

*Design and  
Technology*



*Kapow  
Primary™*

Personal development  
SMSC and  
British values  
mapping

# Introduction

This document is aimed at Design and technology subject leaders and Personal development leads. It shows where the Kapow Primary curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

The latter pages of this document map those units which can support you as you strive to improve pupils' personal development in line with Ofsted's Personal development criteria.

Please note that the curriculum alone will not be sufficient evidence that your school is providing for pupils' personal development and your school will be expected to show how other elements of school-life are geared towards this aim.

This document is updated to reflect changes to our website and the current version can always be found [here](#).

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\*Units marked with an asterisk are those which appear in our condensed curriculum

# What is SMSC?

## Spiritual, Moral, Social and Cultural development.

All schools in England must show that they are developing their pupils in these areas. The SMSC statements included in this document are taken from the Ofsted Inspection handbook (November 2019) which states what inspectors may look for when evaluating pupils' SMSC development in schools.

### Spiritual development

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

### Moral development

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

## Social development

- Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- 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
- Acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

## Cultural development

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

# What are British values?

Since November 2014 all schools have been expected to actively promote the fundamental British values set out below.

Our Design and technology curriculum supports schools in promoting these values and the Social development pages that follow also show which units help to instil any of the British values.



## Democracy

**We all have a voice within school and society.**



## Rule of law

**We understand that rules and laws are there to keep everyone safe and happy and we respect them.**



## Individual liberty

**We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.**



## Mutual respect

**We respect others and expect them to show us respect.**



## Tolerance of those with different faiths and beliefs

**We respect and appreciate diversity and understand that everybody has different views and beliefs.**

# SMSC and British values mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
		* <a href="#">Smoothies</a>	* <a href="#">Making a moving story book</a>	* <a href="#">Constructing a windmill</a>	* <a href="#">Puppets</a>	* <a href="#">Wheels and axles</a>	* <a href="#">Fairground wheel</a>	* <a href="#">Balanced diet</a>	* <a href="#">Making a moving monster</a>	* <a href="#">Baby bear's chair</a>	* <a href="#">Pouches</a>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life										
	Knowledge of, and respect for, different people's faiths, feelings and values					✓		✓			
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Willingness to reflect on their experiences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
		<a href="#">*Smoothies</a>	<a href="#">*Making a moving story book</a>	<a href="#">*Constructing a windmill</a>	<a href="#">*Puppets</a>	<a href="#">*Wheels and axles</a>	<a href="#">*Fairground wheel</a>	<a href="#">*Balanced diet</a>	<a href="#">*Making a moving monster</a>	<a href="#">*Baby bear's chair</a>	<a href="#">*Pouches</a>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England										
	Understanding of the consequences of their behaviour and actions										
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues			✓				✓			

# SMSC and British values mapping - Key stage 1

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
		<a href="#">*Smoothies</a>	<a href="#">*Making a moving story book</a>	<a href="#">*Constructing a windmill</a>	<a href="#">*Puppets</a>	<a href="#">*Wheels and axles</a>	<a href="#">*Fairground wheel</a>	<a href="#">*Balanced diet</a>	<a href="#">*Making a moving monster</a>	<a href="#">*Baby bear's chair</a>	<a href="#">*Pouches</a>
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds		✓			✓			✓		
	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										
	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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy						✓			
		The rule of law									
		Individual liberty	Pupils are able to make individual choices during the design element of each unit					Pupils are able to make individual choices during the design element of each unit			
Mutual respect						✓		✓			
Tolerance of those with different faiths and beliefs											



# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
		*Smoothies	*Making a moving story book	*Constructing a windmill	*Puppets	*Wheels and axles	*Fairground wheel	*Balanced diet	*Making a moving monster	*Baby bear's chair	*Pouches
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others			✓							
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain										
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities										
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.										
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities		✓								
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities										

