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**SMSC thoughts about where DT fits into SMSC.**

**Spiritual development in Design and Technology**
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. Encouraging creativity also allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking ‘why?’, ‘how?’ and ‘where?’ It challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome.

**Moral development in Design and Technology**
In design & technology we seek to develop a sense of ‘moral conscience’ in our children, through focusing upon the moral dilemmas raised in designing and making new products. We teach children to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making. We are beginning to encourage sustainable and educate pupils to become responsible consumers - thinking through the active application of the ‘6 R’s’ and to highlight the impact on environmentally sensitive areas of the world. The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy.

**Social development in Design and Technology**
Social development is a key feature of all design & technology lessons by providing opportunities to work as a team. We place an emphasis on developing the ability to work with others and to accept each other’s unique personality and to recognise others’ strengths. We encourage effective conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism as a vehicle to improve students learning outcomes. We teach the concept of self-regulation to ensure that children accept responsibility for their behaviour and the safety of others. This establishes and maintains a safe, secure, learning environment. We encourage children

**Cultural development in Design and Technology**
We develop wider cultural awareness in design technology through projects that have a connection with our past heritage and how our industrial routes have shaped our nation. We seek to expand children’s knowledge of other cultures, reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.

**Ethos of DT**

Design Technology is an important part of everyday life and can enable learners to achieve a greater understanding of the world around them. In teaching DT, we aim to develop children’s DT capability. This is far more than the acquisition of skills and requires children to apply their skills to a broad range of contexts and situations. Children also have opportunities to reflect and evaluate their work. Progression in DT capability therefore develops as children start to decide which DT skills are most suitable for a given task.

**How do we teach DT?**

Design and Technology is carefully planned so that all children achieve their full potential. There are no barriers to access or opportunity based on race, sex, religion, ethnic group or ability. All children are treated as individuals. Design and Technology is therefore taught in a variety of ways. These often include; first- hand experiences and practical tasks, enhanced by school visits. To support learning, teachers may use ICT, a variety of grouping structures and varying levels of adult support. KS2 children will be involved in the designing, making and evaluating of products.

**How do we assess DT?**

Children are expected to know, apply and understand the knowledge, skills and processes specified in the programme of study. Assessment will be based on pupils’ progress towards the end of key stage statements set out in the National Curriculum. The assessment of DT capability is made through a variety of different methods, including; observations, finished products, discussion, written work questioning and photographs. Assessment of children’s DT capability should take account of the DT skills the children have developed, the context and purpose of the activity. At the end of each unit of work, staff will assess children’s attainment in the key areas studied. At the end of each academic year, the children will be levelled for their attainment in Design and Technology and this will be recorded using the school’s assessment system. Reports will be given to parents annually regarding children’s progress in DT alongside other curriculum subjects. They will be informed on the report as to whether children are progressing as expected towards the relevant end of key stage statements.

**How we monitor DT at GM**

There is an ongoing system of monitoring which takes place throughout the academic year. The focus of this monitoring is linked to the school development plan and whole school development priorities. Monitoring focuses specifically on the teaching and learning of DT and may include: classroom observations, discussions with staff and pupils, looking at planning and examples of children’s work. The results of monitoring inform next steps and subsequent action planning. The Subject Leader also completes a subject overview at the end of each academic year which is reported to the Head teacher. This refers to subject strengths, areas for development and data analysis.

**How do we keep safe in DT?**

Health & Safety policy. During their time here, pupils are taught the importance of safe handling of tools and equipment and encouraged to assess and minimise risks with increasing independence. For further guidance on the use of specific DT tools and equipment please refer to the ‘DT Health and Safety Policy and Stockport Health and Safety document.