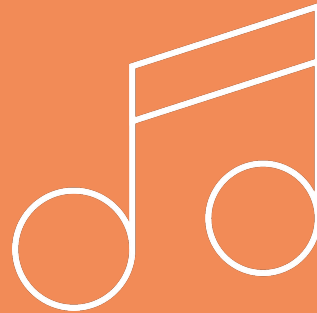


*Music*



*Kapow  
Primary™*

Personal development,  
SMSC and  
British values mapping

# Introduction

This document is aimed at Music subject leaders and Personal development leads. It shows where the Kapow Primary curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values.

The latter pages of this document map those units which can support you as you strive to improve pupils' personal development in line with Ofsted's Personal development criteria.

Please note that the curriculum alone will not be sufficient evidence that your school is providing for pupils' personal development and your school will be expected to show how other elements of school-life are geared towards this aim.

This document is updated to reflect changes to our website and the current version can always be found [here](#).

**Copyright:** While we encourage you to share this document within your school community, please ensure that it is only uploaded to your school website if it is password protected.

<b>What is SMSC?</b>	<b>3</b>
<b>What are British values?</b>	<b>5</b>
<b>SMSC and British values mapping</b>	<b>6</b>
<b>SMSC statements for Music</b>	<b>34</b>
<b>Personal development criteria</b>	<b>35</b>
<b>Personal development mapping</b>	<b>36</b>

# 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

# What is 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

# British values

Since November 2014 all schools have been expected to actively promote the fundamental British values set out below.

Our Music 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.**

# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					
		<u><a href="#">Keeping the pulse (My favourite things)</a></u>	<u><a href="#">Tempo (Snail and mouse)</a></u>	<u><a href="#">Dynamics (Seaside)</a></u>	<u><a href="#">Sound patterns (Fairy tales)</a></u>	<u><a href="#">Pitch (Superheroes)</a></u>	<u><a href="#">Musical symbols (Under the sea)</a></u>
Spiritual	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		✓	✓	✓	✓	✓

# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					
		<u><a href="#">Keeping the pulse (My favourite things)</a></u>	<u><a href="#">Tempo (Snail and mouse)</a></u>	<u><a href="#">Dynamics (Seaside)</a></u>	<u><a href="#">Sound patterns (Fairy tales)</a></u>	<u><a href="#">Pitch (Superheroes)</a></u>	<u><a href="#">Musical symbols (Under the sea)</a></u>
Moral	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						
	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 and British values mapping - Key stage 1

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 1 - Year 1						
		<u>Keeping the pulse (My favourite things)</u>	<u>Tempo (Snail and mouse)</u>	<u>Dynamics (Seaside)</u>	<u>Sound patterns (Fairy tales)</u>	<u>Pitch (Superheroes)</u>	<u>Musical symbols (Under the sea)</u>	
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	✓	✓	✓	✓	✓	✓	
	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.	Democracy						
		The rule of law						
		Individual liberty*	✓	✓	✓	✓	✓	✓
		*All units have a composition element which provides children with opportunities to make their own musical choices						
		Mutual respect*	✓	✓	✓	✓	✓	✓
*All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively								
Tolerance of those with different faiths and beliefs								



# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					
		<a href="#">Keeping the pulse (My favourite things)</a>	<a href="#">Tempo (Snail and mouse)</a>	<a href="#">Dynamics (Seaside)</a>	<a href="#">Sound patterns (Fairy tales)</a>	<a href="#">Pitch (Superheroes)</a>	<a href="#">Musical symbols (Under the sea)</a>
Cultural	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 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						

# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2					
		<u>Call and response (Animals)</u>	<u>Instruments (Musical storytelling)</u>	<u>Singing (On this island)</u>	<u>Contrasting dynamics (Space)</u>	<u>Structure (Myths and Legends)</u>	<u>Pitch (Musical me)</u>
Spiritual	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	✓	✓	✓	✓	✓	✓

# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2					
		<u>Call and response (Animals)</u>	<u>Instruments (Musical storytelling)</u>	<u>Singing (On this island)</u>	<u>Contrasting dynamics (Space)</u>	<u>Structure (Myths and Legends)</u>	<u>Pitch (Musical me)</u>
Moral	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						
	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 and British values mapping - Key stage 1

