

SMSC within Design and Technology at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • 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 • 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 	
Foundation Stage	<p>Throughout Foundation Stage children will have the opportunity for daily plan do and review activities, involving DT, during self-initiated time, e.g. shop signs, constructing building using building blocks. This also includes the opportunity to be reflective when returning to class to explain the activity they have participated in. During the Spring term, they will have the opportunity to make 3d vehicles for emergency services linked to literacy using their own creativity and imagination. Weekly, they have the sense of enjoyment and fascination in learning at forest school where they have the opportunity to develop their outdoor cooking skills and create artefacts from natural materials e.g. Dream Catchers.</p>
Year 1	<p>Developing a sense of fascination as they explore the design of objects in order to understand how they are designed, constructed and function. Children then use this knowledge combined their own imagination and creativity to develop and make their own designs. From this, children then reflect on their work by critically evaluating the quality of their design and whether it is fit for purpose.</p>
Year 2	<p>Developing a sense of fascination as these explore the design of objects in order to understand how they are designed, constructed and function. Children then use this knowledge combined their own imagination and creativity to develop and make their own designs. From this, children then reflect on their work by critically evaluating the quality of their design and whether it is fit for purpose.</p> <p>During the Summer term the children design, make and evaluate a Brazilian carnival float. In order to design this the children need to explore the faiths, feelings and values of the people of Brazil.</p>
Year 3	<p>Developing a sense of fascination as these explore the design of objects in order to understand how they are designed, constructed and function. Children then use this knowledge combined their own imagination and creativity to develop and make their own designs. From this, children then reflect on their work by critically evaluating the quality of their design and whether it is fit for purpose.</p>
Year 4	<p>Developing a sense of fascination as these explore the design of objects in order to understand how they are designed, constructed and function. Children then use this knowledge combined their own imagination and creativity to develop and make their own designs. From this children then reflect on their work by critically evaluating the quality of their design and whether it is fit for purpose.</p>

	During the summer term children have the opportunity to make their own recipes for "Explorers Soup" and experience the awe and wonder of creating their own fires to cook their soup outdoors.
Year 5	Developing a sense of fascination as these explore the design of objects in order to understand how they are designed, constructed and function. Children then use this knowledge combined their own imagination and creativity to develop and make their own designs. From this children then reflect on their work by critically evaluating the quality of their design and whether it is fit for purpose.
Year 6	<p>Developing a sense of fascination as these explore the design of objects in order to understand how they are designed, constructed and function. Children then use this knowledge combined their own imagination and creativity to develop and make their own designs. From this children then reflect on their work by critically evaluating the quality of their design and whether it is fit for purpose.</p> <p>During the Autumn term children design and make a fabric Advent Calendar to link with their RE theme "How Christians Celebrate Christmas"</p> <p>During the Summer the Y6 children have the experience, excitement and awe and wonder of taking their finished products "Controllable vehicles as toys for younger children" to the children in KS1 children to observe their responses.</p>
Whole School	Children are involved in a range of design opportunities where they are involved in using their design and creativity in various activities to promote whole school initiatives e.g design a "Well Done " postcard to send out to parents. In the Spring term the global theme is 'Reach for the Stars' where the DT subject leader has led an assembly on careers for a future in DT.

<p>Pupils' moral development is shown by their</p> <ul style="list-style-type: none"> • 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 • Understanding of the consequences of their behaviour and actions • 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 	
Foundation Stage	In the Spring term the Foundation Stage children get the opportunity to make their own masks of story characters. This is part of their literacy work where they recognise the difference between right and wrong. They are able to offer reasoned views about moral and ethical issues when considering the character's behaviour and how to reflect this in the design of the mask.
Year 1	In the Spring term the children design and make a moving picture that forms part of a whole class book about traditional tales. These stories often relate to right and wrong with a moral issue at the end of the tale. The children explore the different viewpoints of characters portrayed in various images and then design and make mechanical features to interpret these.
Year 2	In the Summer term the children create puppet pirates. Through an understanding of the story the children develop an understanding of the characters intentions, exploring the right and wrong of their actions, and then use fabric and colour choices to represent these character traits.
Year 3	In the Spring term the children design packaging for a range of products. Children research and investigate aspects of advertising and the moralistic issues related to it. They explore the ethical issues relating to over packaging and waste of materials.
Year 4	<p>In the Autumn term the children design and make a moving picture that forms part of a whole class book about traditional tales. These stories often relate to right and wrong, behaviours and actions and exploring a moral issue at the end of the tale. The children explore the different viewpoints of characters portrayed in various images and then design and make mechanical features to interpret these.</p> <p>In the spring term the children design and make a torch for a Rainforest explorer. As part of their design they consider the moral and ethical issues of the materials they use from both the point of recycling during manufacture and environmental impact during use.</p>
Year 5	In the Spring term the children design and make an alarm system to protect and artefact. As part of this the children consider the extent to which the alarm may be used as a deterrent within the confines of civil and criminal law of England.
<p>Whole School</p> <p>In all year groups, when children are making artefacts, we encourage children to use recycled materials which they may already have in their homes. Children are made aware of issues relating to health and safety and the consequences of their actions and behaviour, whether this be in the tools they use, the safety of the products they are designing or food hygiene via the teacher sharing elements of the Risk Assessments.</p>	

