

"Let your light shine" - Matthew 5:16

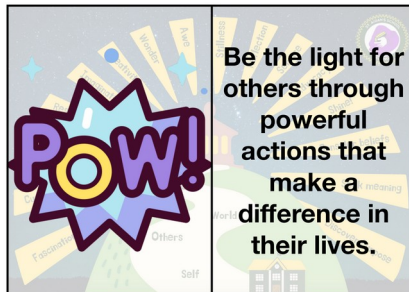
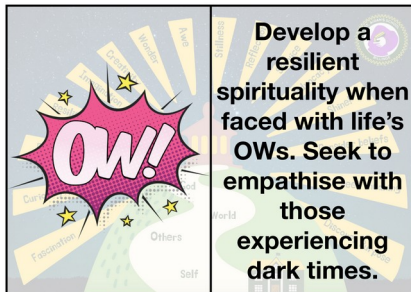
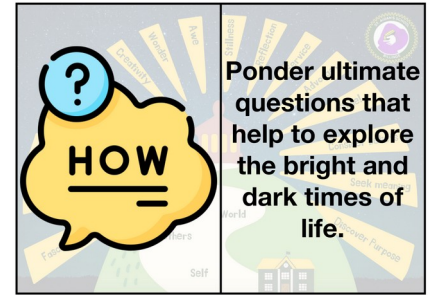
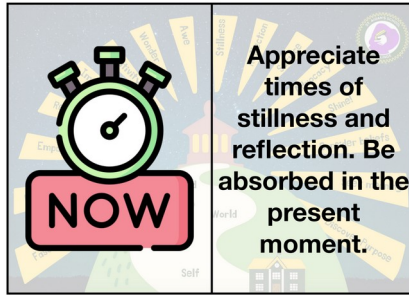
A curriculum map of authentic spiritual-development opportunities through movement, challenge, teamwork, creativity and fair play



Hope • Love • Friendship • Forgiveness • Truth • Perseverance

WOW!!

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



SPIRITUALITY WITHIN PHYSICAL EDUCATION (PE)

Joy, attention, challenge, character, belonging and positive action

Intent. At St Aidan's, spirituality is woven naturally through Physical Education. Pupils encounter WOW, OW, HOW, NOW, VOW and POW moments through movement, challenge, competition, cooperation, creativity and reflection. PE gives children opportunities to experience joy in what their bodies can do, to become absorbed in purposeful movement, to meet difficulty with perseverance, to make fair choices, to encourage others and to understand that character is revealed not only by performance but by how we treat people while we perform.

How spirituality connects to Physical Education learning

The Beacon Physical Education curriculum develops physical competence, confidence, coordination, creativity, teamwork and healthy participation. Pupils learn to move with increasing control, practise and refine skills, cooperate and compete, solve problems, perform expressively and reflect on how choices affect both their own performance and the experience of others. These physical experiences create natural opportunities to wonder, persevere, belong, lead and make values visible in action.

WOW Wonder: Experience the joy, energy and possibility of movement; delight in rhythm, teamwork, personal improvement and moments when the body achieves something new.	NOW Reflection: Become absorbed in movement; notice balance, breathing, timing, rhythm, control and the way focused attention changes performance.	HOW Big questions: Explore fairness, courage, competition, belonging, teamwork and what it means to use our abilities responsibly.
OW Challenge: Encounter mistakes, tiredness, frustration, losing, uncertainty and difficult skills; develop resilience and empathy for others who are finding things hard.	POW Action: Encourage, include, communicate and lead; use individual choices to help a partner, team or group perform and belong.	VOW Values: Commit to fair play, perseverance, respect, honesty, self-control and responsibility in competition, practice and performance.

HOW THE PHYSICAL EDUCATION MAP WORKS

Keeping spiritual development authentic and Physical Education physically rigorous

Golden rule. The physical learning comes first. A spirituality link is mapped only where a movement challenge, game, performance, partnership or decision naturally opens space for wonder, reflection, resilience, values or positive action. Technical practice is not given a spirituality label simply to fill a grid.

Four principles for staff

- Physical Education remains PE-led. Spiritual reflection grows from movement, challenge, cooperation, competition, creativity and performance; it never replaces the physical knowledge, skill, safety or practice pupils need.
- Not every curriculum statement needs a spirituality label. Some lessons are primarily about acquiring, practising or refining a physical skill, and leaving them unmapped protects the integrity of the subject.
- Competition is approached as an opportunity for character as well as performance. Pupils can strive to win while showing fairness, honesty, respect, self-control and generosity towards others.
- Questions are invitational. Pupils of all faiths and worldviews can reflect on perseverance, belonging, courage, teamwork, fairness and personal growth without being directed towards a single spiritual conclusion.