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		* <a href="#">Cushions</a>	<a href="#">Electric poster</a>	* <a href="#">Pneumatic toys</a>	* <a href="#">Electronic charm</a>	* <a href="#">Eating seasonally</a>	* <a href="#">Castles</a>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life		✓		✓		
	Knowledge of, and respect for, different people's faiths, feelings and values	✓			tick		✓
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓	✓	✓	✓	✓	✓
	Willingness to reflect on their experiences	✓	✓	✓	✓	✓	✓

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		* <a href="#">Cushions</a>	<a href="#">Electric poster</a>	* <a href="#">Pneumatic toys</a>	* <a href="#">Electronic charm</a>	* <a href="#">Eating seasonally</a>	* <a href="#">Castles</a>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England						
	Understanding of the consequences of their behaviour and actions					✓	
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.				✓	✓	

# SMSC and British values mapping - Lower key stage 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 3						
		* <a href="#">Cushions</a>	<a href="#">Electric poster</a>	* <a href="#">Pneumatic toys</a>	* <a href="#">Electronic charm</a>	* <a href="#">Eating seasonally</a>	* <a href="#">Castles</a>	
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds				✓	✓	✓	
	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				tick			
	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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy						
		The rule of law						
		Individual liberty	Pupils are able to make individual choices during the design element of each unit					
		Mutual respect	✓			tick		✓
Tolerance of those with different faiths and beliefs								

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		* <a href="#">Cushions</a>	<a href="#">Electric poster</a>	* <a href="#">Pneumatic toys</a>	* <a href="#">Electronic charm</a>	* <a href="#">Eating seasonally</a>	* <a href="#">Castles</a>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others		✓		✓	✓	✓
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain						
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities						
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	✓	✓	✓			✓
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities					✓	

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		* <a href="#">Torches</a>	* <a href="#">Making a slingshot car</a>	<a href="#">Mindful moments timer</a>	* <a href="#">Adapting a recipe</a>	* <a href="#">Pavilions</a>	* <a href="#">Fastenings</a>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life			✓			
	Knowledge of, and respect for, different people's faiths, feelings and values	✓		✓	✓		
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓	✓	✓	✓	✓	✓
	Willingness to reflect on their experiences	✓	✓	✓	✓	✓	✓

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		* <a href="#">Torches</a>	* <a href="#">Making a slingshot car</a>	<a href="#">Mindful moments timer</a>	* <a href="#">Adapting a recipe</a>	* <a href="#">Pavilions</a>	* <a href="#">Fastenings</a>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England						
	Understanding of the consequences of their behaviour and actions						
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.						

# SMSC and British values mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4						
		* <a href="#">Torches</a>	* <a href="#">Making a slingshot car</a>	<a href="#">Mindful moments timer</a>	* <a href="#">Adapting a recipe</a>	* <a href="#">Pavilions</a>	* <a href="#">Fastenings</a>	
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓		✓	✓		✓	
	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			✓	✓			
	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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy						
		The rule of law						
		Individual liberty	Pupils are able to make individual choices during the design element of each unit					
Mutual respect		✓		✓	✓		✓	
	Tolerance of those with different faiths and beliefs							



# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		* <a href="#">Torches</a>	* <a href="#">Making a slingshot car</a>	<a href="#">Mindful moments timer</a>	* <a href="#">Adapting a recipe</a>	* <a href="#">Pavilions</a>	* <a href="#">Fastenings</a>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others						
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain						
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities						
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities				✓		
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities						

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		* <a href="#">Pop-up books</a>	* <a href="#">Doodlers</a>	* <a href="#">Monitoring devices</a>	* <a href="#">Developing a recipe</a>	* <a href="#">Bridges</a>	<a href="#">Stuffed toys</a>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life			✓	✓		
	Knowledge of, and respect for, different people's faiths, feelings and values		✓	✓	✓		
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓	✓	✓	✓	✓	✓
	Willingness to reflect on their experiences	✓	✓	✓	✓	✓	✓

