



## ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

*"Let your light shine" - Matthew 5:16*

# SPIRITUALITY ACROSS THE DESIGN & TECHNOLOGY CURRICULUM

A curriculum map of authentic opportunities from St Aidan's Design & Technology long-term plan, progression and knowledge organisers



**Scope.** This document maps the 18 Design & Technology units in St Aidan's 2026-27 long-term plan for Years 1-6. Detailed mapping uses the supplied knowledge organisers and progression. Where unit materials are still in development, the unit is shown but lesson-level spirituality mapping is intentionally left open.

**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.

|                                                                                                                                                                                                             |                                                                                                                                                                                  |                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Find hope and wonder in the joys of life. Seek moments to delight in light filled times.</p>                           |  <p>Appreciate times of stillness and reflection. Be absorbed in the present moment.</p>        |  <p>Ponder ultimate questions that help to explore the bright and dark times of life.</p> |
|  <p>Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.</p> |  <p>Be the light for others through powerful actions that make a difference in their lives.</p> |  <p>Commit to being a person that brings light to others.</p>                             |

# SPIRITUALITY WITHIN DESIGN & TECHNOLOGY

Wonder, purpose, challenge, responsibility, craftsmanship and service

**Intent.** At St Aidan's, spirituality is woven naturally through Design & Technology. Pupils encounter WOW, OW, HOW, NOW, VOW and POW moments through purposeful designing, close making, testing, problem-solving, evaluating and considering the people who will use the products they create.

## How spirituality connects to Design & Technology learning

The Beacon Design & Technology curriculum develops design thinking, practical competence, technical knowledge, evaluation and purposeful making. Pupils investigate existing products, identify users and purposes, generate and communicate ideas, select tools, materials and components, make products, test them and refine their work. The iterative design process creates natural opportunities to wonder, persevere, reflect, consider values and use practical creativity to serve others.

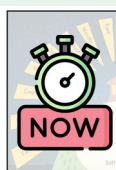


### WOW

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

**Design & Technology connection:**

Ingenuity, materials changing through making, mechanisms, circuits, code, food and the delight of seeing an idea become a working product.



### NOW

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

**Design & Technology connection:**

Careful measuring, cutting, joining, stitching, cooking, coding and testing; the focused absorption and craftsmanship of making well.



### HOW

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

**Design & Technology connection:**

Why products work, how structures and systems function, why materials are chosen, and how designers balance purpose, user, appearance and function.



### OW

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

**Design & Technology connection:**

Prototypes that fail, unstable structures, bugs, inaccurate joins, constraints and redesign, alongside ethical or environmental challenges connected with products and food.



### POW

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

**Design & Technology connection:**

Designing useful products, improving safety or usability, making healthier or more sustainable choices and responding constructively to user feedback.



### VOW

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

**Design & Technology connection:**

Safety, craftsmanship, inclusion, sustainability, honesty in evaluation, responsible use of materials and commitment to meeting a genuine user need.

# HOW THE DESIGN & TECHNOLOGY MAP WORKS

Keeping spiritual development authentic and Design & Technology technically rigorous

**Golden rule.** The Design & Technology learning comes first. A spirituality link is mapped only where the user, purpose, material, mechanism, system, making process, test or evaluation naturally creates space to wonder, reflect, ask big questions, encounter challenge, consider values or recognise agency.

## Four principles for staff

- Design & Technology remains design-led and technically rigorous. Reflection sits alongside design briefs, user needs, technical knowledge, making, testing and evaluation; it never replaces them.
- Not every objective needs a spirituality label. Unmapped learning is a sign of curriculum integrity, not a gap.
- Users are considered respectfully. Good design begins with purpose, evidence and listening rather than assuming that everyone has the same needs, tastes or experiences.
- Questions are invitational. Pupils of all faiths and worldviews can wonder, reflect, question, persevere and respond while learning safely and accurately about design, technology, food, materials and systems.

## A particularly strong Design & Technology thread: Purpose, perseverance and service

**Purpose, perseverance and service.** Design & Technology repeatedly asks pupils to create for a purpose and for a user. Progress depends on testing honestly, learning from what does not work and refining ideas. This makes the subject a natural place to explore resilience, responsibility, stewardship and practical service while remaining rooted in technical knowledge and evidence.

CURRICULUM COVERAGE

18 Design & Technology units across Years 1-6

**Coverage note.** Every planned unit is represented below. The detailed mapping that follows is selective at objective level and identifies the strongest authentic opportunities rather than labelling every piece of Design & Technology learning. Units still in development are shown but left unmapped at lesson level.

| Year 1                         | Year 2                                | Year 3                                    | Year 4                                             | Year 5                                 | Year 6                                    |
|--------------------------------|---------------------------------------|-------------------------------------------|----------------------------------------------------|----------------------------------------|-------------------------------------------|
| Structures - Stable Structures | Mechanisms - Levers                   | Structures - Product Packaging            | Cooking and Nutrition - Adapting a Recipe          | Electrical Systems - Wobble Bots       | Textiles - Bags                           |
| Textiles - Simple Stitches     | Cooking and Nutrition - Balanced Diet | Digital World - Wearable Technology       | Mechanical Systems - Mechanical Cars               | Mechanical Systems - Gears and Pulleys | Cooking and Nutrition - Come Dine with Me |
| Mechanisms - Wheels and Axles  | Structures - A Chair for a Bear       | Cooking and Nutrition - Eating Seasonally | Electrical Systems - Exploring Electrical Products | Structures - Bridges                   | Digital World - Navigating the World      |

