions and collective action can contribute to fairness and wellbeing.

Real curriculum connections

HeartSmart Love / Friendship; PATHS problem-solving; Picture News; KidSafe Y6 consent; Natterhub reporting; school community links.

Optional pupil prompt | What is one safe, proportionate thing I can do - and who should help?

Progression is an illustration of increasing opportunities for reflection, not a measurable ladder of religious belief or spiritual maturity. Always adapt for age, SEND and pupils' lived experience.

B / SIX-LENS PROGRESSION

VOW | Values, integrity and lasting commitments

VOW asks how values become repeated choices rather than one-off promises. It is grounded in St Aidan's six values, while pupils retain freedom to express and develop their own views.

Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Try again after a mistake and begin to act kindly.	Use simple words to describe how to be a good friend.	Make an age-appropriate class commitment to fairness or honesty.	Explain how rules and kindness help everyone feel that they belong.	Describe how a personal choice can affect trust and friendship.

Years 4 to 6

Year 4	Year 5	Year 6
Link decisions to responsibility, honesty, friendship and consequences.	Reflect on the values behind goals, online behaviour and financial choices.	Articulate a reasoned commitment for healthy relationships and responsible transition.

Real curriculum connections

Six HeartSmart half-term values; PATHS study/goals/problem-solving; Kapow Year 4/5; Natterhub; Year 6 transition.

Optional pupil prompt | Which value will guide my next choice, and how will I recognise that I am living it?

Progression is an illustration of increasing opportunities for reflection, not a measurable ladder of religious belief or spiritual maturity. Always adapt for age, SEND and pupils' lived experience.

C / PROVIDER LINKS

Where spirituality connects to each programme | 1 of 2

These are authentic possible entry points grounded in the curriculum summaries, not instructions to insert a spirituality prompt into every lesson.

Programme	Planned contribution	Strongest lenses	A natural teaching moment	Evidence / limitation
HeartSmart	Nursery–Y6; six values-based recurring themes in HT1–HT6.	WOW · OW · NOW · VOW	A story about friendship, truthfulness, forgiveness or persevering leads to a quiet question about how choices affect others.	The long-term plan confirms themes; use the year-group grids for the actual lesson.
PATHS®	School plan Nursery–Y6; feelings, self-control, peer relationships and problem-solving.	NOW · OW · HOW · POW	After a feelings story or role-play, pupils consider what another person may be feeling and a safe repair or help strategy.	Publisher sequence is detailed for Reception–Y6; Nursery detail and Y2 HT1 remain to confirm.
POL-ED	Years 1–6 planned Keeping Safe (HT5) and Understanding the Law (HT6).	HOW · OW · POW	A rule, safety or community scenario prompts consideration of dignity, risk, responsibility and trusted adults.	Publisher's fuller year-group catalogue is not itself proof of all school delivery.
Natterhub	Online safety across Years 1–6. School confirms online scams and safety taught here.	HOW · NOW · VOW	Question online content and consider whether a message or purchase reflects Truth, respect and care.	Use specific taught lessons to evidence privacy, scams, safety and balance.

C / PROVIDER LINKS

Where spirituality connects to each programme | 2 of 2

Programme	Planned contribution	Strongest lenses	A natural teaching moment	Evidence / limitation
Kapow Financial Education	Y2 community/earnings; Y4 responsible spending; Y5 managing money.	HOW · POW · VOW	Distinguish wants from needs and consider wise, fair and generous use of resources.	Only three units are in the school plan; do not imply a Kapow unit in every year.
Picture News	Throughout the year from Reception to Year 6; topical questions and dialogue.	WOW · OW · HOW · POW	Discuss a current issue; recognise affected people, explore viewpoints and identify a proportionate response.	Examples change weekly; retain a few dated real questions and pupil responses.
KidSafe	Year 6 HT6 consent; school confirms this provision.	NOW · HOW · POW	Reflect on respect, bodily autonomy, boundaries, safe refusal and trusted-adult support.	KidSafe objectives/resources not yet supplied; never use reflection as a substitute for clear protective teaching.
Science / PE / swimming / Crucial Crew	School-confirmed health, development, physical activity, water safety and Year 5 annual safety event.	WOW · NOW · POW	Appreciate growth, health and wellbeing; consider caring choices and safe response to hazards.	File detailed lesson and event references; spirituality is an extension, not a claim about the programme's stated aims.

