

*Science*



*Kapow  
Primary™*

Personal development,  
SMSC and  
British values mapping

# What is SMSC?

This stands for Spiritual, moral, social and cultural development.

All schools in England must show that they are developing their pupils in these areas. We have taken the SMSC statements included in this document from the Ofsted Inspection handbook (November 2019) which details what inspectors may look for when evaluating 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 Science 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.**



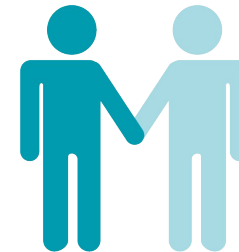
## Rule of law

**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 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>Seasonal changes</u>	<u>Everyday materials</u>	<u>Sensitive bodies</u>	<u>Comparing animals</u>	<u>Introduction to plants</u>	<u>Investigating science through stories</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>Seasonal changes</u>	<u>Everyday materials</u>	<u>Sensitive bodies</u>	<u>Comparing animals</u>	<u>Introduction to plants</u>	<u>Investigating science through stories</u>
<b>Moral</b>	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>Seasonal changes</u>	<u>Everyday materials</u>	<u>Sensitive bodies</u>	<u>Comparing animals</u>	<u>Introduction to plants</u>	<u>Investigating science through stories</u>	
<b>Social</b>	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						
		Mutual respect	✓	✓	✓	✓	✓	✓
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="#">Seasonal changes</a>	<a href="#">Everyday materials</a>	<a href="#">Sensitive bodies</a>	<a href="#">Comparing animals</a>	<a href="#">Introduction to plants</a>	<a href="#">Investigating science through stories</a>
<b>Cultural</b>	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>Habitats</u>	<u>Micro-habitats</u>	<u>Uses of everyday materials</u>	<u>Life cycles and health</u>	<u>Plant growth</u>	<u>Plant-based materials</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>Habitats</u>	<u>Micro-habitats</u>	<u>Uses of everyday materials</u>	<u>Life cycles and health</u>	<u>Plant growth</u>	<u>Plant-based materials</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>Habitats</u>	<u>Micro-habitats</u>	<u>Uses of everyday materials</u>	<u>Life cycles and health</u>	<u>Plant growth</u>	<u>Plant-based materials</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						
		Mutual respect	✓	✓	✓	✓	✓	✓
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					
		<u>Habitats</u>	<u>Micro-habitats</u>	<u>Uses of everyday materials</u>	<u>Life cycles and health</u>	<u>Plant growth</u>	<u>Plant-based materials</u>
<b>Cultural</b>	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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		<u>Movement and nutrition</u>	<u>Forces and magnets</u>	<u>Rocks and soil</u>	<u>Light and shadows</u>	<u>Plant reproduction</u>	<u>Does hand span affect grip strength?</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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		<u>Movement and nutrition</u>	<u>Forces and magnets</u>	<u>Rocks and soil</u>	<u>Light and shadows</u>	<u>Plant reproduction</u>	<u>Does hand span affect grip strength?</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 mapping - Key stage 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 3						
		<u>Movement and nutrition</u>	<u>Forces and magnets</u>	<u>Rocks and soil</u>	<u>Light and shadows</u>	<u>Plant reproduction</u>	<u>Does hand span affect grip strength?</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						
		Mutual respect	✓	✓	✓	✓	✓	✓
Tolerance of those with different faiths and beliefs	✓							

# SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		<u>Movement and nutrition</u>	<u>Forces and magnets</u>	<u>Rocks and soil</u>	<u>Light and shadows</u>	<u>Plant reproduction</u>	<u>Does hand span affect grip strength?</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 - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>Digestion and food</u>	<u>Electricity and circuits</u>	<u>States of matter</u>	<u>Sound and vibrations</u>	<u>Classification and changing habitats</u>	<u>How does the flow of liquids compare?</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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>Digestion and food</u>	<u>Electricity and circuits</u>	<u>States of matter</u>	<u>Sound and vibrations</u>	<u>Classification and changing habitats</u>	<u>How does the flow of liquids compare?</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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4						
		<u>Digestion and food</u>	<u>Electricity and circuits</u>	<u>States of matter</u>	<u>Sound and vibrations</u>	<u>Classification and changing habitats</u>	<u>How does the flow of liquids compare?</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						
		Mutual respect	✓	✓	✓	✓	✓	✓
Tolerance of those with different faiths and beliefs	✓							

# SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>Digestion and food</u>	<u>Electricity and circuits</u>	<u>States of matter</u>	<u>Sound and vibrations</u>	<u>Classification and changing habitats</u>	<u>How does the flow of liquids compare?</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 - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5						
		<u>Mixtures and separation</u>	<u>Properties and changes</u>	<u>Earth and space</u>	<u>Life cycles and reproduction</u>	<u>Unbalanced forces</u>	<u>Human timeline</u>	<u>Does the size of an asteroid affect its impact strength?</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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5						
		<u>Mixtures and separation</u>	<u>Properties and changes</u>	<u>Earth and space</u>	<u>Life cycles and reproduction</u>	<u>Unbalanced forces</u>	<u>Human timeline</u>	<u>Does the size of an asteroid affect its impact strength?</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 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 5							
		<u>Mixtures and separation</u>	<u>Properties and changes</u>	<u>Earth and space</u>	<u>Life cycles and reproduction</u>	<u>Unbalanced forces</u>	<u>Human timeline</u>	<u>Does the size of an asteroid affect its impact strength?</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							
Mutual respect		✓	✓	✓	✓	✓	✓	✓	
Tolerance of those with different faiths and beliefs						✓			

# SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5						
		<u>Mixtures and separation</u>	<u>Properties and changes</u>	<u>Earth and space</u>	<u>Life cycles and reproduction</u>	<u>Unbalanced forces</u>	<u>Human timeline</u>	<u>Does the size of an asteroid affect its impact strength?</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 - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		<u>Classifying big and small</u>	<u>Light and reflection</u>	<u>Evolution and inheritance</u>	<u>Circuits, batteries and switches</u>	<u>Circulation and health</u>	<u>Are some sunglasses safer than others?</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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		<u>Classifying big and small</u>	<u>Light and reflection</u>	<u>Evolution and inheritance</u>	<u>Circuits, batteries and switches</u>	<u>Circulation and health</u>	<u>Are some sunglasses safer than others?</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 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6						
		<u>Classifying big and small</u>	<u>Light and reflection</u>	<u>Evolution and inheritance</u>	<u>Circuits, batteries and switches</u>	<u>Circulation and health</u>	<u>Are some sunglasses safer than others?</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						
		Mutual respect	✓	✓	✓	✓	✓	✓
Tolerance of those with different faiths and beliefs			✓					

# SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		<u>Classifying big and small</u>	<u>Light and reflection</u>	<u>Evolution and inheritance</u>	<u>Circuits, batteries and switches</u>	<u>Circulation and health</u>	<u>Are some sunglasses safer than others?</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			✓			

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

- Fostering an appreciation of the natural world and encouraging pupils to look at it with wonder, awe and a sense of fascination.
- Reflecting on the interconnectedness of all living things and their environment to promote a sense of respect and responsibility for the planet.
- Encouraging the use of imagination and creativity in their learning through hands-on experiments.
- Highlighting the relevance of scientific knowledge in everyday life and to their own wellbeing, encouraging pupils to reflect on their learning experiences and personal growth.

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

- Providing opportunities to explore the ethical implications of scientific discoveries, encouraging pupils to reflect on their own beliefs, values, and perspectives.
- Facilitating reasoned discussions on moral dilemmas in science, such as environmental conservation and climate change, fostering appreciation for different viewpoints and respect for relevant laws and regulations.
- Promoting an understanding of right and wrong and of the consequences of their behaviour and actions, particularly in relation to environmental stewardship and sustainable living.
- Developing an interest in investigating and offering reasoned views about moral and ethical issues in science and the ability to understand and appreciate the viewpoints of others on these issues.