A particularly strong Physical Education thread: Body, character and community

Across the PE curriculum, pupils move from noticing what their bodies can do and learning to cooperate, towards increasingly purposeful self-regulation, tactical thinking, leadership, creative expression, resilience and fair competition. The strongest spiritual opportunities often appear when pupils meet difficulty, rely on others, perform for an audience, make decisions under pressure or choose how to respond to success and disappointment.

CURRICULUM COVERAGE

61 Physical Education organisers across Years 1-6

Coverage note. Every PE organiser supplied is represented below. The detailed mapping that follows is selective and focuses on the curriculum statements where a spirituality connection is strongest and most useful to staff.

Year 1 10 units	Year 2 10 units	Year 3 11 units	Year 4 10 units	Year 5 10 units	Year 6 10 units
Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
Ball Games	Ball Games	Greatest Showman	EcoWarrior Dance	Gymnastics	Gymnastics
Ball Skills	Ball Skills	Gymnastics	Egyptian Dance	Indoor Athletics	Indoor Athletics
Gymnastics	Gymnastics	Handball	Gymnastics	Outdoor & Adventurous	Martial Art Dance
Indoor Athletics	Indoor Athletics	Indoor Athletics	Handball	Quicksticks	Outdoor & Adventurous
Jungle Dance	Kwik Cricket	Kwik Cricket	Indoor Athletics	Rounders	Quicksticks
Kwik Cricket	Multi-Skills	Multi-Skills	Kwik Cricket	Stomp Dance	Rounders
Multi-Skills	Outdoor & Adventurous	Outdoor & Adventurous	Outdoor & Adventurous	Tag Rugby	Science Dance
Olympic Dance	Space Dance	Quicksticks	Quicksticks	Tennis	Tag Rugby
Outdoor & Adventurous	Winter Dance	Romans Dance	Tennis	WW2 Dance	Tennis
		Tennis			

PHYSICAL EDUCATION SPIRITUALITY MAP - YEAR 1 & YEAR 2

Every organiser shown; lenses identify the strongest natural opportunities rather than every possible connection.

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Year 1	Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 1	Ball Games	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 1	Ball Skills	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 1	Gymnastics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 1	Indoor Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 1	Jungle Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.
Year 1	Kwik Cricket	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 1	Multi-Skills	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.

Year 1	Olympic Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.
Year 1	Outdoor & Adventurous	HOW / OW / POW / VOW	Outdoor and adventurous activity places pupils in genuine problem-solving situations where trust, communication, courage and perseverance matter.
Year 2	Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 2	Ball Games	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 2	Ball Skills	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 2	Gymnastics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 2	Indoor Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 2	Kwik Cricket	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 2	Multi-Skills	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.

Year 2	Outdoor & Adventurous	HOW / OW / POW / VOW	Outdoor and adventurous activity places pupils in genuine problem-solving situations where trust, communication, courage and perseverance matter.
Year 2	Space Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.
Year 2	Winter Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.

PHYSICAL EDUCATION SPIRITUALITY MAP - YEAR 3 & YEAR 4

Every organiser shown; lenses identify the strongest natural opportunities rather than every possible connection.

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Year 3	Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 3	Greatest Showman	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 3	Gymnastics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 3	Handball	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 3	Indoor Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 3	Kwik Cricket	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 3	Multi-Skills	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 3	Outdoor & Adventurous	HOW / OW / POW / VOW	Outdoor and adventurous activity places pupils in genuine problem-solving situations where trust, communication, courage and perseverance matter.

Year 3	Quicksticks	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 3	Romans Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.
Year 3	Tennis	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 4	Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 4	EcoWarrior Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.
Year 4	Egyptian Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.
Year 4	Gymnastics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 4	Handball	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 4	Indoor Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.

Year 4	Kwik Cricket	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 4	Outdoor & Adventurous	HOW / OW / POW / VOW	Outdoor and adventurous activity places pupils in genuine problem-solving situations where trust, communication, courage and perseverance matter.
Year 4	Quicksticks	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 4	Tennis	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.

PHYSICAL EDUCATION SPIRITUALITY MAP - YEAR 5 & YEAR 6

Every organiser shown; lenses identify the strongest natural opportunities rather than every possible connection.

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Year 5	Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 5	Gymnastics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 5	Indoor Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 5	Outdoor & Adventurous	HOW / OW / POW / VOW	Outdoor and adventurous activity places pupils in genuine problem-solving situations where trust, communication, courage and perseverance matter.
Year 5	Quicksticks	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 5	Rounders	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 5	Stomp Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.
Year 5	Tag Rugby	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.