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 1 - Year 2						
		<u>Call and response (Animals)</u>	<u>Instruments (Musical storytelling)</u>	<u>Singing (On this island)</u>	<u>Contrasting dynamics (Space)</u>	<u>Structure (Myths and Legends)</u>	<u>Pitch (Musical me)</u>	
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		✓	✓	✓	✓	✓	✓	
Social	Democracy							
	The rule of law							
	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.	Individual liberty*	✓	✓	✓	✓	✓	✓
		*All units have a composition element which provides children with opportunities to make their own musical choices						
	Mutual respect*	✓	✓	✓	✓	✓	✓	
		*All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively						
Tolerance of those with different faiths and beliefs								

# SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2					
		<a href="#">Call and response (Animals)</a>	<a href="#">Instruments (Musical storytelling)</a>	<a href="#">Singing (On this island)</a>	<a href="#">Contrasting dynamics (Space)</a>	<a href="#">Structure (Myths and Legends)</a>	<a href="#">Pitch (Musical me)</a>
Cultural	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 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						

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		* <u>Ballads</u>	<u>Creating compositions in response to animation</u>	* <u>Developing singing technique and keeping in time</u>	* <u>Pentatonic melodies and composition</u>	<u>Jazz</u>	* <u>Traditional instruments and improvisation</u>
Spiritual	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	✓	✓	✓	✓	✓	✓

# SMSC mapping - Lower key stage 2

		Kapow Primary units Key stage 2 - Year 3					
		* <u>Ballads</u>	<u>Creating compositions in response to animation</u>	* <u>Developing singing technique and keeping in time</u>	* <u>Pentatonic melodies and composition</u>	<u>Jazz</u>	* <u>Traditional instruments and improvisation</u>
Moral	Units which offer opportunities for pupils to develop 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						
	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 and British values mapping - Lower key stage 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 3						
		* <u>Ballads</u>	<u>Creating compositions in response to animation</u>	* <u>Developing singing technique and keeping in time</u>	* <u>Pentatonic melodies and composition</u>	<u>Jazz</u>	* <u>Traditional instruments and improvisation</u>	
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	✓	✓	✓	✓	✓	✓	
	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.	Democracy	✓			✓		
		The rule of law						
		Individual liberty*	✓	✓	✓	✓	✓	✓
		*All units have a composition element which provides children with opportunities to make their own musical choices						
		Mutual respect*	✓	✓	✓	✓	✓	✓
*All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively								
Tolerance of those with different faiths and beliefs				✓				



# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		* <u>Ballads</u>	<u>Creating compositions in response to animation</u>	* <u>Developing singing technique and keeping in time</u>	* <u>Pentatonic melodies and composition</u>	<u>Jazz</u>	* <u>Traditional instruments and improvisation</u>
Cultural	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 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				✓	✓	✓

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		* <u>Body and tuned percussion</u>	<u>Rock and roll</u>	* <u>Changes in pitch, dynamics and tempo</u>	<u>Haiku, music and performance</u>	* <u>Samba and carnival sounds and instruments</u>	* <u>Adapting and transposing motifs</u>
Spiritual	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	✓	✓	✓	✓	✓	✓

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		* <u>Body and tuned percussion</u>	<u>Rock and roll</u>	* <u>Changes in pitch, dynamics and tempo</u>	<u>Haiku, music and performance</u>	* <u>Samba and carnival sounds and instruments</u>	* <u>Adapting and transposing motifs</u>
Moral	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						
	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 and British values mapping - Lower key stage 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 4						
		<u>*Body and tuned percussion</u>	<u>Rock and roll</u>	<u>*Changes in pitch, dynamics and tempo</u>	<u>Haiku, music and performance</u>	<u>*Samba and carnival sounds and instruments</u>	<u>*Adapting and transposing motifs</u>	
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		✓	✓	✓	✓	✓	✓	
Social	Democracy							
	The rule of law							
	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.	Individual liberty*	✓	✓	✓	✓	✓	✓
		*All units have a composition element which provides children with opportunities to make their own musical choices						
	Mutual respect*	✓	✓	✓	✓	✓	✓	
		*All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively						
Tolerance of those with different faiths and beliefs								

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		* <u>Body and tuned percussion</u>	<u>Rock and roll</u>	* <u>Changes in pitch, dynamics and tempo</u>	<u>Haiku, music and performance</u>	* <u>Samba and carnival sounds and instruments</u>	* <u>Adapting and transposing motifs</u>
Cultural	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 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				✓	✓	

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		* <a href="#">Composition notation</a>	* <a href="#">Blues</a>	* <a href="#">South and West Africa</a>	* <a href="#">Composition to represent the festival of colour</a>	<a href="#">Looping and remixing</a>	<a href="#">Musical theatre</a>
Spiritual	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	✓	✓	✓	✓	✓	✓