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		* <a href="#">Pop-up books</a>	* <a href="#">Doodlers</a>	* <a href="#">Monitoring devices</a>	* <a href="#">Developing a recipe</a>	* <a href="#">Bridges</a>	<a href="#">Stuffed toys</a>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England			✓			
	Understanding of the consequences of their behaviour and actions			✓			
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.			✓	✓	✓	

# SMSC and British values mapping - Upper key stage 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 5						
		* <a href="#">Pop-up books</a>	* <a href="#">Doodlers</a>	* <a href="#">Monitoring devices</a>	* <a href="#">Developing a recipe</a>	* <a href="#">Bridges</a>	<a href="#">Stuffed toys</a>	
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓	✓	✓	✓	✓	✓	
	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		✓					
	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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy						
		The rule of law						
		Individual liberty	Pupils are able to make individual choices during the design element of each unit					
		Mutual respect		✓		✓		
Tolerance of those with different faiths and beliefs					✓			

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		* <a href="#">Pop-up books</a>	* <a href="#">Doodlers</a>	* <a href="#">Monitoring devices</a>	* <a href="#">Developing a recipe</a>	* <a href="#">Bridges</a>	<a href="#">Stuffed toys</a>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others			✓	✓		
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain				✓		
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities						
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	✓					✓
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities				✓		

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		* <a href="#">Navigating the world</a>	* <a href="#">Come dine with me</a>	* <a href="#">Playgrounds</a>	<a href="#">Waistcoats</a>	* <a href="#">Steady hand game</a>	* <a href="#">Automata toys</a>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓					
	Knowledge of, and respect for, different people's faiths, feelings and values		✓	✓			✓
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓	✓	✓	✓	✓	✓
	Willingness to reflect on their experiences	✓		✓	✓	✓	✓

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		* <a href="#">Navigating the world</a>	* <a href="#">Come dine with me</a>	* <a href="#">Playgrounds</a>	<a href="#">Waistcoats</a>	* <a href="#">Steady hand game</a>	* <a href="#">Automata toys</a>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England						
	Understanding of the consequences of their behaviour and actions	✓					
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	✓					

# SMSC and British values mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6						
		* <a href="#">Navigating the world</a>	* <a href="#">Come dine with me</a>	* <a href="#">Playgrounds</a>	<a href="#">Waistcoats</a>	* <a href="#">Steady hand game</a>	* <a href="#">Automata toys</a>	
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓	✓	✓		✓	✓	
	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	✓	✓	✓			✓	
	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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy		✓				
		The rule of law						
		Individual liberty	Pupils are able to make individual choices during the design element of each unit					
		Mutual respect		✓				✓
Tolerance of those with different faiths and beliefs								



# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		* <a href="#">Navigating the world</a>	* <a href="#">Come dine with me</a>	* <a href="#">Playgrounds</a>	<a href="#">Waistcoats</a>	* <a href="#">Steady hand game</a>	* <a href="#">Automata toys</a>
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others		✓				✓
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain		✓				
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities						
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	✓	✓				
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities						

Our Design and technology curriculum contributes to the **Spiritual** development of pupils by:

- Offering opportunities to marvel at the human achievements which have led to many design and technology advancements.
- Encouraging pupils to develop a fascination with how things work.
- Inspiring pupils to be creative and imaginative in their design.
- Emphasising the importance of reflection during the evaluation process of the design cycle.

Our Design and technology curriculum contributes to the **Moral** development of pupils by:

- Raising ethical issues related to design, such as sustainability of materials, the environmental impact of single-use or non-degradable materials and importing food.

Our Design and technology curriculum contributes to the **Social** development of pupils by:

- Giving them opportunities to collaborate with a group towards a shared outcome.
- Enabling them to make decisions as a group, dealing with conflict when it arises and treating each other with respect.
- Supporting them to give constructive feedback to their peers, considering the feelings of others when doing so
- Offering them opportunities to 'pitch' their products to others.
- Encouraging pupils to consider the safety of themselves and others as they work.