## DESIGN & TECHNOLOGY SPIRITUALITY MAP - YEAR 1 & YEAR 2

Every Design & Technology unit shown; lenses identify the strongest authentic opportunities where unit materials are available

| Year | Unit                                  | Strongest lenses             | Why this unit is spiritually rich                                                                                                                                                |
|------|---------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y1   | Structures - Stable Structures        | <b>HOW • OW • VOW • POW</b>  | Balancing, testing bases and adding weight make stability visible; designing for a user links technical evidence with perseverance, care and purposeful improvement.             |
| Y1   | Textiles - Simple Stitches            | <b>WOW • NOW • OW • VOW</b>  | Fabric, threading and stitching invite close attention and patient craftsmanship; celebratory bunting gives careful handwork a clear purpose for others.                         |
| Y1   | Mechanisms - Wheels and Axles         | <b>WOW • HOW • NOW • POW</b> | Wheels and axles reveal how hidden parts create movement; cutting, comparing designs and planning a pull-along toy connect curiosity, precision and improvement.                 |
| Y2   | Mechanisms - Levers                   | <b>WOW • HOW • OW • POW</b>  | Levers make force and movement visible in familiar objects; building, testing and designing for everyday use turn technical curiosity into practical problem-solving.            |
| Y2   | Cooking and Nutrition - Balanced Diet | <b>HOW • NOW • VOW • POW</b> | Food groups and balanced combinations ask pupils to weigh choices thoughtfully; safe preparation, design criteria and evaluation connect knowledge with care and responsibility. |

|    |                                 |                             |                                                                                                                                                               |
|----|---------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y2 | Structures - A Chair for a Bear | <b>HOW • OW • VOW • POW</b> | Testing shape, thickness and stability turns collapse into useful evidence; making a chair for a user foregrounds safety, empathy and purposeful improvement. |
|----|---------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

## DESIGN & TECHNOLOGY SPIRITUALITY MAP - YEAR 3 & YEAR 4

Every Design & Technology unit shown; lenses identify the strongest authentic opportunities where unit materials are available

| Year | Unit                                      | Strongest lenses                   | Why this unit is spiritually rich                                                                                                                                                     |
|------|-------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y3   | Structures - Product Packaging            | <b>WOW • HOW • OW • VOW • POW</b>  | Nets and shell structures turn flat designs into purposeful 3D forms; strengthening, sustainability, design briefs and evaluation connect precision with responsible choices.         |
| Y3   | Digital World - Wearable Technology       | <b>WOW • HOW • OW • VOW • POW</b>  | LEDs, sensors, code and CAD show how ideas become responsive products; criteria and refinement keep the user and usefulness of technology central.                                    |
| Y3   | Cooking and Nutrition - Eating Seasonally | <b>WOW • HOW • NOW • VOW • POW</b> | Food origins, climate and seasonality connect everyday meals to the wider world; safe preparation and evaluation encourage attentive and responsible choices.                         |
| Y4   | Cooking and Nutrition - Adapting a Recipe | <b>HOW • NOW • VOW • POW</b>       | Researching audience, budget, taste and texture before adapting a recipe turns empathy and evidence into purposeful making; hygiene and evaluation reinforce care and responsibility. |
| Y4   | Mechanical Systems - Mechanical Cars      | <b>WOW • HOW • OW • VOW • POW</b>  | Prototype chassis, propulsion and durability make mechanisms visible; repeated trials turn setbacks into evidence and invite purposeful, increasingly sustainable design.             |

|    |                                                    |                |                                                                                                                                                                                |
|----|----------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y4 | Electrical Systems - Exploring Electrical Products | <b>PENDING</b> | Unit remains in development. It is represented in the long-term plan, but no lesson-level spirituality mapping is added until the unit materials and objectives are available. |
|----|----------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## DESIGN & TECHNOLOGY SPIRITUALITY MAP - YEAR 5 & YEAR 6

