St BERNARD'S CATHOLIC PRIMARY & NURSERY SCHOOL

DESIGN & TECHNOLOGY POLICY

November 2025

REVIEW Autumn 2027

Diocese of Lancaster

"You are precious in my eyes."

1. Mission Statement

At St Bernard's Catholic Primary School, rooted in the teachings of Christ, we aim to nurture the God-given potential of every child. Through our Design and Technology curriculum, we encourage creativity, curiosity, and problem-solving in a way that reflects Gospel values—respect, stewardship, cooperation, and service to others. We believe that DT provides a unique opportunity for pupils to understand how the world works, make responsible design choices, and contribute positively to God's creation.

2. Aims and Objectives

Through Design and Technology, we aim to enable children to:

- Develop creative, technical, and practical expertise needed to perform everyday tasks confidently.
- Build and apply a broad range of knowledge, understanding, and skills in order to design and make high-quality prototypes and products.
- Critically evaluate and test their ideas and products, as well as those of others.
- Understand and apply the principles of nutrition and learn how to cook.
- Appreciate design, as a way to serve others, respect creation, and make responsible use of resources.
- Reflect on moral and ethical issues in technology and design, rooted in Catholic Social Teaching.

3. Curriculum and Planning

The DT curriculum follows the English National Curriculum (2014), ensuring clear progression from EYFS to Year 6. Where appropriate, cross-curricular links are made with subjects such as Science, Computing, Mathematics, and Art. DT projects are often linked to themes within the Catholic liturgical year, such as creating items for Advent, Lent, or service-based projects.

Curriculum coverage includes:
1. Designing – generating ideas through discussion, drawing, and digital media.
2. Making – selecting appropriate tools, materials, and techniques.
3. Evaluating – considering the impact, purpose, and success of designs.
4. Technical Knowledge – understanding mechanisms, structures, and materials.
5. Cooking and Nutrition – learning basic cooking skills, healthy eating, and sustainable food choices.

4. Teaching and Learning

Lessons are planned to engage and challenge all learners, using a range of teaching styles including direct instruction, investigation, collaboration, and reflection. Teachers ensure that pupils are aware of the purpose and audience for their work. Children are encouraged to take ownership of their learning through choice, independence, and self-evaluation. The use of ICT and digital design tools is integrated where appropriate.

5. Inclusion and Equal Opportunities

All pupils, regardless of ability, background, or faith, are given full access to the DT curriculum. Teachers differentiate tasks, materials, and support to meet individual needs. The curriculum reflects diversity and inclusion, celebrating contributions of inventors, designers, and engineers from a range of cultures and backgrounds. Special consideration is given to pupils with additional needs, ensuring full participation and success.

6. Assessment and Record Keeping

Assessment in DT focuses on skills, knowledge, and creativity rather than purely outcomes. Formative assessment occurs throughout lessons through observation, questioning, and dialogue. Summative assessment is recorded at the end of each unit, linked to key skills and objectives. Pupil self-assessment and peer evaluation are encouraged. Evidence may include photographs, design sketches, prototypes, and written evaluations. Assessment information is shared with parents in end-of-year reports.

7. Health and Safety

All staff follow school and national safety guidelines for DT. Children are taught to use tools and equipment safely and responsibly, respecting their environment and others. Risk assessments are carried out for practical activities, particularly in cooking and construction. Hygiene and food safety are explicitly taught during cooking lessons.

8. Resources

A well-maintained range of tools, materials, and equipment is available. Resources are stored safely and accessibly. Wherever possible, sustainable and recyclable materials are used. The school ensures that all staff teaching DT receive regular CPD to maintain high standards of delivery.

9. Spiritual, Moral, Social and Cultural (SMSC) Development

Design and Technology contributes strongly to SMSC by promoting stewardship of God's creation through sustainable design; encouraging collaboration, teamwork, and service to the community; reflecting on how design and technology can improve the quality of life for others; exploring moral implications of technological development; and celebrating the diversity of design and innovation across cultures.

10. Monitoring and Evaluation

The DT subject leader will monitor planning, teaching, and pupil work samples, support staff with resources and training, review and update the DT policy biennially, and ensure DT reflects the Catholic ethos of the school in all aspects.

11. Links with Home and Community

Pupils are encouraged to share DT projects at home and within the parish community. The school promotes community engagement, such as local design competitions, STEM events, or eco-initiatives. Parents are invited to participate in exhibitions or practical workshops.

12. DT Curriculum Overview (EYFS–KS2)

• EYFS: Exploration of materials, construction, and problem-solving through play and creativity.
• KS1: Designing purposeful, functional products; exploring mechanisms; simple food preparation.
• Lower KS2: Developing more complex structures and mechanical systems; understanding nutrition and cooking.
• Upper KS2: Applying technical knowledge, incorporating electrical systems, and refining prototypes; cooking with awareness of seasonality and sustainability.

13. Review

This policy will be reviewed every two years by the DT Subject Leader and the Senior Leadership Team, with input from the governing body.

Last reviewed: November 2025
Next review due: November 2027