Year 5	Tennis	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 5	WW2 Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.
Year 6	Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 6	Gymnastics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 6	Indoor Athletics	NOW / OW / VOW	Physical challenge makes concentration, body awareness, perseverance and honest reflection on personal improvement visible.
Year 6	Martial Art Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.
Year 6	Outdoor & Adventurous	HOW / OW / POW / VOW	Outdoor and adventurous activity places pupils in genuine problem-solving situations where trust, communication, courage and perseverance matter.
Year 6	Quicksticks	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 6	Rounders	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.

Year 6	Science Dance	WOW / NOW / POW / VOW	Dance combines joy, rhythm and creative expression with focused attention, cooperation and responsibility for a shared performance.
Year 6	Tag Rugby	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.
Year 6	Tennis	HOW / OW / POW / VOW	Skill development is placed within cooperation, fair competition and decision-making, helping pupils explore teamwork, resilience, respect and responsibility.

DETAILED PHYSICAL EDUCATION MAPPING - YEAR 1

Only curriculum statements with a genuine spiritual opportunity are included; technical learning remains central.

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are invitations to reflection, not additional assessment criteria. Evidence should arise naturally through pupil talk, behaviour, performance, teamwork and reflection.

Unit	Curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Athletics	Jumping, bending knees and pushing off – being competitive to improve distance as a pair	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Athletics	Co-operate and compete in a team in various running games.	VOW / OW / POW	Competition can develop character when pupils pursue improvement while still showing respect, encouragement and fairness towards others.	How can we compete hard and still help other people to shine?	Fair play; encouragement; gracious responses to winning and losing; team reflection.
Ball Games	In the warm up game 'squashed' look at how to find and get into a space	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Ball Games	Pass the ball to someone on their team- encouraging to pass to a team member who is in a space	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Ball Skills	Small sided games (super hero ball) 3v3 introducing passing and receiving a ball	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.

Ball Skills	Scoring a try in a modified drill using correct technique- stay on feet using 2 hands	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Gymnastics	Perform a basic sequence (roll, jump and roll)	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Gymnastics	Moving on and off apparatus with control	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Indoor Athletics	Jumping bending knees and pushing off – being competitive to improve distance	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Indoor Athletics	Vertical jump – co-ordination of banana splat tap- jumping at various heights	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.

Jungle Dance	Perform basic dance travelling movements e.g. stepping, skipping, jumping	NOW / WOW	Dance invites pupils to become absorbed in rhythm and movement, notice how music and timing affect the body, and experience the joy of moving with increasing control.	What do you notice when your movement begins to match the rhythm or music?	Focused rehearsal; controlled timing; pupil reflection on rhythm, movement and confidence.
Jungle Dance	Perform simple dance moves with some control	NOW / WOW	Dance invites pupils to become absorbed in rhythm and movement, notice how music and timing affect the body, and experience the joy of moving with increasing control.	What do you notice when your movement begins to match the rhythm or music?	Focused rehearsal; controlled timing; pupil reflection on rhythm, movement and confidence.
Kwik Cricket	Rolling and stopping a ball with one/two hands	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Kwik Cricket	Small-sided adapted games. Begin to develop tactics for striking and fielding	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Multi-Skills	Co-ordinating body whilst beginning to move with equipment	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Multi-Skills	Co-operate, compete and challenge themselves as a team in various games	VOW / OW / POW	Competition can develop character when pupils pursue improvement while still showing respect, encouragement and fairness towards others.	How can we compete hard and still help other people to shine?	Fair play; encouragement; gracious responses to winning and losing; team reflection.

Olympic Dance	Perform basic dance travelling movements e.g. stepping, skipping, jumping	NOW / WOW	Dance invites pupils to become absorbed in rhythm and movement, notice how music and timing affect the body, and experience the joy of moving with increasing control.	What do you notice when your movement begins to match the rhythm or music?	Focused rehearsal; controlled timing; pupil reflection on rhythm, movement and confidence.
Olympic Dance	Perform simple dance moves with some control	NOW / WOW	Dance invites pupils to become absorbed in rhythm and movement, notice how music and timing affect the body, and experience the joy of moving with increasing control.	What do you notice when your movement begins to match the rhythm or music?	Focused rehearsal; controlled timing; pupil reflection on rhythm, movement and confidence.
Outdoor & Adventurous	Begin to travel in different directions under instruction, to locate treasure with a partner	VOW / POW / OW	Outdoor challenge creates authentic experiences of trust, listening, responsibility and interdependence, especially when success depends on another person.	What makes someone trustworthy when another person is depending on them?	Clear instructions; attentive listening; supportive partner/team behaviour; reflection on trust.
Outdoor & Adventurous	Identify ways of travelling to include hopping, jumping and leaping, whilst using co-ordinates to make maps	HOW / OW / VOW	Navigation and problem solving place pupils in unfamiliar situations where they must remain calm, think carefully and persevere when the answer is not immediately obvious.	What helps you keep thinking when you are unsure which way to go?	Route choices; problem-solving talk; willingness to revise a plan after an error.

