

SMSC statement – Design and Technology

Spiritual development

Through the projects we offer and the curriculum we deliver at both key stages, the pupils are taught how to investigate products, aesthetic and functional, past and present and examine how they affect the quality of our daily lives. They are encouraged to develop their thinking skills and explore the wider world around them, to reflect upon what they see and develop an open mind and use this inspiration and creativity when approaching their design work.

Moral development

Pupils are faced with moral decisions through designing, selecting materials/ingredients, methods of manufacture, considering the needs of others, as well as the sustainability and environmental impact. The 3 R's are routinely discussed throughout the design & make process. Within the classroom and the wider community the pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences.

Social development

Pupils are often asked to design and make products to meet the needs of others and value the feedback they receive; they must show mutual respect when working individually and collaboratively. Peer evaluation and self-evaluation of designed and made items plays a big part in Design & Technology work. Pupils learn to articulate their thoughts and feelings about their own and others' work, and learn to give and take criticism without offence.

Cultural development

Pupils are taught that all their design work should be sensitive to needs and beliefs of different backgrounds, ensuring all imagery, text and products won't cause offence. They think about how their ideas and products and how they impact on the world around them. Pupils are encouraged use the work of artists and designers from a wide range of cultures and historical contexts to influence and support the development of their work.