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		* <a href="#">Composition notation</a>	* <a href="#">Blues</a>	* <a href="#">South and West Africa</a>	* <a href="#">Composition to represent the festival of colour</a>	<a href="#">Looping and remixing</a>	<a href="#">Musical theatre</a>
Moral	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						
	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 and British values mapping - Upper key stage 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 5						
		* <a href="#">Composition notation</a>	* <a href="#">Blues</a>	* <a href="#">South and West Africa</a>	* <a href="#">Composition to represent the festival of colour</a>	<a href="#">Looping and remixing</a>	<a href="#">Musical theatre</a>	
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		✓	✓	✓	✓	✓	✓	
Social	Democracy							
	The rule of law							
	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.	Individual liberty*	✓	✓	✓	✓	✓	✓
		*All units have a composition element which provides children with opportunities to make their own musical choices						
	Mutual respect*	✓	✓	✓	✓	✓	✓	
		*All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively						
Tolerance of those with different faiths and beliefs				✓				



# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		* <u>Composition notation</u>	* <u>Blues</u>	* <u>South and West Africa</u>	* <u>Composition to represent the festival of colour</u>	<u>Looping and remixing</u>	<u>Musical theatre</u>
Cultural	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 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		✓	✓	✓		

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		* <u>Dynamics, pitch and texture</u>	<u>Songs of World War 2</u>	<u>Film music</u>	* <u>Theme and variations</u>	<u>Baroque</u>	* <u>Composing and performing a leavers' song</u>
Spiritual	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	✓	✓	✓	✓	✓	✓

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		<u>*Dynamics, pitch and texture</u>	<u>Songs of World War 2</u>	<u>Film music</u>	<u>*Theme and variations</u>	<u>Baroque</u>	<u>*Composing and performing a leavers' song</u>
Moral	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						
	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 and British values mapping - Upper key stage 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 6						
		<u>*Dynamics, pitch and texture</u>	<u>Songs of World War 2</u>	<u>Film music</u>	<u>*Theme and variations</u>	<u>Baroque</u>	<u>*Composing and performing a leavers' song</u>	
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		✓	✓	✓	✓	✓	✓	
Social	Democracy						✓	
	The rule of law							
	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.	Individual liberty*	✓	✓	✓	✓	✓	✓
		* All units have a composition element which provides children with opportunities to make their own musical choices						
	Mutual respect*	✓	✓	✓	✓	✓	✓	
		**All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively						
Tolerance of those with different faiths and beliefs								

# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		* <u>Dynamics, pitch and texture</u>	<u>Songs of World War 2</u>	<u>Film music</u>	* <u>Theme and variations</u>	<u>Baroque</u>	* <u>Composing and performing a leavers' song</u>
Cultural	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 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					✓	

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Instrumental scheme					
		* <a href="#">South Africa</a>	* <a href="#">Caribbean</a>	<a href="#">South America</a>	<a href="#">Indonesia</a>	<a href="#">India</a>	<a href="#">America</a>
Spiritual	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	✓	✓	✓	✓	✓	✓

# SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Instrumental scheme					
		* <a href="#">South Africa</a>	* <a href="#">Caribbean</a>	<a href="#">South America</a>	<a href="#">Indonesia</a>	<a href="#">India</a>	<a href="#">America</a>
Moral	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		✓				
	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 and British values mapping - Upper key stage 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Instrumental scheme						
		* <a href="#">South Africa</a>	* <a href="#">Caribbean</a>	<a href="#">South America</a>	<a href="#">Indonesia</a>	<a href="#">India</a>	<a href="#">America</a>	
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		✓	✓	✓	✓	✓	✓	
Social	Democracy							
	The rule of law							
	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.	Individual liberty*	✓	✓	✓	✓	✓	✓
		*All units have a composition element which provides children with opportunities to make their own musical choices						
	Mutual respect*	✓	✓	✓	✓	✓	✓	
		**All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively						
Tolerance of those with different faiths and beliefs								



# SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Instrumental scheme					
		* <a href="#">South Africa</a>	* <a href="#">Caribbean</a>	<a href="#">South America</a>	<a href="#">Indonesia</a>	<a href="#">India</a>	<a href="#">America</a>
Cultural	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 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	✓	✓	✓	✓	✓	✓

Our Music curriculum contributes to the **Spiritual** development of pupils by:

- Inspiring them to be creative and imaginative when composing.
- Encouraging them to enjoy and respond to different genres and styles of music.
- Giving them opportunities to discuss emotions evoked by music.