Our Design and technology curriculum contributes to the **Cultural** development of pupils by:

- Teaching them how cultural influences impact on design over time.
- Asking them to consider cultural influences on the food we eat.
- Demonstrating that difference in design is often seen as a positive, synonymous with innovation.

# Personal development criteria

The school inspection handbook (Ofsted, 2019) lists the the dimensions of the personal development of pupils as:

developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Ofsted recognises that you often won't be able to assess the impact of your personal development provision while a pupil is at your school, and therefore they **won't** try to measure the impact of your provision on individual pupils

# Personal development criteria mapping - Key stage 1

Personal development criteria Kapow Primary's Design and Technology scheme supports:	Kapow Primary units Key stage 1 - Year 1					Kapow Primary units Key stage 1 - Year 2				
	<a href="#">*Smoothies</a>	<a href="#">*Making a moving story book</a>	<a href="#">*Constructing a windmill</a>	<a href="#">*Puppets</a>	<a href="#">*Wheels and axles</a>	<a href="#">*Fairground wheel</a>	<a href="#">*Balanced diet</a>	<a href="#">*Making a moving monster</a>	<a href="#">*Baby bear's chair</a>	<a href="#">*Pouches</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of other faiths and beliefs	See British values mapping for <a href="#">Year 1</a>					See British values mapping for <a href="#">Year 2</a>				
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique										
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society					✓			✓	✓	
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy		✓	✓	✓	✓	✓		✓	✓	
developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities	✓						✓			

# Personal development criteria mapping - Lower key stage 2

Personal development criteria Kapow Primary's Design and Technology scheme supports:	Kapow Primary units Key stage 2 - Year 3					
	* <a href="#">Cushions</a>	<a href="#">Electric poster</a>	* <a href="#">Pneumatic toys</a>	* <a href="#">Electronic charm</a>	* <a href="#">Eating seasonally</a>	* <a href="#">Castles</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of other faiths and beliefs	See British values mapping for <a href="#">Year 3</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique					✓	
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓		✓			
developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities					✓	

# Personal development criteria mapping - Lower key stage 2

Personal development criteria Kapow Primary's Design and Technology scheme supports:	Kapow Primary units Key stage 2 - Year 4					
	* <a href="#">Torches</a>	* <a href="#">Making a slingshot car</a>	<a href="#">Mindful moments timer</a>	* <a href="#">Adapting a recipe</a>	* <a href="#">Pavilions</a>	* <a href="#">Fastenings</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of other faiths and beliefs	See British values mapping for <a href="#">Year 4</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique						
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓			
developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities				✓		

# Personal development criteria mapping - Upper key stage 2

Personal development criteria Kapow Primary's Design and Technology scheme supports:	Kapow Primary units Key stage 2 - Year 5					
	* <a href="#">Pop-up books</a>	* <a href="#">Doodlers</a>	* <a href="#">Monitoring devices</a>	* <a href="#">Developing a recipe</a>	* <a href="#">Bridges</a>	<a href="#">Stuffed toys</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of other faiths and beliefs	See British values mapping for <a href="#">Year 5</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique						
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society		✓	✓	✓	✓	
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓			✓	✓
developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities				✓		



# Personal development criteria mapping - Upper key stage 2

Personal development criteria Kapow Primary's Design and Technology scheme supports:	Kapow Primary units Key stage 2 - Year 6					
	* <a href="#">Navigating the world</a>	* <a href="#">Come dine with me</a>	* <a href="#">Playgrounds</a>	<a href="#">Waistcoats</a>	* <a href="#">Steady hand game</a>	* <a href="#">Automata toys</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of other faiths and beliefs	See British values mapping for <a href="#">Year 6</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique		✓				
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓		✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓
developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities		✓				