D / TEACHING PRACTICE

Reflection that is inclusive, safe and authentic

A spirituality opportunity grows naturally from teaching. Children may reflect using words, art, AAC or silence, and never have to share personal experiences.

A simple teaching rhythm

1 Notice	2 Question	3 Reflect	4 Respond
A story, event, choice, image or problem offers a genuine moment.	Use one short open question linked to WOW, OW, HOW, NOW, POW or VOW.	Give time to think, talk, draw, point, use AAC or remain quiet.	Where suitable, connect reflection to a safe, thoughtful action or intention.

Illustrative classroom prompts

Context	Possible lens and child-friendly prompt	What staff should protect
PATHS disagreement / friendship	OW: "How might everyone in the story feel?" NOW: "What would help us calm down first?"	Use imagined examples; avoid public recounting of a child's conflict.
Natterhub privacy or an online scam	HOW: "What makes this message trustworthy?" VOW: "What matters when we share online?"	Teach factual reporting and privacy rules explicitly; do not seek real accounts or personal passwords.
Kapow responsible spending	HOW: "How do we weigh needs and wants?" POW: "How might a choice help others?"	Avoid assumptions about pupils' family income and never ask for personal financial disclosure.
Picture News fairness or discrimination	OW: "Whose voice is missing?" POW: "What would a fair response look like?"	Do not ask a pupil to represent their faith, identity or family; challenge harmful claims respectfully.
Year 6 POL-ED "What is grief?" — PROPOSED	OW: "Why can people react differently to loss?" NOW: "Where could someone find comfort or help?"	Teach only when included in the plan; warn pupils of sensitive content, allow opt-out from sharing and follow safeguarding practice.

Access and safety | Invite, never require, disclosure. Adapt language and response modes for pupils with SEND. Follow safeguarding procedures if concerns arise; do not treat a classroom reflection as a confidential safeguarding record.

D / LEADERSHIP AND REVIEW

What leaders can evidence - and what they must not grade

Spirituality is a dimension of curriculum experience and school life. We evaluate the quality of the opportunities we offer, not the depth of a child's personal faith or inner life.

Useful, proportionate evidence	What not to infer
An RHE unit plan marking one purposeful reflection question.	That every child experienced the same personal response or belief.
A photograph of an anonymised class discussion prompt or display.	That a photograph proves spiritual maturity or statutory RHE coverage.
Pupil voice: "We listened to different views"; "I know who could help."	That children must share private worries, beliefs or experiences.
Examples of respectful dialogue, restorative practice or community response.	That forgiveness means accepting abuse or unsafe relationships.
Dated sample of a Picture News discussion or Natterhub lesson reflection.	That publisher materials alone confirm the lesson was delivered.

Follow-up items for the subject leader

- Keep the latest year-group plans so each reflection opportunity is linked to a real taught RHE lesson or confirmed event.
- Retain school-confirmed links with Science, PE, swimming, Crucial Crew, Picture News and RE without duplicating their full subject progression.
- Confirm Year 2 PATHS HT1 teaching sequence and file the KidSafe Year 6 objectives where available.
- If the one-off Year 6 POL-ED "What is grief?" lesson is added, update the RHE Long-Term Plan and log the delivery date; until then retain its status as proposed.
- Invite pupil and staff feedback about belonging, safety, listening and thoughtful action; review accessibility for SEND and children of all faiths and none.

Documents underpinning this companion guide

St Aidan's Spirituality Policy (Autumn 2026); RHE Long-Term Plan; RHE Curriculum Reference; RHE Curriculum Alignment — Updated (21 November 2026); RHE Progression of Knowledge and Skills (Parts A and B). Supporting publisher materials: HeartSmart grids, PATHS UK overview and Barnardo's guide, POL-ED road maps, Natterhub programmes, Kapow knowledge/skills screenshots, plus leadership-confirmed provision recorded in the updated alignment.