DETAILED PHYSICAL EDUCATION MAPPING - YEAR 2

Only curriculum statements with a genuine spiritual opportunity are included; technical learning remains central.

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are invitations to reflection, not additional assessment criteria. Evidence should arise naturally through pupil talk, behaviour, performance, teamwork and reflection.

Unit	Curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Athletics	Use arms to improve jumping technique – beating their own score	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Athletics	Compete in a team in various running/obstacle games and working together to improve team performance	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Ball Games	Looking to only pass the ball if team member has their hands ready and in a space.	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Ball Games	Developing defending skills, follow an opponent in a game and attempting to win the ball. Keeping as close as possible to a player on the other team.	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Ball Skills	Play an adapted super hero netball game. One team is to attack and attempt to score, the opposing team is to stop (defending) them from scoring.	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.

Ball Skills	Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracy	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Gymnastics	Perform a sequence on apparatus– (roll, jump and balance)	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Gymnastics	Moving on and off apparatus with strong body and control	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Indoor Athletics	Leaping develop.ing co-ordination of 3 big leaps	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Indoor Athletics	Compete in a team in various running races and working together to improve team performance	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.

Kwik Cricket	Small-sided games using various types of equipment. Develop tactics for striking and fielding	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Kwik Cricket	Bowl underarm towards a target with control and accuracy	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Multi-Skills	Co-ordinating body whilst beginning to move at different speeds with various equipment	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Multi-Skills	Complete challenges as a team in various running/obstacle games and working to improve performance	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Outdoor & Adventurous	Begin to use co-ordinates and confidently navigate through a map using North, South, East and West	HOW / OW / VOW	Navigation and problem solving place pupils in unfamiliar situations where they must remain calm, think carefully and persevere when the answer is not immediately obvious.	What helps you keep thinking when you are unsure which way to go?	Route choices; problem-solving talk; willingness to revise a plan after an error.

Outdoor & Adventurous	Continue to work together as a team and further develop team skills including communication	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Space Dance	Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing	NOW / WOW	Dance invites pupils to become absorbed in rhythm and movement, notice how music and timing affect the body, and experience the joy of moving with increasing control.	What do you notice when your movement begins to match the rhythm or music?	Focused rehearsal; controlled timing; pupil reflection on rhythm, movement and confidence.
Space Dance	Remember simple dance steps, perform with control in time to the music	NOW / WOW	Dance invites pupils to become absorbed in rhythm and movement, notice how music and timing affect the body, and experience the joy of moving with increasing control.	What do you notice when your movement begins to match the rhythm or music?	Focused rehearsal; controlled timing; pupil reflection on rhythm, movement and confidence.
Winter Dance	Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing	NOW / WOW	Dance invites pupils to become absorbed in rhythm and movement, notice how music and timing affect the body, and experience the joy of moving with increasing control.	What do you notice when your movement begins to match the rhythm or music?	Focused rehearsal; controlled timing; pupil reflection on rhythm, movement and confidence.
Winter Dance	Remember simple dance steps, perform with control in time to the music	NOW / WOW	Dance invites pupils to become absorbed in rhythm and movement, notice how music and timing affect the body, and experience the joy of moving with increasing control.	What do you notice when your movement begins to match the rhythm or music?	Focused rehearsal; controlled timing; pupil reflection on rhythm, movement and confidence.

DETAILED PHYSICAL EDUCATION MAPPING - YEAR 3

Only curriculum statements with a genuine spiritual opportunity are included; technical learning remains central.

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are invitations to reflection, not additional assessment criteria. Evidence should arise naturally through pupil talk, behaviour, performance, teamwork and reflection.