Every Design & Technology unit shown; lenses identify the strongest authentic opportunities where unit materials are available

| Year | Unit                                   | Strongest lenses                  | Why this unit is spiritually rich                                                                                                                                              |
|------|----------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y5   | Electrical Systems - Wobble Bots       | <b>WOW • HOW • OW • VOW • POW</b> | Circuits and motors turn invisible electrical flow into movement; experimenting and testing normalise iteration while a specific purpose keeps design accountable to function. |
| Y5   | Mechanical Systems - Gears and Pulleys | <b>WOW • HOW • OW • VOW • POW</b> | Gear and pulley systems make force and movement visible; market research and the eco-gadget brief connect technical ingenuity with user need and sustainable problem-solving.  |
| Y5   | Structures - Bridges                   | <b>PENDING</b>                    | Unit remains in development. It is represented in the long-term plan, but no lesson-level spirituality mapping is added until the unit materials and objectives are available. |
| Y6   | Textiles - Bags                        | <b>HOW • NOW • OW • VOW • POW</b> | Pattern pieces, seams and prototypes require sustained precision and perseverance; designing for a user balances aesthetics and function with purposeful craftsmanship.        |

|    |                                           |                                    |                                                                                                                                                                        |
|----|-------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y6 | Cooking and Nutrition - Come Dine with Me | <b>WOW • HOW • NOW • VOW • POW</b> | Complementary flavours, recipe choices and meal planning connect sensory judgement with hospitality, safe preparation, food origins and responsibility towards diners. |
| Y6 | Digital World - Navigating the World      | <b>WOW • HOW • OW • VOW • POW</b>  | Outdoor product research, CAD and micro:bit programming combine user need, constraints, debugging and evaluation to make digital design purposeful and responsible.    |

## DETAILED DESIGN & TECHNOLOGY MAPPING - YEAR 1

Only objectives with a genuine spiritual opportunity are included

**Using this page.** A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so design knowledge, technical understanding, practical making, testing and evaluation remain central.

| Unit                           | Lesson / curriculum focus                      | Lens             | Why this creates a spiritual opportunity                                                                         | Possible prompt                                                     | Natural evidence                   |
|--------------------------------|------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------|
| Structures - Stable Structures | Explore stability by balancing                 | <b>WOW • HOW</b> | Balancing makes stability visible and invites curiosity about why some arrangements stand while others topple.   | What do you notice just before a structure loses its balance?       | Balancing test / pupil explanation |
| Structures - Stable Structures | Test stability with weight in different places | <b>HOW • OW</b>  | Moving weight creates fair, observable tests and turns collapse into useful evidence rather than simple failure. | What did the wobble or fall teach you about where weight should go? | Test results / adjustments         |
| Structures - Stable Structures | Design a stable structure for a user           | <b>VOW • POW</b> | A named user turns stability into a responsibility: the product must be safe and suitable, not simply look good. | What does your user need the structure to do reliably?              | Annotated design / criteria        |

|                                |                                                             |                       |                                                                                                         |                                                                                    |                                         |
|--------------------------------|-------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------|
| Structures - Stable Structures | Use cutting and joining techniques to make a stable product | <b>NOW • OW • VOW</b> | Accurate, safe making demands concentration and perseverance when joins or shapes need refining.        | How can careful making help your product become stronger and safer?                | Making observation / finished structure |
| Textiles - Simple Stitches     | Explore how fabrics are made and used                       | <b>WOW • HOW</b>      | Looking closely at woven and knitted fabric reveals hidden structure in familiar everyday materials.    | What surprises you when you look closely at how fabric is made?                    | Fabric comparison / vocabulary          |
| Textiles - Simple Stitches     | Thread a needle and make stitches                           | <b>NOW • OW</b>       | Threading and repeated stitches create a natural moment of focused attention and patient perseverance.  | What helps you stay calm and careful when the thread or needle is fiddly?          | Stitch sample / observation             |
| Textiles - Simple Stitches     | Sketch and stitch a design for celebratory bunting          | <b>HOW • VOW</b>      | Planning before stitching connects aesthetic choice with purpose and commitment to an intended outcome. | Which design choice matters most for the celebration or person you are making for? | Sketch / stitched design                |
| Textiles - Simple Stitches     | Finish the stitches and evaluate                            | <b>NOW • POW</b>      | Evaluation asks pupils to notice workmanship honestly and identify one realistic improvement.           | What are you proud of, and what would you change next time?                        | Finished bunting / evaluation           |

|                               |                                                     |                        |                                                                                                                                                      |                                                                      |                                  |
|-------------------------------|-----------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------|
| Mechanisms - Wheels and Axles | Develop and refine cutting skills by shaping wheels | <b>NOW • OW</b>        | Repeated cutting develops precision and resilience when circles are difficult to shape accurately.                                                   | What small adjustment helps your cutting become more accurate?       | Wheel samples / observation      |
| Mechanisms - Wheels and Axles | Compare and discuss different wheel designs         | <b>HOW • NOW</b>       | Comparison moves pupils beyond preference towards evidence about how shape and construction affect function.                                         | Which wheel works best, and what evidence supports your view?        | Design comparison / discussion   |
| Mechanisms - Wheels and Axles | Draw plans for a pull-along toy                     | <b>HOW • VOW • POW</b> | Planning links the wheel-and-axle mechanism to a purposeful product for a user.                                                                      | How will your design help the toy move well for the person using it? | Design drawing / labels          |
| Mechanisms - Wheels and Axles | Apply finishing techniques to a pull-along toy      | <b>NOW • VOW</b>       | Finishing invites careful craftsmanship while pupils consider whether decoration supports the intended design rather than distracting from function. | Which finishing choice improves the product for its user?            | Finished toy / design comparison |

## DETAILED DESIGN & TECHNOLOGY MAPPING - YEAR 2

Only objectives with a genuine spiritual opportunity are included

**Using this page.** A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so design knowledge, technical understanding, practical making, testing and evaluation remain central.

| Unit                | Lesson / curriculum focus               | Lens             | Why this creates a spiritual opportunity                                                                                    | Possible prompt                                                 | Natural evidence                  |
|---------------------|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------|
| Mechanisms - Levers | Describe how a seesaw is a simple lever | <b>WOW • HOW</b> | A familiar playground object reveals the hidden relationship between a bar, pivot and movement.                             | Where is the pivot, and why does its position matter?           | Labelled explanation / discussion |
| Mechanisms - Levers | Build and test a simple lever           | <b>HOW • OW</b>  | Testing makes cause and effect visible and gives pupils useful evidence when a first arrangement does not work as expected. | What did your test teach you about the pivot or the lever?      | Lever test / adjustment           |
| Mechanisms - Levers | Make a mechanism with two levers        | <b>NOW • OW</b>  | Coordinating two moving parts requires patience, close attention and willingness to refine the mechanism.                   | What needs to move together for the mechanism to work smoothly? | Working mechanism / observation   |

|                                       |                                                       |                        |                                                                                                                       |                                                                             |                                     |
|---------------------------------------|-------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------|
| Mechanisms - Levers                   | Design levers for everyday use                        | <b>VOW • POW</b>       | Designing for a real job asks pupils to use technical understanding to make a task easier or more useful for someone. | Whose job could your lever make easier, and how?                            | Design idea / rationale             |
| Cooking and Nutrition - Balanced Diet | Identify the balance of food groups in a meal         | <b>HOW • VOW</b>       | Thinking about balance encourages reasoned choices rather than simple labels of good or bad food.                     | What makes this meal balanced, and what might be missing?                   | Food-group analysis                 |
| Cooking and Nutrition - Balanced Diet | Select equipment to prepare food safely               | <b>NOW • VOW</b>       | Choosing and using the right tool develops calm attention, safety and responsibility towards self and others.         | What makes this the safest and most suitable tool for the job?              | Practical observation / tool choice |
| Cooking and Nutrition - Balanced Diet | Select balanced combinations and design from criteria | <b>HOW • VOW • POW</b> | Criteria turn nutritional knowledge into purposeful choices for a meal or user.                                       | How do your ingredient choices meet the design criteria and create balance? | Design / ingredient rationale       |
| Cooking and Nutrition - Balanced Diet | Evaluate a dish against design criteria               | <b>NOW • POW</b>       | Evaluation invites honest reflection on taste, balance and purpose, followed by a specific improvement.               | What worked well, and what one change would make the dish better?           | Tasting notes / evaluation          |

|                                 |                                                 |                       |                                                                                                                                           |                                                                        |                                  |
|---------------------------------|-------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------|
| Structures - A Chair for a Bear | Evaluate existing structures                    | <b>NOW • HOW</b>      | Looking carefully at real chairs helps pupils connect visible parts with strength, stability and user needs.                              | Which feature seems most important for keeping the user supported?     | Product evaluation / annotations |
| Structures - A Chair for a Bear | Explore how shape and thickness affect strength | <b>WOW • HOW • OW</b> | Testing different shapes and materials makes strength visible and turns bending or collapse into evidence.                                | What did the weakest test teach you about making something stronger?   | Strength tests / comparison      |
| Structures - A Chair for a Bear | Make a strong and stable chair for a user       | <b>VOW • POW</b>      | A specific user makes function and safety a responsibility rather than an optional extra.                                                 | How will you know the chair is safe and suitable for its user?         | Model / design criteria          |
| Structures - A Chair for a Bear | Evaluate and improve the structure              | <b>NOW • OW • POW</b> | Improvement requires honesty about weaknesses and confidence to change a finished-looking product when evidence shows it needs more work. | What change will make the biggest difference to strength or stability? | Evaluation / revised structure   |

## DETAILED DESIGN & TECHNOLOGY MAPPING - YEAR 3

Only objectives with a genuine spiritual opportunity are included

**Using this page.** A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so design knowledge, technical understanding, practical making, testing and evaluation remain central.

| Unit                           | Lesson / curriculum focus                            | Lens             | Why this creates a spiritual opportunity                                                                          | Possible prompt                                                       | Natural evidence                      |
|--------------------------------|------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------|
| Structures - Product Packaging | Evaluate how 3D shapes are used in product packaging | <b>WOW • HOW</b> | Everyday packages become objects of curiosity as pupils notice how shape supports protection, storage and appeal. | Why might a designer choose this shape for what is inside?            | Packaging analysis                    |
| Structures - Product Packaging | Design nets for 3D product packaging                 | <b>HOW • NOW</b> | Turning a flat net into a planned 3D form requires spatial reasoning and careful, accurate thinking.              | What has to be accurate now so the package will fold correctly later? | Net design / measurements             |
| Structures - Product Packaging | Make a 3D structure to package a healthy snack       | <b>NOW • VOW</b> | Accurate cutting, folding and joining develop craftsmanship while the package must protect something real.        | How does careful making help the package do its job?                  | Finished package / making observation |