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

- Providing opportunities to enhance social skills through collaborative practicals, group projects and scientific investigations.
- Fostering discussions on diverse scientific topics, promoting understanding and respect for the perspectives of others.
- Exploring scientific scenarios that involve cooperation, conflict resolution and community engagement, such as responding to environmental challenges.

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

- Facilitating an understanding and appreciation of various cultural influences that have shaped scientific discoveries and advancements, highlighting contributions from diverse cultures and societies throughout history.
- Promoting awareness of the commonalities across different communities by using scientific concepts and case studies to demonstrate interconnectedness and shared global challenges, such as climate change, health crises and technological advancements.
- Encouraging a willingness to engage with various cultural experiences related to science, such as exhibitions, public talks and science festivals.

# 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 Science scheme supports:	Kapow Primary units Key stage 1 - Year 1					
	<a href="#">Seasonal changes</a>	<a href="#">Everyday materials</a>	<a href="#">Sensitive bodies</a>	<a href="#">Comparing animals</a>	<a href="#">Introduction to plants</a>	<a href="#">Investigating science through stories</a>
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 of those with different faiths and beliefs	See British values mapping for Year 1					
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						
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						
supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully						✓



# Personal development criteria mapping - Key stage 1

Personal development criteria Kapow Primary's Science scheme supports:	Kapow Primary units Key stage 1 - Year 2					
	<a href="#">Habitats</a>	<a href="#">Micro-habitats</a>	<a href="#">Uses of everyday materials</a>	<a href="#">Life cycles and health</a>	<a href="#">Plant growth</a>	<a href="#">Plant-based materials</a>
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 of those with different faiths and beliefs	See British values mapping for Year 2					
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						✓
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				✓		
supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully						✓

# Personal development criteria mapping - Key stage 2

Personal development criteria Kapow Primary's Science scheme supports:	Kapow Primary units Key stage 2 - Year 3					
	<u>Movement and nutrition</u>	<u>Forces and magnets</u>	<u>Rocks and soil</u>	<u>Light and shadows</u>	<u>Plant reproduction</u>	<u>Does hand span affect grip strength?</u>
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 of those with different faiths and beliefs	See British values mapping for Year 3					
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	✓	✓	✓	✓	✓	✓
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	✓					✓
supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully		✓		✓		

# Personal development criteria mapping - Key stage 2

Personal development criteria Kapow Primary's Science scheme supports:	Kapow Primary units Key stage 2 - Year 4					
	<u>Digestion and food</u>	<u>Electricity and circuits</u>	<u>States of matter</u>	<u>Sound and vibrations</u>	<u>Classification and changing habitats</u>	<u>How does the flow of liquids compare?</u>
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 of those with different faiths and beliefs	See British values mapping for Year 4					
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	✓	✓	✓	✓	✓	✓
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						✓
supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully						

# Personal development criteria mapping - Key stage 2

Personal development criteria Kapow Primary's Science scheme supports:	Kapow Primary units Key stage 2 - Year 5					
	<a href="#">Mixtures and separation</a>	<a href="#">Properties and changes</a>	<a href="#">Earth and space</a>	<a href="#">Life cycles and reproduction</a>	<a href="#">Unbalanced forces</a>	<a href="#">Human timeline</a>
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 of those with different faiths and beliefs	See British values mapping for Year 5					
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	✓	✓	✓	✓	✓	✓
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						
supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully					✓	

# Personal development criteria mapping - Key stage 2

Personal development criteria Kapow Primary's Science scheme supports:	Kapow Primary units Key stage 2 - Year 6					
	<a href="#">Classifying big and small</a>	<a href="#">Light and reflection</a>	<a href="#">Evolution and inheritance</a>	<a href="#">Circuits, batteries and switches</a>	<a href="#">Circulation and health</a>	<a href="#">Are some sunglasses safer than others?</a>
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 of those with different faiths and beliefs	See British values mapping for Year 6					
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		✓	✓	✓	✓	✓
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					✓	✓
supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully		✓	✓	✓	✓	✓