Unit	Curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Athletics	Perform a hop, step and jump (standing triple jump) in isolation and in combination	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Athletics	Run and take off over obstacles at some speed	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Greatest Showman	Use a stimulus to create a dance	WOW / NOW / HOW	Creative movement lets pupils express ideas and feelings without words, notice how movement can communicate meaning and become absorbed in the present moment.	How can movement show an idea or feeling without using any words?	Pupil explanation of movement choices; expressive performance; reflective talk after rehearsal.
Greatest Showman	Dance in unison with a partner	POW / VOW	Moving in unison or canon requires attention to others, shared timing and responsibility for the quality of a collective performance.	What changes when we stop thinking only about our own movement and begin to move as one group?	Collaborative rehearsal; peer feedback; pupils adjusting timing to support the group.
Gymnastics	Can perform a variety of shapes with good control	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.

Gymnastics	Perform a short sequence on mats (using levels directions control)	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Handball	Pass and receive a handball safely (chest and bounce pass). Pass the ball in a game within 5 seconds	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Handball	Dodge in a conditioned game to get into a space, begin to apply some basic principles suitable for attacking	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Indoor Athletics	Speed bounce develop control over a mat	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Indoor Athletics	5 strides- co-ordinating steps with arms	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.

Kwik Cricket	Control with a bat (holding it correctly) hitting a ball off a tee and moving	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Kwik Cricket	Adapted games, with variations of rules, begin to apply some basic principles for striking and fielding	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Multi-Skills	Co-ordinate body to perform a combination of movements	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Multi-Skills	Complete a variety of fitness tests successfully and achieve a personal best	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Outdoor & Adventurous	Identify what is at points on a grid using co-ordinates in the form (letter, number)	HOW / OW / VOW	Navigation and problem solving place pupils in unfamiliar situations where they must remain calm, think carefully and persevere when the answer is not immediately obvious.	What helps you keep thinking when you are unsure which way to go?	Route choices; problem-solving talk; willingness to revise a plan after an error.

Outdoor & Adventurous	Continue to develop leadership qualities while completing tasks as part of a team	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Quicksticks	Pass and receive a ball with some control	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Quicksticks	Adapted games, with variations of rules, begin to apply some basic principles for attacking & defending	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Romans Dance	Use a stimulus to create a dance	WOW / NOW / HOW	Creative movement lets pupils express ideas and feelings without words, notice how movement can communicate meaning and become absorbed in the present moment.	How can movement show an idea or feeling without using any words?	Pupil explanation of movement choices; expressive performance; reflective talk after rehearsal.
Romans Dance	Dance in unison with a partner	POW / VOW	Moving in unison or canon requires attention to others, shared timing and responsibility for the quality of a collective performance.	What changes when we stop thinking only about our own movement and begin to move as one group?	Collaborative rehearsal; peer feedback; pupils adjusting timing to support the group.
Tennis	Control a ball on racket when moving - varying speed	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.

Tennis	Adapted games, with variations of rules, begin to apply some basic principles	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
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DETAILED PHYSICAL EDUCATION MAPPING - YEAR 4

Only curriculum statements with a genuine spiritual opportunity are included; technical learning remains central.

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are invitations to reflection, not additional assessment criteria. Evidence should arise naturally through pupil talk, behaviour, performance, teamwork and reflection.

Unit	Curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Athletics	Pass a relay baton with control with a partner in adapted games	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Athletics	Run and jump over hurdles with some speed and control	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
EcoWarrior Dance	Dance in unison with a partner/group performing a range of movement patterns	POW / VOW	Moving in unison or canon requires attention to others, shared timing and responsibility for the quality of a collective performance.	What changes when we stop thinking only about our own movement and begin to move as one group?	Collaborative rehearsal; peer feedback; pupils adjusting timing to support the group.
EcoWarrior Dance	Perform in canon showing a range of movement patterns	POW / VOW	Moving in unison or canon requires attention to others, shared timing and responsibility for the quality of a collective performance.	What changes when we stop thinking only about our own movement and begin to move as one group?	Collaborative rehearsal; peer feedback; pupils adjusting timing to support the group.
Egyptian Dance	Dance in unison with a partner/group performing a range of movement patterns	POW / VOW	Moving in unison or canon requires attention to others, shared timing and responsibility for the quality of a collective performance.	What changes when we stop thinking only about our own movement and begin to move as one group?	Collaborative rehearsal; peer feedback; pupils adjusting timing to support the group.

Egyptian Dance	Perform in canon showing a range of movement patterns	POW / VOW	Moving in unison or canon requires attention to others, shared timing and responsibility for the quality of a collective performance.	What changes when we stop thinking only about our own movement and begin to move as one group?	Collaborative rehearsal; peer feedback; pupils adjusting timing to support the group.
Gymnastics	Perform a basic sequence (roll, jump and roll)	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Gymnastics	Moving on and off apparatus with control	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Handball	Pass and receive, stepping into the pass (chest and bounce pass)	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Handball	Encourage children to talk about tactics when attacking and defending	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Indoor Athletics	Jumping bending knees, use arms for distance measure with some accuracy	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.