<p>Pupils' social development is shown by their</p> <ul style="list-style-type: none"> • Use a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	
Foundation Stage	Foundation Stage children have the opportunity, throughout the year, to develop signs and artefacts relating to their role-play area, to develop a range of social skills in different contexts. E.g. The Healthcare centre, Vets etc.
Year 1	In the Autumn term the children design a healthy Christmas jelly where they explore a healthy and varied diet, including cooking and nutritional requirements. Children explore socio-economic factors by develop an understanding of how they and their families can make the right food choices within the limitations of their budgets.
Year 2	In the Autumn term the children design a healthy pizza where they explore a healthy and varied diet, including cooking and nutritional requirements. The children visit good preparation establishments and take part in the production of food products. Children explore socio-economic factors by develop an understanding of how they and their families can make the right food choices within the limitations of their budgets.
Year 3	In the Autumn term the children design a health snack where they explore a healthy and varied diet and nutritional requirements. The children develop and understanding to enable them to contribute positively and healthily to life in modern Britain by making positive food choices, avoiding high sugar/salt/fat snacks. Children explore socio-economic factors by develop an understanding of how they and their families can make the right food choices within the limitations of their budgets.
Year 4	<p>In the Spring term the children have the opportunity to participate in the Cooking Bus initiative. With the support of an outside agency the children are introduced to the concept of preparing and cooking raw vegetables to produce a low-cost, nutritious and tasty dish.</p> <p>In the Summer term the children design an explorer's soup where they explore a healthy and varied diet and nutritional requirements. The children challenge their own preconceptions relating to healthy foods and prepare a dish, from scratch, from seasonal raw ingredients. Children also explore socio-economic factors by develop an understanding of how they and their families can make the right food choices within the limitations of their budgets.</p> <p>The children also have the opportunity to participate in the Little Chefs initiative. With the support of an outside agency a group of children develop their food preparation skills in various social settings and then volunteer to prepare and serve food for a range of school events.</p>
Year 5	In the Summer term the children design a Father's Day meal where they explore a healthy and varied diet and nutritional

	requirements. The children build on their previous experiences to design and produce a complete 2-course meal. Children explore socio-economic factors by develop an understanding of how they and their families can make the right food choices within the limitations of their budgets.
Year 6	In the Spring term the children design a meal which celebrates culture and seasonality. The children develop an understanding to enable them contribute positively and healthily to life in modern Britain by exploring the relationship of the source of food products from farm to supermarket. Children explore socio-economic factors by develop an understanding of how they and their families can make the right food choices within the limitations of their budgets.
<p>Whole School</p> <p>Throughout the school, food is used as an opportunity for children to participate in a range of social settings. E.g. Autumn Banquet, Mad Hatters Tea Party, Summer Picnic.</p>	

Pupils' cultural development is shown by their

- 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Foundation Stage	Daily the children in Foundation Stage have the opportunity to take part in creative activities during self-initiated time this shows that the children are encouraged to have a willingness to participate in DT. The children get to understand and appreciate a range of cultures within school and further afield through their DT work on designing a dress of Cinderella or designing a kite for Chinese New Year. This helps children to be more aware of the different cultures and celebrations in modern Britain.
Year 1	In the summer term the children design and construct a tent. They develop an appreciation of how tents are used in a range of different cultures, ranging from holidays, festivals to homes for other global communities.
Year 2	During the Summer term the children design, make and evaluate a Brazilian carnival float. In order to design this, the children explore the cultural meanings of carnival and understand, accept and respect diversity.
Year 3	During the Summer term the children design and make Roman purses. The children understand and appreciate cultural influences that have shaped their own heritage by comparing the materials, design and fastening devices with those of modern day.
Year 5	During the Autumn term the children design and make a shelter using Anglo Saxon design features and construction methods. The children understand and appreciate cultural influences that have shaped their own heritage by comparing the materials, and construction methods with those of modern day both in Britain and other cultures around the world.
Whole School	Throughout the school, short design opportunities are created to celebrate culture events. E.g. Mother's Day cards, Hanukah cards.