|                                     |                                                        |                        |                                                                                                                                    |                                                                |                               |
|-------------------------------------|--------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------|
| Structures - Product Packaging      | Use a design brief to finalise and evaluate packaging  | <b>OW • VOW • POW</b>  | A brief and feedback turn evaluation into responsibility to improve function, sustainability and user experience.                  | Which improvement best helps the product, user or environment? | Evaluation / revised design   |
| Digital World - Wearable Technology | Analyse wearable products that use light-up technology | <b>WOW • HOW • VOW</b> | Responsive products prompt questions about how technology can be useful, enjoyable or supportive for different users.              | What need is this wearable product trying to meet?             | Product analysis / user notes |
| Digital World - Wearable Technology | Create design criteria for a product                   | <b>VOW • POW</b>       | Design criteria turn user needs into clear commitments that can guide and test later decisions.                                    | Which criterion matters most to your user, and why?            | Design criteria               |
| Digital World - Wearable Technology | Use code and a light sensor to control a product       | <b>WOW • HOW • OW</b>  | Inputs, outputs and code make cause and effect visible; debugging develops resilience when the response is not correct first time. | What did the unexpected output teach you about your code?      | Program / debugging notes     |

|                                              |                                                   |                        |                                                                                                                              |                                                                         |                            |
|----------------------------------------------|---------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------|
| Digital World -<br>Wearable Technology       | Communicate product ideas using CAD               | <b>NOW • POW</b>       | CAD allows pupils to refine and communicate an idea clearly enough for someone else to understand and potentially make it.   | What can you change in the design to make its purpose clearer?          | CAD design / annotations   |
| Cooking and Nutrition<br>- Eating Seasonally | Explain why food comes from different places      | <b>WOW • HOW</b>       | Food connects familiar meals with climate, growing conditions and journeys across the world.                                 | What has to be true about a place for this food to grow there?          | Origin notes / map         |
| Cooking and Nutrition<br>- Eating Seasonally | Explain the benefits of seasonal foods            | <b>VOW • POW</b>       | Seasonality gives pupils a practical context for considering resources, transport and responsible food choices.              | How might choosing seasonal food make a positive difference?            | Reasoned response          |
| Cooking and Nutrition<br>- Eating Seasonally | Develop cutting and peeling skills                | <b>NOW • VOW</b>       | Safe preparation requires calm concentration, care for others and responsible use of tools.                                  | What does careful preparation look like when you are working with food? | Practical observation      |
| Cooking and Nutrition<br>- Eating Seasonally | Evaluate seasonal ingredients and a finished dish | <b>NOW • HOW • POW</b> | Evaluation encourages evidence from flavour, texture, appearance and criteria rather than a quick like or dislike judgement. | What evidence helps you explain your judgement fairly?                  | Tasting notes / evaluation |

## DETAILED DESIGN & TECHNOLOGY MAPPING - YEAR 4

Only objectives with a genuine spiritual opportunity are included

**Using this page.** A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so design knowledge, technical understanding, practical making, testing and evaluation remain central.

| Unit                                         | Lesson / curriculum focus                                        | Lens                   | Why this creates a spiritual opportunity                                                                                              | Possible prompt                                                                | Natural evidence                 |
|----------------------------------------------|------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------|
| Cooking and Nutrition<br>- Adapting a Recipe | Analyse existing biscuits for taste, texture and target audience | <b>NOW • HOW • VOW</b> | Careful tasting and product analysis help pupils separate personal preference from evidence about a particular audience.              | Which feature would matter most to the people this biscuit is for?             | Product analysis / tasting notes |
| Cooking and Nutrition<br>- Adapting a Recipe | Design a biscuit for a target audience                           | <b>HOW • VOW • POW</b> | A user, budget and design criteria require pupils to justify choices rather than simply choose favourites.                            | How does your design show that you have listened to the target audience?       | Design rationale / criteria      |
| Cooking and Nutrition<br>- Adapting a Recipe | Prepare and cook an adapted biscuit recipe                       | <b>NOW • OW • VOW</b>  | Accurate measuring, hygiene and adapting ingredients require focused craftsmanship and resilience when outcomes differ from the plan. | What do you need to pay close attention to so the adapted recipe works safely? | Practical observation / product  |