Indoor Athletics	Speed bounce- increase speed and coordination over the speed bounce mat	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Kwik Cricket	Bowl at a wicket underarm/overarm with accuracy and control	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Kwik Cricket	Play a game communicating as a team	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Outdoor & Adventurous	Give and follow directions using the eight points of the compass	HOW / OW / VOW	Navigation and problem solving place pupils in unfamiliar situations where they must remain calm, think carefully and persevere when the answer is not immediately obvious.	What helps you keep thinking when you are unsure which way to go?	Route choices; problem-solving talk; willingness to revise a plan after an error.
Outdoor & Adventurous	Use co-ordinates on a plan to correctly place and locate different objects	HOW / OW / VOW	Navigation and problem solving place pupils in unfamiliar situations where they must remain calm, think carefully and persevere when the answer is not immediately obvious.	What helps you keep thinking when you are unsure which way to go?	Route choices; problem-solving talk; willingness to revise a plan after an error.

Quicksticks	Play adapted games, Children encouraged to think of tactics when attacking and defending	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Quicksticks	Pass the ball over a longer distance with accuracy and power	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Tennis	Hit a ball into a target from a variety of distances/ angles with no bounce	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Tennis	Play a game communicating as a team	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.

DETAILED PHYSICAL EDUCATION MAPPING - YEAR 5

Only curriculum statements with a genuine spiritual opportunity are included; technical learning remains central.

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are invitations to reflection, not additional assessment criteria. Evidence should arise naturally through pupil talk, behaviour, performance, teamwork and reflection.

Unit	Curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Athletics	Throw a javelin/vortex/ tennis ball using correct stance, rotating hips forward with good height and distance	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Athletics	Run and jump over hurdles with fluency	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Gymnastics	Can perform complex shapes with control and some flexibility	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Gymnastics	Link skills to create a sequence with Fluency. Co-operate, communicate and collaborate with others	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.

Indoor Athletics	Speed bounce developing good rhythm and control over the speed bounce mat	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Indoor Athletics	5 strides- co-ordinating steps, bounding creating a longer stride	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Outdoor & Adventurous	Use a key to identify orienteering landmarks on a map	HOW / OW / VOW	Navigation and problem solving place pupils in unfamiliar situations where they must remain calm, think carefully and persevere when the answer is not immediately obvious.	What helps you keep thinking when you are unsure which way to go?	Route choices; problem-solving talk; willingness to revise a plan after an error.
Outdoor & Adventurous	Communicate and listen clearly to other members of the team to complete challenges in isolation	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Quicksticks	Pass the ball over a variety of distances with some accuracy and power, in a game situation	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.

Quicksticks	Begin to defend against an opponent in a game situation - tackling and marking	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Rounders	Throw and catch the ball sometimes making the correct decisions in a game situation	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Rounders	In a team, discuss tactics of striking and fielding	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Stomp Dance	Translate ideas from a stimulus showing control and fluency	WOW / NOW / HOW	Creative movement lets pupils express ideas and feelings without words, notice how movement can communicate meaning and become absorbed in the present moment.	How can movement show an idea or feeling without using any words?	Pupil explanation of movement choices; expressive performance; reflective talk after rehearsal.
Stomp Dance	Dance in canon showing good timing	POW / VOW	Moving in unison or canon requires attention to others, shared timing and responsibility for the quality of a collective performance.	What changes when we stop thinking only about our own movement and begin to move as one group?	Collaborative rehearsal; peer feedback; pupils adjusting timing to support the group.
Tag Rugby	Pass the ball and move (loop around a teammate)	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.

Tag Rugby	In a team, discuss tactics of defending e.g make a wall or flat line as a team when defending	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Tennis	Hit/ bounce a ball with control when moving at different speeds	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Tennis	Developing tactics e.g working as a team, supporting each other, communicating	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
WW2 Dance	Translate ideas from a stimulus showing control and fluency	WOW / NOW / HOW	Creative movement lets pupils express ideas and feelings without words, notice how movement can communicate meaning and become absorbed in the present moment.	How can movement show an idea or feeling without using any words?	Pupil explanation of movement choices; expressive performance; reflective talk after rehearsal.
WW2 Dance	Dance in canon showing good timing	POW / VOW	Moving in unison or canon requires attention to others, shared timing and responsibility for the quality of a collective performance.	What changes when we stop thinking only about our own movement and begin to move as one group?	Collaborative rehearsal; peer feedback; pupils adjusting timing to support the group.

