



SMSC summary of how it is embedded in this subject:

Design and Technology.

Social: Pupils' social development involves acquiring an understanding of the responsibilities and rights of being members of families, groups and communities (local, national and global) and an ability to relate to others and to work with others for the common good. Pupils display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. Design and make tasks provide an excellent vehicle for raising children's awareness of social issues both current and historic. For example, during the Year 3&4 topic of Crime and Punishment, children had the opportunity to evaluate punishment and torture methods from the Victorian and Tudor periods in History. They were able to consider whether they were effective and suitable and whether the punishments fitted the crimes and the social issues that were relevant in those periods. The whole school are currently involved in making Ecobricks, recycling materials destined for landfill, into a community design project to build seating for our school garden. The thematic approach that we take at St. Leonard's means that children are learning about social issues as an integral part of their D&T work.

Moral:

Pupils' moral development involves acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. Children develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them. Children at St. Leonard's are given opportunities to consider designing products for today's concerns, issues and dilemmas. In their recent STEM visit to Stafford College, children considered whether it is worthwhile spending billions of pounds to develop space exploration, when there are many other needs and causes requiring funding and whether it is moral to send animals into space. During Ocean's Week, children learned about the effects of plastic pollution on wildlife and in whole school assembly, we looked at design projects that have been created to try to address this problem, including the 'Seabin Project'. In addition to these ethical issues, there are opportunities to reflect on other emotive moral issues. Following their visit to Twycross Zoo, children in Year 3 redesigned the packaging currently used in the zoo's gift shop in order that it used less plastic and was more recyclable (in line with the zoo's own sustainability policy). In Design and Technology we encourage respect for others and their work, and encourage children to evaluate their own and the work of their peers as part of the design and make process.

Spiritual: At St Leonard's children can explore their own creativity, spirituality and place in the world through product design.

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. In Lower Key Stage 2, children designed and made a replica model of an Egyptian Sarcophagus, which allowed opportunity to learn about the Ancient Egyptian beliefs about the afterlife. This, in turn, gave opportunity for children to explore their own thoughts and beliefs on this subject. Learners can use their imagination and creativity in individual and group work and develop an appreciation of beauty through discovery of the properties of materials and design techniques. An integral part of D&T is the opportunity to evaluate against design criteria and this allows the opportunity to consider what children have done successfully, but also to consider how to overcome difficulties and problems in product design and manufacture. Specific projects also allow opportune moments to deepen knowledge and understanding of specific issues as those demonstrated in Year 5&6's WW1 trenches design project, where children learned about the horrors of war and life in the trenches whilst designing and making their own model trenches

Cultural: Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. There are many opportunities to embrace cultural awareness in Design and Technology. In their recent Indian Spice topic, Years 1 and 2 learned about traditional Indian foods and ingredients and then made naan

bread and Indian sweets. Children can explore a range of differing materials and equipment used by different cultures and study design influences from around the world. Where there are opportunities to gain inspiration through exhibitions and visitors, these are taken and children are also given the chance to respect the diversity of cultural values and beliefs. Year 4 designed and made models of flood-proof housing, considering the needs of communities in parts of the world where flooding is prevalent and a growing issue, due in part to climatic changes.