|                                              |                                                                 |                        |                                                                                                                                         |                                                                                     |                              |
|----------------------------------------------|-----------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------|
| Cooking and Nutrition<br>- Adapting a Recipe | Evaluate the final biscuit product                              | <b>NOW • POW</b>       | Evaluation asks pupils to use feedback and criteria honestly and identify a useful next improvement.                                    | What evidence tells you whether the adaptation worked for its audience?             | Evaluation / feedback        |
| Mechanical Systems -<br>Mechanical Cars      | Build a simple prototype car chassis                            | <b>WOW • HOW • NOW</b> | A working chassis reveals how wheels, axles, bearings and frames combine into a system; prototyping encourages close observation.       | What part has to work correctly before the whole car can move well?                 | Prototype / explanation      |
| Mechanical Systems -<br>Mechanical Cars      | Build and compare sustainable and durable slingshot car chassis | <b>HOW • OW • VOW</b>  | Comparing designs turns material and construction choices into evidence about durability, performance and responsible use of resources. | Which choice gives the best balance of durability and responsible use of materials? | Prototype comparison / notes |
| Mechanical Systems -<br>Mechanical Cars      | Design a mechanised toy car                                     | <b>HOW • VOW • POW</b> | The design must bring together mechanism, purpose and intended user, making technical choices accountable to a clear outcome.           | How does your mechanism help the toy do what the user needs?                        | Annotated design             |

|                                                       |                                                            |                       |                                                                                                                              |                                                          |                          |
|-------------------------------------------------------|------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------|
| Mechanical Systems -<br>Mechanical Cars               | Make a mechanical toy car and test its function            | <b>OW • NOW • POW</b> | Assembly and testing create authentic setbacks; pupils use evidence to adjust rather than treating a first attempt as final. | What did the test tell you to keep, change or try again? | Working car / test notes |
| Electrical Systems -<br>Exploring Electrical Products | Unit in development - detailed objectives not yet supplied | <b>PENDING</b>        | Detailed spirituality mapping is intentionally left open until the unit materials and assessment objectives are available.   |                                                          |                          |
| Electrical Systems -<br>Exploring Electrical Products |                                                            |                       |                                                                                                                              |                                                          |                          |
| Electrical Systems -<br>Exploring Electrical Products |                                                            |                       |                                                                                                                              |                                                          |                          |
| Electrical Systems -<br>Exploring Electrical Products |                                                            |                       |                                                                                                                              |                                                          |                          |

## DETAILED DESIGN & TECHNOLOGY MAPPING - YEAR 5

Only objectives with a genuine spiritual opportunity are included

**Using this page.** A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so design knowledge, technical understanding, practical making, testing and evaluation remain central.

| Unit                             | Lesson / curriculum focus                                 | Lens             | Why this creates a spiritual opportunity                                                                                            | Possible prompt                                                            | Natural evidence               |
|----------------------------------|-----------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------|
| Electrical Systems - Wobble Bots | Investigate motors by creating circuits                   | <b>WOW • HOW</b> | A complete circuit and motor make invisible electrical energy visible through movement and invite curiosity about cause and effect. | What changes in the circuit when the motor starts or stops?                | Circuit / explanation          |
| Electrical Systems - Wobble Bots | Apply circuit knowledge to experiment with product design | <b>HOW • OW</b>  | Changing components or the off-centre weight turns unexpected movement into evidence for refinement.                                | What did the wobble teach you about the position or movement of the parts? | Experiment notes / adjustments |
| Electrical Systems - Wobble Bots | Design a motorised product for a specific purpose         | <b>VOW • POW</b> | A clear purpose turns technical possibility into responsibility to make something that works for a user or need.                    | Which design decision matters most for the product's purpose?              | Annotated design / criteria    |

|                                           |                                                            |                       |                                                                                                                                |                                                                                   |                                     |
|-------------------------------------------|------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------|
| Electrical Systems -<br>Wobble Bots       | Make and evaluate the effectiveness of a motorised product | <b>NOW • OW • POW</b> | Testing requires honest attention to what actually works and confidence to alter the product in response to evidence.          | What is the strongest evidence that your design is effective - or needs changing? | Finished bot / evaluation           |
| Mechanical Systems -<br>Gears and Pulleys | Create a working gear system and explain its function      | <b>WOW • HOW</b>      | Meshed gears make direction, speed and force visible through movement and invite close technical reasoning.                    | What changes when you alter the size or arrangement of the gears?                 | Gear system / explanation           |
| Mechanical Systems -<br>Gears and Pulleys | Create a working pulley system and explain its function    | <b>WOW • HOW</b>      | A pulley shows how a system can transfer movement and reduce effort, linking everyday experience with technical understanding. | How does the pulley change the effort or movement needed?                         | Pulley system / explanation         |
| Mechanical Systems -<br>Gears and Pulleys | Conduct market research for an eco-gadget bike             | <b>OW • VOW</b>       | Research asks pupils to listen to real users and notice a problem before assuming what a useful product should be.             | What did users tell you that changed or challenged your first idea?               | Market research / problem statement |

|                                           |                                                                  |                  |                                                                                                                                                        |                                                                                   |                     |
|-------------------------------------------|------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------|
| Mechanical Systems -<br>Gears and Pulleys | Design and evaluate an<br>eco-gadget bike using<br>criteria      | <b>VOW • POW</b> | The brief combines<br>user need,<br>sustainability and<br>technical function,<br>giving pupils agency to<br>propose and judge a<br>practical solution. | How does your design<br>make a positive<br>difference without<br>losing function? | Design / evaluation |
| Structures - Bridges                      | Unit in development -<br>detailed objectives not<br>yet supplied | <b>PENDING</b>   | Detailed spirituality<br>mapping is<br>intentionally left open<br>until the unit materials<br>and assessment<br>objectives are<br>available.           |                                                                                   |                     |
| Structures - Bridges                      |                                                                  |                  |                                                                                                                                                        |                                                                                   |                     |
| Structures - Bridges                      |                                                                  |                  |                                                                                                                                                        |                                                                                   |                     |
| Structures - Bridges                      |                                                                  |                  |                                                                                                                                                        |                                                                                   |                     |