DETAILED PHYSICAL EDUCATION MAPPING - YEAR 6

Only curriculum statements with a genuine spiritual opportunity are included; technical learning remains central.

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Unit	Curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Athletics	Accelerate quickly with speed and control in movement – timed/competitive races	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Athletics	Run and jump over hurdles with fluency and speed, improving time to achieve a personal best	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Gymnastics	Can perform complex shapes when performing Sequences and skills with flexibility	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Gymnastics	Compete in teams to win points with sequences and a vault competition	VOW / OW / POW	Competition can develop character when pupils pursue improvement while still showing respect, encouragement and fairness towards others.	How can we compete hard and still help other people to shine?	Fair play; encouragement; gracious responses to winning and losing; team reflection.

Indoor Athletics	Chest push with accuracy and power, bending knees through to feet, extends arms to increase distance	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Indoor Athletics	Speed bounce with speed, fluency and rhythm	NOW / WOW / OW	Developing control, balance and technique asks pupils to pay close attention to their bodies, experience progress through practice and appreciate what their bodies can learn to do.	What do you notice in your body when a movement becomes more controlled?	Focused practice; body-awareness language; controlled performance; reflection on improvement.
Martial Art Dance	Translate ideas from a stimulus into movement showing expression, precision, control and fluency	WOW / NOW / HOW	Creative movement lets pupils express ideas and feelings without words, notice how movement can communicate meaning and become absorbed in the present moment.	How can movement show an idea or feeling without using any words?	Pupil explanation of movement choices; expressive performance; reflective talk after rehearsal.
Martial Art Dance	Dance in unison in a group showing good timing, energy and strength	POW / VOW	Moving in unison or canon requires attention to others, shared timing and responsibility for the quality of a collective performance.	What changes when we stop thinking only about our own movement and begin to move as one group?	Collaborative rehearsal; peer feedback; pupils adjusting timing to support the group.
Outdoor & Adventurous	Use a key to follow a route on an orienteering map	HOW / OW / VOW	Navigation and problem solving place pupils in unfamiliar situations where they must remain calm, think carefully and persevere when the answer is not immediately obvious.	What helps you keep thinking when you are unsure which way to go?	Route choices; problem-solving talk; willingness to revise a plan after an error.
Outdoor & Adventurous	Work as a team to ensure all members are able to complete a challenge at a competitive pace	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.

Outdoor & Adventurous	Effectively lead a team to complete a task and evaluate their own leadership skills	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Quicksticks	Pass and move into a space with accuracy, control and speed (in isolation/game situation)	OW / VOW / NOW	Improving performance involves effort, frustration, repeated practice and honest self-evaluation. These moments give pupils language for perseverance and growth through difficulty.	What do you tell yourself when you cannot do something yet?	Personal-best reflection; perseverance after mistakes; purposeful practice; self-evaluation.
Quicksticks	Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Rounders	Throw and catch, making correct tactical decisions having an impact in a game situation	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Rounders	Use the run and scoop and throw to another player on my team	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Science Dance	Translate ideas from a stimulus into movement showing expression, precision, control and fluency	WOW / NOW / HOW	Creative movement lets pupils express ideas and feelings without words, notice how movement can communicate meaning and become absorbed in the present moment.	How can movement show an idea or feeling without using any words?	Pupil explanation of movement choices; expressive performance; reflective talk after rehearsal.

Science Dance	Dance in unison in a group showing good timing, energy and strength	POW / VOW	Moving in unison or canon requires attention to others, shared timing and responsibility for the quality of a collective performance.	What changes when we stop thinking only about our own movement and begin to move as one group?	Collaborative rehearsal; peer feedback; pupils adjusting timing to support the group.
Tag Rugby	Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.
Tag Rugby	In a team, discuss tactics of attacking and defending (communicate and collaborate)	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Tennis	Hit/bounce ball to a partner with control	POW / VOW	Working with others makes cooperation, communication and belonging visible. Pupils experience how individual choices can strengthen or weaken a team.	What can you do so that every person in the team feels they belong?	Inclusive passing/turn-taking; communication; encouragement; peer feedback.
Tennis	In Pairs, discuss tactics of attacking and defending in tennis (communicate and collaborate)	HOW / VOW / POW	Games require pupils to read situations, make fair decisions and consider how their actions affect teammates and opponents rather than acting only for themselves.	What makes a decision in a game both effective and fair?	Tactical explanation; respect for rules; responsible decisions under pressure; peer discussion.

