



Spiritual

Explore beliefs and experience; respect faiths, feeling and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

- 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

At Crudgington Primary, we foster spirituality by:

Spiritual development is of a very high importance in design & technology. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. Within our schemes of work we seek to develop these

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Pupils' moral development is shown by their:

- 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
- Understand the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues

At Crudgington Primary School, we foster morality by:

During the planning and making process we encourage our pupils to consider the moral and ethical dilemmas raised. For example the impact on the environment through the choices of materials are made or the opportunity to consider sustainable or environmentally acceptable materials.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Pupils' social development is shown by their:

- 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.

At Crudgington Primary School, we foster social interaction by:

During DT there are many opportunities to promote social responsibilities. All the children have a collective responsibility to ensure they contribute to a safe working environment where the use of tools and equipment are involved. There is the opportunity to work collaboratively with a partner or take turns in a small group which requires effective social interaction and at times compromise. There is also the opportunity for peer evaluation and to act as a critical friend to give supportive comments to improve pupils learning outcomes.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Pupils' cultural development is shown by their:

- Understanding and appreciation of the broader range of cultural influences that have shaped their heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Crudgington Primary School, we foster culture by:

DT often originates from an idea or artefact and to develop a wider cultural awareness we explore our past heritage as well as investigate and use as our stimulus foods, textiles, pottery and sculptures from different cultures and periods of time. For example, Viking long boats or shields, Greek pottery, divas, food from different countries and cultures.

BRITISH VALUES

Democracy

- The children must take the views and opinions into account but still have the right to make their own choices.
- To take turns both in speech and practically with others.
- To understand that it is not always possible or right to have their own way and understand the value of compromise.

The rule of law

- To understand the importance of safety rules when using tools.
- To understand and accept that if these rules are not followed that there are consequences to this.

Individual liberty

- To understand that there are able to listen to others but can use their own ideas and design choices when making an artefact.
- To accept that others ideas may not be the same as their own but are able to accept this.

Tolerance

- To tolerate ideas from others that are different to their own.
- To understand that many great design ideas originate from other cultures.

Mutual Respect

- To listen to and consider the ideas and opinions of others even if they differ from your own.
- To be able to take turns during discussions to resolve difficulties or make decisions.
- To offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener.