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| **DT** | We promote **spiritual** *development by…* | We promote **moral** *development by…* | We promote **social** *development by…* | We promote **cultural** *development by…* |
| Design Technology supports spiritual development by allowing children to experience the awe and wonder of a useful, purposeful product. It instils a sense of awe, wonder and mystery for children when studying both human achievement (designers and inventors) and the world around them (functionality of different equipment and products).  Design Technology further supports spiritual development by allowing pupils the opportunity to be innovative, resourceful, enterprising and creative when they are designing and manufacturing different products. Encouraging this innate creativity allows pupils to express their innermost thoughts and feelings and to reflect and learn from this reflection, for example, asking ‘why?’, ‘how?’ and ‘where?’. This hence teaches children to be inventive, insightful and think outside-the-box, rather than just doing the first thing that comes into their head.  Design Technology demands that children develop resilience in each individual lesson and throughout each DT project. This builds a spirit of competence and confidence as children become prepared to make mistakes and learn from them in order to improve their products. | Design Technology encourages children to think critically, take risks and ask questions. These all feed into critical thinking skills and understanding of moral dilemmas when children are older.  In Design Technology lessons, children are encouraged to consider simple moral questions at each stage of designing, making and evaluating. When designing, they consider the purpose of their product and whether this is ethical or sustainable. When making, they consider what materials are sustainable and share decisions and responsibility for constructing their product. When evaluating, they consider their consumers use of the product and any moral dilemmas that may arise.  Children are taught to consider how designs of products can be reinvented or recycled when evaluating their work. They are encouraged to deploy sustainable thinking through the active application of the ‘6 R’s’: reinvent/rethink, refuse, reduce, reuse/repaid, recycle, replace/ rebuy. By understanding the wider impacts of the environment when designing and making new products, children develop a stronger moral compass. | Design Technology is a practical and valuable subject which develops skills that are integral to social development in all areas of DT:   * Learning in food and nutrition contributes to understanding of a healthy, nutritious lifestyle. * Learning in textiles builds an understanding of materials and where our clothes and accessories come from. * Learning in mechanisms and construction develops an understanding of how everyday items and simple machines work. * Learning in electronics develops children’s understanding of electronic systems and programming in an increasingly digital world.   Design Technology promotes social development by teaching children the process of design, make, evaluate, which underpins each DT project in their learning journey. When designing, children learn to be creative, plan ahead and predict challenges. When making, children learn hands-on practical skills, problem-solving and skills of collaboration. When evaluating, children reflect on strengthens, weaknesses and possible improvements. All these traits are transferable to social situations and are vital for children to function as socially competent adults.  Design Technology teaches children to evaluate risks and perform processes safely. | Design Technology supports cultural development as children consider the purpose and intended consumers of a range of different products, demanding them to consider people from different backgrounds and cultures to themselves. This encourages children to extend their empathy and deepen their understanding of different cultures and groups of people.  Design Technology further supports cultural development by encouraging children to reflect on how different cultures have contributed to progress in DT, examining a diverse range of productions, inventions and materials. This helps them understand ways in which Design Technology can improve the quality of people’s lives and appreciate how creations from a range of different cultures have done this.  Children learn to be proud of their own creations that link to their own heritage, as well as appreciating and valuing the projects of people from differing cultures. This ultimately strengthens children’s cultural understanding and acceptance. |