PROGRESSION IN SPIRITUALITY THROUGH PHYSICAL EDUCATION

Increasing depth of body awareness, resilience, cooperation, responsibility and leadership

A key principle. Progression does not mean pupils become "more spiritual" as they get older. It describes increasing depth in the ways pupils notice, articulate and respond to the spiritual dimensions of movement, challenge, teamwork, creativity, competition and personal growth.

EYFS / KEY STAGE 1

Children experience the joy of movement, begin to notice how their bodies feel and move, learn to take turns and cooperate, encounter simple success and frustration, and begin to understand that games work best when people follow rules, encourage one another and keep trying.

LOWER KEY STAGE 2

Pupils develop greater control, confidence and independence; talk more clearly about improvement and perseverance; use communication and cooperation purposefully; begin to make tactical and fair decisions; take small leadership roles; and explore how movement can communicate ideas through dance and performance.

UPPER KEY STAGE 2

Pupils regulate effort and emotion more independently, respond constructively to success and disappointment, make increasingly responsible tactical choices, lead and include others, evaluate performance honestly, persist through demanding challenge and use movement creatively and confidently for an audience.

PHYSICAL EDUCATION, SPIRITUALITY AND OUR CHRISTIAN VISION

Using our bodies, choices and relationships so that everyone can let their light shine

Let your light shine. Physical Education gives pupils repeated opportunities to discover what they can do, to keep going when something is difficult and to use their strengths for the good of others. Christian values are visible when pupils compete with integrity, forgive mistakes, encourage a teammate, include someone who is less confident, persevere through challenge and celebrate another person's success. The aim is not to attach a religious message to every activity, but to recognise authentic moments in which movement and relationship help pupils grow in character, gratitude, courage and responsibility.

Body, character and community

Through Physical Education, pupils learn with and through their bodies. They experience exhilaration, concentration, tiredness, frustration, confidence, vulnerability, cooperation and achievement. Those experiences are immediate and real: they create natural opportunities for pupils to notice what helps them persist, what fair play looks like, how their choices affect others and how a group can become stronger when everyone is included.

Our spirituality framework gives pupils language for these experiences. WOW recognises joy and possibility in movement; NOW values deep concentration and body awareness; HOW opens questions about fairness, courage and belonging; OW names challenge, disappointment and resilience; POW focuses on encouragement, leadership and positive action; and VOW turns reflection into commitments about how we choose to participate.

Inclusive and physically rigorous

- Pupils can respond from their own faith or worldview while respecting that sport, movement and competition can carry different meanings for different people. Reflection remains rooted in what pupils actually experience in PE.
- Reflection is grounded in physical evidence: pupils refer to effort, technique, teamwork, choices, rules, tactics, communication, performance and the responses of others rather than making vague claims about character.
- The strongest spiritual moments arise from the subject itself - mastering something that once felt impossible, trusting a partner, performing with others, coping with disappointment, choosing fairness under pressure or helping someone else to succeed.

USING AND MONITORING THE MAP

For teachers, subject leaders, governors and SIAMS evidence

Curriculum first

Staff can identify the physical skill, movement pattern, game understanding or performance outcome being taught before identifying any spirituality opportunity.

Pupil language

Pupils increasingly recognise WOW, NOW, HOW, OW, POW and VOW moments and can explain them in age-appropriate language.

Authenticity

Spirituality is not forced into every PE lesson. Some sessions are rightly focused on technical practice, safety, repetition and physical competence.

Character in action

Leaders can see perseverance, fair play, encouragement, inclusion, self-control and responsibility emerging naturally through participation.

Progression

Pupils move from simple cooperation and body awareness towards self-regulation, leadership, tactical responsibility, creative expression and mature responses to challenge.

Evidence

Evidence may include pupil voice, observation of teamwork and fair play, reflective discussion, performance choices, leadership behaviours and responses to success or disappointment.

Important. This map identifies opportunities for spiritual development; it does not assess or grade a child's spirituality. Pupils may respond differently to the same physical experience. The role of staff is to create space for reflection, model respectful participation and help children recognise moments of wonder, challenge, commitment, belonging and positive action when they genuinely arise.

Suggested subject-leader questions

- Can pupils give an example of a PE lesson that made them say WOW, encounter an OW challenge, become absorbed in a NOW moment or make a POW/VOW choice?
- Can pupils explain how practice, effort, feedback and perseverance helped them improve a physical skill or performance?
- Where has PE helped pupils explore fair play, belonging, courage, teamwork, leadership, self-control or the responsibility to include others?
- Do staff feel confident leaving a curriculum statement unmapped when the spirituality connection would be artificial?
- Can leaders trace mapped opportunities directly back to the taught PE organisers and curriculum statements?