



## 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

# SMSC

## 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.

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.

Year EYFS/1	<b>Structures Junk Modelling</b>	<b>Textiles: Puppets</b>	<b>Food and nutrition: Smoothies</b>	<b>Bookmarks</b>	<b>Mechanisms: Wheels and axles</b>	<b>Structures: Constructing Windmills</b>
Spiritual					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	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them
	Use of imagination and creativity in their learning	Use of imagination and creativity in their learning	Use of imagination and creativity in their learning	Use of imagination and creativity in their learning	Use of imagination and creativity in their learning	Use of imagination and creativity in their learning
	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences
Moral						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

						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		
Social	<b>Democracy</b> 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						
		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						
Cultural							Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	
Year 2	<b>Mechanisms: Making a moving monster</b>	<b>Mechanisms: Fairground wheel</b>	<b>Balanced diet</b>	<b>Mechanisms: Making a moving monster</b>	<b>Mechanisms: Fairground wheel</b>	<b>Food and nutrition</b> <b>Balanced diet</b>		

			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	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Sense of enjoyment and fascination in learning about themselves, others and the world around them
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Spiritual	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences	Willingness to reflect on their experiences
Moral	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		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			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	

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		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					
Cultural		Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities			Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities		
Year 3/4	<b>Mechanical systems: Pneumatic toys</b>	<b>Electrical systems: Torches:</b>	<b>Textiles: Egyptian collars:</b>	<b>Mindful moments timer:</b>	<b>Structures: Constructing a castle:</b>	<b>Adapting a recipe:</b> audience • Unit of measurement • Utilities	
Spiritual				Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life			



			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		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	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	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
Social					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		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
	<b>Democracy</b> 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	Democracy					
		Rule of Law					
		Individual liberty	Pupils are able to make individual choices during the design element of each unit				





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Cultural			Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others			
					Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	
			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			
			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			