Our Music curriculum contributes to the **Moral** development of pupils by:

- Providing opportunities to further explore moral issues surrounding different music styles (WW2, slave plantations, rock and roll), if this is appropriate, and chances to understand how viewpoints on these issues have changed over time.

Our Music curriculum contributes to the **Social** development of pupils by:

- Giving them opportunities to collaborate with a group towards a shared outcome.
- Enabling them to make decisions as a group, dealing with conflict when it arises.
- Supporting children to give constructive feedback to their peers, considering the feelings of others when doing so.
- Offering them regular opportunities to perform in class and in front of an audience.

Our Music curriculum contributes to the **Cultural** development of pupils by:

- Broadening their awareness of cultural diversity by introducing them to music from around the world.
- Allowing them to understand more about the importance of music in their own and others' heritage.
- Helping them to see that music plays an important role in many cultures around the world.
- Fostering respect for music associated with different cultures and the diversity of this music.

# Personal development criteria

The school inspection handbook (Ofsted, 2019) lists the the dimensions of the personal development of pupils as:

developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Ofsted recognises that you often won't be able to assess the impact of your personal development provision while a pupil is at your school, and therefore they **won't** try to measure the impact of your provision on individual pupils.

# Personal development criteria mapping - Key stage 1

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 1 - Year 1					
	* <a href="#">Keeping the pulse (My favourite things)</a>	<a href="#">Tempo</a>	* <a href="#">Dynamics (Seaside)</a>	* <a href="#">Sound patterns (Fairy tales)</a>	* <a href="#">Pitch (Superheroes)</a>	<a href="#">Musical symbols (Under the sea)</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs	See British values mapping for <a href="#">Year 1</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	✓	✓	✓	✓	✓	✓
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society		✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓

# Personal development criteria mapping - Key stage 1

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 1 - Year 2					
	* <a href="#">Call and response (Animals)</a>	* <a href="#">Instruments (Musical storytelling)</a>	* <a href="#">Singing (On this island)</a>	<a href="#">Contrasting dynamics (Space)</a>	<a href="#">Structure (Myths and Legends)</a>	* <a href="#">Pitch (Musical me)</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	See British values mapping for <a href="#">Year 2</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique						
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓

# Personal development criteria mapping - Lower key stage 2

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 2 - Year 3					
	* <a href="#">Ballads</a>	<a href="#">Creating compositions in response to animation</a>	* <a href="#">Developing singing technique and keeping in time</a>	* <a href="#">Pentatonic melodies and composition</a>	<a href="#">Jazz</a>	* <a href="#">Traditional instruments and improvisation</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	See British values mapping for <a href="#">Year 3</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique				✓	✓	✓
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓

# Personal development criteria mapping - Lower key stage 2

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 2 - Year 4					
	* <a href="#">Body and tuned percussion</a>	<a href="#">Rock and roll</a>	* <a href="#">Changes in pitch, dynamics and tempo</a>	<a href="#">Haiku, music and performance</a>	* <a href="#">Samba and carnival sounds and instruments</a>	* <a href="#">Adapting and transposing motifs</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	See British values mapping for <a href="#">Year 4</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique					✓	
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓

# Personal development criteria mapping - Upper key stage 2

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 2 - Year 5					
	* <a href="#">Composition notation</a>	* <a href="#">Blues</a>	* <a href="#">South and West Africa</a>	* <a href="#">Composition to represent the festival of colour</a>	<a href="#">Looping and remixing</a>	<a href="#">Musical theatre</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	See British values mapping for <a href="#">Year 5</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique		✓	✓	✓		
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓



# Personal development criteria mapping - Upper key stage 2

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 2 - Year 6					
	* <a href="#">Dynamics, pitch and texture</a>	<a href="#">Songs of World War 2</a>	<a href="#">Film music</a>	* <a href="#">Theme and variations</a>	<a href="#">Baroque</a>	* <a href="#">Composing and performing a leavers' song</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	See British values mapping for <a href="#">Year 6</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique						
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓

# Personal development criteria mapping - Instrumental scheme

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 2 - Instrumental scheme					
	* <a href="#">South Africa</a>	* <a href="#">Caribbean</a>	<a href="#">South America</a>	<a href="#">Indonesia</a>	<a href="#">India</a>	<a href="#">America</a>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	See British values mapping for the <a href="#">Instrumental scheme</a>					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	✓	✓	✓	✓	✓	✓
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