## DETAILED DESIGN & TECHNOLOGY MAPPING - YEAR 6

Only objectives with a genuine spiritual opportunity are included

**Using this page.** A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so design knowledge, technical understanding, practical making, testing and evaluation remain central.

| Unit            | Lesson / curriculum focus                                           | Lens                   | Why this creates a spiritual opportunity                                                                                         | Possible prompt                                                                | Natural evidence              |
|-----------------|---------------------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------|
| Textiles - Bags | Explore how pattern pieces are used to design and make fabric items | <b>WOW • HOW</b>       | Pattern pieces reveal how flat shapes can become a functional 3D textile product and invite curiosity about hidden construction. | What has to be imagined before separate flat pieces can become a bag?          | Pattern analysis / discussion |
| Textiles - Bags | Use pattern templates to shape, cut and stitch fabric               | <b>NOW • VOW</b>       | Accurate marking, seam allowance and stitching demand sustained attention and responsible use of material.                       | What does careful craftsmanship look like before and during sewing?            | Cut pieces / stitched seams   |
| Textiles - Bags | Design a bag and create prototype pattern pieces                    | <b>HOW • VOW • POW</b> | Prototyping lets pupils test whether aesthetic choices and functionality genuinely serve the intended user.                      | Which feature matters most to your user, and how will your pattern support it? | Design / prototype pattern    |

|                                           |                                                    |                       |                                                                                                                                     |                                                                           |                                |
|-------------------------------------------|----------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------|
| Textiles - Bags                           | Create a prototype bag and add purposeful features | <b>OW • NOW • POW</b> | Making exposes fit and construction problems that cannot all be predicted; refinement turns those OW moments into a better product. | What did making the prototype teach you to change or improve?             | Prototype / feature evaluation |
| Cooking and Nutrition - Come Dine with Me | Explain the use of complementary flavours          | <b>WOW • HOW</b>      | Taste and texture invite attentive sensory judgement and questions about why some ingredients work well together.                   | What do you notice when two flavours complement each other?               | Tasting notes / explanation    |
| Cooking and Nutrition - Come Dine with Me | Research and design a three-course meal            | <b>VOW • POW</b>      | Planning for intended diners foregrounds hospitality, dietary needs and the responsibility to create a coherent meal for others.    | How will your menu show care for the people who will eat it?              | Menu / research / design       |
| Cooking and Nutrition - Come Dine with Me | Explain recipe choices                             | <b>HOW • VOW</b>      | Justifying ingredients, methods and accompaniments encourages evidence-based decisions rather than personal preference alone.       | Which choice is most important to the success of the whole meal, and why? | Recipe rationale               |

|                                              |                                                       |                        |                                                                                                                                 |                                                                            |                                       |
|----------------------------------------------|-------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------|
| Cooking and Nutrition<br>- Come Dine with Me | Prepare a meal using a recipe and safe food practice  | <b>NOW • VOW • POW</b> | Following ordered steps, preventing cross-contamination and using equipment safely combine focused making with care for diners. | How does careful preparation protect and serve the people eating the meal? | Practical observation / meal / recipe |
| Digital World -<br>Navigating the World      | Investigate outdoor adventure products and user needs | <b>HOW • VOW</b>       | Product research asks pupils to identify genuine user needs, constraints and trade-offs before designing a solution.            | What does the user really need this product to do in the outdoors?         | Product analysis / user needs         |
| Digital World -<br>Navigating the World      | Communicate and refine design ideas using CAD         | <b>NOW • POW</b>       | Refining a CAD model develops careful attention and gives pupils agency to improve clarity, fit and function before making.     | Which change makes your idea more useful or realistic?                     | CAD model / annotations               |
| Digital World -<br>Navigating the World      | Program functional features: pedometer and compass    | <b>WOW • HOW • OW</b>  | Sensors, inputs and outputs make abstract code visible; debugging develops resilience when the device behaves unexpectedly.     | What did the unexpected result reveal about your program?                  | Code / simulator / debugging notes    |

|                                         |                                                   |                        |                                                                                                                                                            |                                                                                                 |                                |
|-----------------------------------------|---------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------|
| Digital World -<br>Navigating the World | Evaluate the product to<br>identify pros and cons | <b>NOW • VOW • POW</b> | Evaluation asks pupils<br>to judge the design<br>against requirements<br>and user needs, then<br>use evidence to<br>identify a responsible<br>improvement. | What is the most<br>important<br>improvement for the<br>user, and what<br>evidence supports it? | Evaluation / revised<br>design |
|-----------------------------------------|---------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------|

# PROGRESSION IN SPIRITUALITY THROUGH DESIGN & TECHNOLOGY

Increasing depth of purpose, technical reflection, perseverance and responsible design

**A key principle.** Progression does not mean pupils become "more spiritual" as they get older. It describes increasing depth in how they identify users and purposes, explain technical choices, work through design problems, interpret testing and feedback, weigh consequences and connect practical creativity with responsibility.

