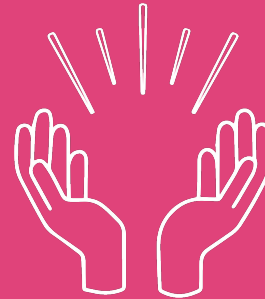


*Religion and
worldviews*



*Kapow
Primary™*

**SMSC,
British values &
Personal development
mapping**

Introduction

This document is aimed at RE subject leaders and Personal development leads. It shows where the Kapow Primary Religion and worldviews 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](#).

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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

What are British values?

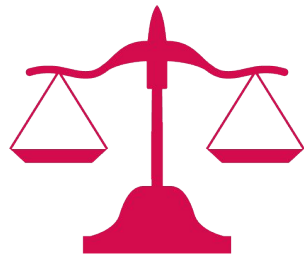
Since November 2014 all schools have been expected to actively promote the fundamental British values set out below.

Our Religion and worldviews 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.



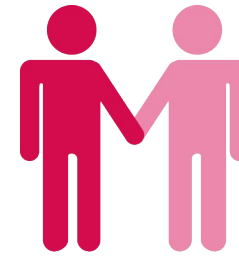
Rule of law

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>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for 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 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1						
		<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for 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 1

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 1 - Year 1							
		<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for 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 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1						
		<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for 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.	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2						
		<u>Respectful R&W</u>	<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</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

		Kapow Primary units Key stage 1 - Year 2						
Units which offer opportunities for pupils to develop their:		<u>Respectful R&W</u>	<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</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>Respectful R&W</u>	<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</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>Respectful R&W</u>	<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</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 3						
		<u>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</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>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</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 3							
		<u>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</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>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</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>Respectful R&W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</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>Respectful R&W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</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>Respectful R&W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</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>Respectful R&W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</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>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</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>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</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>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</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>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</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>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</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>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</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>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</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>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</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 Religion and worldviews curriculum contributes to the **Spiritual** development of pupils by:

- Encouraging pupils to discuss their own views about belonging, meaning, purpose and truth.
- Inviting the children to reflect on personal beliefs and experiences by providing opportunities to connect religious and non-religious beliefs, teachings and events to their own lives.
- Providing opportunities to appreciate beliefs and practices that influence our lives today.
- Inspiring pupils to be creative and imaginative in their exploration of religious stories and scripture, artefacts, photographs, music and art to develop a deeper understanding of different worldviews.
- Promoting knowledge of, and respect for, different people's worldviews, feelings and values by examining diverse religious traditions, cultures and practices.

Our Religion and worldviews curriculum contributes to the **Moral** development of pupils by:

- Helping them understand the outcomes of their actions and behaviour through studying the effects of decisions made by individuals and communities.
- Encouraging them to explore their own understanding of right and wrong when considering ethical dilemmas and decisions within different religious, non-religious and cultural traditions.
- Nurturing their sense of justice and fairness. Through the study of religious teachings and historical events, pupils learn about the consequences of prejudice, discrimination and injustice.

Our Religion and worldviews curriculum contributes to the **Social** development of pupils by:

- Giving pupils opportunities to collaborate with a group towards a shared outcome.
- Enabling pupils to make decisions as a group, dealing with conflict when it arises and treating each other with respect.
- Providing opportunities to present their work to others.
- Cultivating empathy through introducing students to diverse religious traditions, cultures and perspectives using first-hand accounts.
- Opportunities to meet visitors from locally represented worldviews, building relationships, appreciation and understanding
- Enhancing their knowledge of different worldviews, which helps them understand and connect with people from diverse backgrounds.

Our Religion and worldviews curriculum contributes to the **Cultural** development of pupils by:

- Encouraging pupils to recognise and value the things we share in common across cultural, religious and non religious communities, promoting inclusivity and social cohesion.
- Promoting an appreciation of the diversity and richness of religious and cultural traditions across the globe.
- Teaching pupils about Britain's diverse religious landscape and its central role in shaping the nation's history and values, as well as emphasising the ongoing development of religious and cultural practices in Britain.
- Exploring religious and cultural events and their impact on individuals and societies, learning how cultures have adapted and changed as a result of significant events.
- Providing opportunities to visit religious places or meet visitors from different worldviews, building engagement, understanding and respect for diverse cultural and religious practices.

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 Religion and worldviews scheme supports:	Kapow Primary units Key stage 1 - Year 1						
	<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</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 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	✓	✓	✓	✓	✓	✓	✓
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 Religion and worldviews scheme supports:	Kapow Primary units Key stage 1 - Year 2						
	Respectful R&W	Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
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	✓	✓	✓	✓	✓	✓	✓
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 Religion and worldviews scheme supports:	Kapow Primary units Key stage 2 - Year 3						
	<u>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially ?</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	✓	✓	✓	✓	✓	✓	✓
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 Religion and worldviews scheme supports:	Kapow Primary units Key stage 2 - Year 4						
	Respectful R&W	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
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	✓	✓	✓	✓	✓	✓	✓
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 Religion and worldviews scheme supports:	Kapow Primary units Key stage 2 - Year 5						
	<u>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</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 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	✓	✓	✓	✓	✓	✓	✓
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 Religion and worldviews scheme supports:	Kapow Primary units Key stage 2 - Year 6						
	<u>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</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 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	✓	✓	✓	✓	✓	✓	✓
supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully	✓	✓	✓	✓	✓	✓	✓