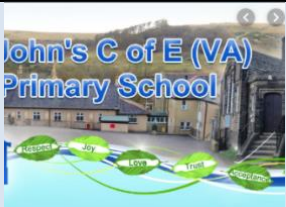


Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

SPIRITUAL DEVELOPMENT: Design Technology

The SPIRITUAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SPIRITUAL Development
■ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	• Opportunities to work as a team, recognising others' strengths, sharing equipment and combining their strengths to work towards a common purpose	• Children regularly work together in different groups, especially during Outdoor Learning days. • As pupils design and make products, they are encouraged to think about the materials they use, the impact of their work on the environment, and the ethical considerations of design. For example, creating sustainable projects or thinking about how their designs can help others helps pupils reflect on values like responsibility, care for the environment, and empathy.
■ sense of enjoyment and fascination in learning about themselves, others and the world around them	• Evaluating existing products/own products and how things work. Pupils are given a wealth of opportunities to learn about and create a range of designs including structures, textiles, food and nutrition. These are reflective of other cultures and can be adapted to be more so. Opportunities to build upon these skills and revisit criteria.	• Children's work and ideas are celebrated through school displays show casing art skills and Christian values. Children have opportunities to showcase their designs through celebration days and theme weeks. Projects are linked directly where relevant to enhance the RE/spiritual provision Eg a unit on structures (originally bridges) adapted to become stables and house pottery figures created in art to represent the manger. Food unit adapted to link and enhance RE Christmas unit and pupils make traditional food eaten in other nations to celebrate Christmas eg Malva pudding in South Africa.

		DT often involves studying materials, tools, and technologies, encouraging pupils to reflect on how things are made and how they are part of the world. This fosters a deeper appreciation for the interconnectedness of human creation and the natural world, stimulating curiosity about the broader universe.
■ use of imagination and creativity in their learning	• Adventurous Afternoon curriculum provides meaningful links in DT across the wider curriculum • Pupils given opportunities to solve problems and look for effective solutions eg a new chair for Baby Bear, creating floating gardens	• Pupils think about some of the challenges and problems faced by other communities and create products to help solve them such as using recycled materials to create water butts. • Pupils articulate ways of having a positive impact on others' lives both globally and on a local scale and think about solutions to problems in their community.
■ willingness to reflect on their experiences.	• Children evaluate their products using a specified criteria and are given opportunities to refine them	• Children evaluate during lessons and through using the products they have created • Pupils able to think about what they might do differently next time and apply this in a range of scenarios in thinking about how their actions can impact. • In DT, pupils learn about the impact their designs and creations have on others, such as safety, functionality, and usability. This awareness fosters a sense of responsibility for their work and encourages them to think about the broader implications of their actions, both socially and environmentally.

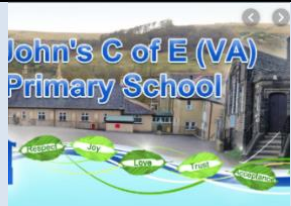


Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

MORAL DEVELOPMENT: Curriculum Subject Design Technology

The MORAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' MORAL Development
■ ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	DT curriculum is structured so that products have a real life purpose/function. This context is shared and part of pupils' wider learning and experiences.	Opportunities to develop and discuss aspects of the concept eg structures and 3 bears links to pupils' understanding of the law and right and wrong. DT lessons often encourage pupils to think about the environmental and social implications of their designs. For instance, creating products that are durable, recyclable, or made from sustainable materials teaches pupils about the importance of reducing waste and considering the long-term impact on the planet. Designing products that serve a wide range of people, including those with different needs or abilities, can promote fairness and inclusivity. Pupils might be encouraged to design with empathy, considering how to make products accessible to all, which reinforces moral values of equality and fairness.
■ understanding of the consequences of their behaviour and actions	• Ensuring that pupils handle potentially dangerous equipment in a safe and controlled manner • Pupils often work collaboratively and their behaviour can impact positively and negatively on the outcomes achieved.	• Pupils work with care during DT lessons and with an awareness of others around them and respect their space. • Pupils want to make a valuable contribution to their product and for it to work. Pupils develop the skills to adapt to look for solutions to problems. • Pupils can articulate how solving a small problem now can prevent a larger problem later eg strengthening a beam can prevent the whole structure from collapsing later. This thought process can be transferred to thinking about how some real life world problems might be solved.

■ interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.	• Respecting each other's views on preferred products and how best to achieve a particular outcome and working together to evaluate how successful they have been	• Children evaluate during lessons and through using the products they have created. Pupils experience the fact that their viewpoint may be different from another's about the item in question – it does not however mean that they are right or wrong. • DT encourages pupils to take ownership of their designs and the processes involved in making them. They learn to be accountable for their choices, whether it's selecting materials, considering safety, or ensuring functionality. This sense of accountability helps build a moral understanding of how their actions affect themselves and others
--	---	--

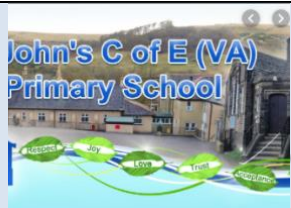


Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

SOCIAL DEVELOPMENT: Curriculum Subject Design Technology

The SOCIAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' SOCIAL Development
■ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	• Family Fridays linked to DT. • Opportunities to create products for other classes eg POP up Books, stuffed toys. • Pupils have opportunities to showcase their skills within the context of a classroom setting.	• Children take part in group activities with their families, demonstrating DT skills and using them across the curriculum. • Pupils think about the interests, learning of others and design and make products with them in mind, specifically for their enjoyment and interaction.

■ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	Enhancement of curriculum provision continually being assessed and updated – eg using class charity as a link to support a local community. Opportunities to design/develop products to help E.g bulb planting in frozen weather – design a tool to make this easier.	• Pupils understand the importance and impact that their actions can have on those around them and of how a relatively small thought/gesture can have a big and lasting impact.
■ acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	• Teaching the safe use of equipment and the importance of respecting how to use potentially dangerous tools in a purposeful manner • Recognising their own strengths in a particular skill and sharing it with others and being willing to have that reciprocated	• Pupils recognise the importance of working with care and consideration of those around them. • Pupils share their areas of expertise with others to help create effective products of which they are proud.



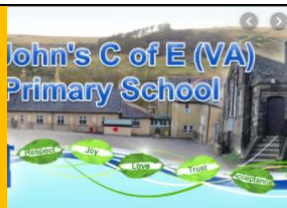
Spiritual, Moral, Social & Cultural Audit Tool (SMSC)

CULTURAL DEVELOPMENT: Curriculum Subject Design Technology

The CULTURAL development of pupils is shown by their:	Curriculum Provision	Evidence of Impact on Pupils' CULTURAL Development
■ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	• Pupils aware of the context in which their designs are being made and how other cultures have influenced them. • Curriculum incorporates aspects of	• Purposeful links to the wider curriculum such as making food linked to important religious celebrations. DT often involves looking at designs from different

	design from other cultures and pupils have a chance to incorporate some of these into their own products.	cultures, such as traditional crafts, architecture, or inventions. For example, pupils might study indigenous materials and techniques, like weaving or pottery, or explore historical design innovations from around the world. This broadens pupils' understanding of global design practices and celebrates cultural diversity.
■ understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	• Meaningful links to global citizenship and awareness of some of the different issues facing different communities and creating products linked to helping solve some of the problems.	• STEM challenges such as creating floating gardens and greening the desert. • During design projects, pupils may be inspired by cultural symbols, colours and styles. For instance, they might use patterns from African art, Japanese architecture, or Native American motifs to influence their own designs. This enriches their creative expression while learning about the cultural significance of different symbols and aesthetics.
■ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	• Awareness of how design and development of buildings and spaces can positively impact communities.	• Pupils study existing structures and design briefs and analyse how they achieve their aims. Pupils develop an understanding that buildings and spaces can have more than one function Eg a community garden encourages a range of diverse people to share and experience the same space.
■ willingness to participate in and respond positively to artistic, sporting and cultural opportunities	• School is signed up to the Engineer partnership programme and receives a visit from an engineer to launch a design competition.	• Pupils are aware of important cultural and global events and their significance and show understanding of how their actions fit in as part of the wider landscape.

■ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities		• Encouraging pupils to design products or solutions that cater to specific cultural needs helps them consider the role of cultural preferences in design. For example, creating culturally relevant toys, clothing, or tools teaches pupils about the importance of understanding the context in which a product is used.
---	--	--



British Values

British Values: Curriculum Subject Design Tecnology

Understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.	Curriculum Provision	Evidence of Impact on Pupils' Understanding of BRITISH VALUES
✓ an understanding of how citizens can influence decision-making through the democratic process;	• Opportunities for whole class projects to solve a particular problem which involves large groups working collaboratively and in a fair way.	• Pupils work on whole class projects such as their class planters, respecting the viewpoints of others and understanding and accepting that decisions will be made by the group as a whole that are sometimes different to the ones they would have made individually.

✓ an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	Health and Safety- Using and handling equipment safely.	• Children demonstrate that they can use tools and equipment safely. Pupils recognise that safe working benefits themselves and others and is of upmost importance and that it also often enhances the quality of the product.
✓ an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;	• An introduction to the design process and aspects such as planning permission.	• Pupils start to understand that designs in the real world need to be commissioned and be accountable and there is due process to follow.
✓ an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;	• Pupils experience a range of cultures/ideas and beliefs through the DT curriculum and with it the opportunity to discuss individuals rights to freedom of choice and expression.	• Pupils recognise there is more than one approach to achieving a particular outcome/solving a particular problem and individuals have the right/freedom to choose the one which works best for them whilst respecting that others may do things differently.

an acceptance that other people having ✓ different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;	• Pupils experience a range of cultures/ideas and beliefs through the DT curriculum and with it the opportunity to discuss individuals rights to freedom of choice and expression.	• Pupils recognise there is more than one approach to achieving a particular outcome/solving a particular problem and individuals have the right/freedom to choose the one which works best for them whilst respecting that others may do things differently.
an understanding of the importance of ✓ identifying and combatting discrimination.	• Pupils must understand that their intentions for a product and its execution must be accessible and inclusive for all.	• Pupils are taught to consider their plans and designs carefully to ensure that not only is their product functional but also does not discriminate against characteristics or beliefs.

NB: It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.