## EYFS / KEY STAGE 1

Children explore materials, tools and simple mechanisms; notice how things are made; make products for a clear purpose; express preferences; test simple structures and joins; and begin to recognise that careful making and improvement can help a product work better for someone.

**Spirituality is rooted especially in WOW, NOW and HOW, with early OW, VOW and POW through perseverance, safe making and purposeful design.**

## LOWER KEY STAGE 2

Pupils use clearer design criteria, technical vocabulary and evidence from testing; work with structures, food, mechanisms, electrical and digital systems; explain choices; respond to feedback; and increasingly consider sustainability, user need and the consequences of design decisions.

**This supports deeper HOW and OW responses, with growing VOW and POW as pupils connect technical understanding with responsibility and improvement.**

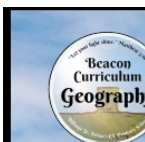
## UPPER KEY STAGE 2

Pupils manage more complex systems and briefs; use evidence, CAD, coding and user feedback to justify choices; consider health, ethics, safety, sustainability and trade-offs; and refine products with increasing independence, accuracy and purpose.

**Spirituality becomes increasingly reflective and evidence-informed, with perseverance, stewardship, service and agency expressed through mature design decisions.**

# DESIGN & TECHNOLOGY, SPIRITUALITY AND OUR CHRISTIAN VISION

Using creativity, practical wisdom and perseverance to design in service of others



Through Design & Technology, pupils experience the satisfaction of turning an idea into something useful. They discover how structures, mechanisms, electrical systems, digital products, textiles and food are designed for real purposes, while also meeting the frustration and uncertainty that come with testing, mistakes, constraints and redesign.

Our spirituality framework helps pupils recognise that making is more than producing an object. It can involve focused attention, curiosity about how things work, resilience when a prototype fails, empathy with a user, careful stewardship of materials and the confidence to improve something so that it works better for others.

**Let your light shine.** Design & Technology gives pupils practical opportunities to use their ideas, hands and growing technical understanding to solve problems and create for others. They learn that worthwhile making involves truthfulness about what works, perseverance when it does not, stewardship of materials and resources, and care for the people who will use what they design.

## Inclusive and technically rigorous

- Pupils can respond from their own faith or worldview while designing for users whose needs, preferences and circumstances may be different from their own.
- Reflection is grounded in design evidence: criteria, measurements, testing, function, safety, user feedback and evaluation help pupils distinguish preference from evidence and justify improvements.
- The strongest spiritual moments arise from the subject itself - wonder when a mechanism or circuit works, absorption in careful making, perseverance through an OW moment, responsibility towards users and resources, and agency when a design can genuinely improve an experience or solve a problem.

# USING AND MONITORING THE MAP

For teachers, subject leaders, governors and SIAMS evidence

## What should be visible in practice?

|                                                                                                                                                                                                         |                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Curriculum first</b><br><p>Staff can identify the design knowledge, user, purpose, material, system, mechanism or making process that creates the opportunity before naming a spirituality lens.</p> | <b>Pupil language</b><br><p>Pupils increasingly recognise WOW, NOW, HOW, OW, POW and VOW moments and can explain how a design challenge made them wonder, focus, persevere or reconsider.</p>                              |
| <b>Iteration, not failure</b><br><p>Pupils understand that testing, mistakes and redesign are normal parts of design and can describe what an OW moment taught them about improving a product.</p>      | <b>User and purpose</b><br><p>Pupils can explain who a product is for, what need or purpose it addresses and how feedback or criteria influenced their choices.</p>                                                        |
| <b>Responsible making</b><br><p>Pupils increasingly consider safety, inclusion, health, ethics, sustainability and responsible use of materials alongside function and appearance.</p>                  | <b>Light-touch evidence</b><br><p>Design annotations, prototypes, test results, user feedback, evaluation notes, photographs and finished products provide evidence without creating a separate spirituality workbook.</p> |

## Suggested subject-leader questions

- Can pupils give an example of a Design & Technology lesson that made them say WOW, ask HOW, persevere through an OW or become absorbed in a NOW moment?
- Can pupils explain how user need, design criteria, testing, technical knowledge or feedback shaped a design decision?
- Where has Design & Technology helped pupils consider safety, inclusion, sustainability, health, ethics, stewardship or service to others?
- Do staff feel confident leaving an objective unmapped when the spirituality link would be artificial?
- Can leaders trace mapped opportunities directly back to the taught Design & Technology organisers and objectives?

**Important.** This map identifies opportunities for spiritual development; it does not assess or grade pupils' spirituality.



**SPIRITUALITY ACROSS THE DESIGN & TECHNOLOGY CURRICULUM**

*Let your light shine - Matthew 5:16*