

Wellbeing



*Kapow
Primary™*

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

Introduction

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

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

Please note that the Wellbeing 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.

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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

The spiritual development of pupils is shown by their:

- 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

The moral development of pupils is shown by their:

- 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

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance 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

The cultural development of pupils is shown by their:

- 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 Wellbeing curriculum supports schools in promoting these values and the Social development pages that follow also show which units help to instil each of the British values. Where a particular lesson promotes one or more of the British values then this is detailed in the **Other links** section of the lesson plan too.



Democracy

We all have a voice within school and society.



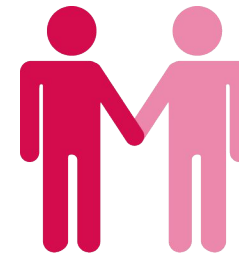
Rule of law

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

	Units which offer opportunities for pupils to develop their:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Connect	Connect	Connect	Connect		Connect
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Discover Take notice Connect	Discover Take notice Connect	Discover Take notice Connect	Discover Connect Take notice	Discover Take notice Connect	Discover Take notice Connect
	Use of imagination and creativity in their learning	Connect			Discover Connect	Discover Connect	Discover Connect
	Willingness to reflect on their experiences	Discover Take notice Connect Give	Discover Connect Give	Discover Take notice Connect Give	Discover Take notice Connect Give	Discover Connect Give	Discover Take notice Connect Give

SMSC mapping

	Units which offer opportunities for pupils to develop their:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Discover Connect Give	Discover Connect Give	Discover Give	Discover Give	Discover Connect Give	Discover Give
	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	Connect			Connect		Connect

SMSC and British values mapping

Units which offer opportunities for pupils to develop their:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
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	Connect		Connect	Connect	Connect		
	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			Take notice	Connect	Connect	Connect	
	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					Connect	
		The rule of law						
		Individual liberty	Discover	Discover	Discover	Discover	Discover	Discover
		Mutual respect	Connect Give	Connect Give	Connect Give	Connect Give	Connect Give	Connect Give
Tolerance of those with different faiths and beliefs								

SMSC mapping

	Units which offer opportunities for pupils to develop their:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others			Connect	Connect		
	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				Connect		
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities			Connect	Connect		Connect
	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	Discover Take notice Give	Take notice Connect Give	Discover Give		Connect	
	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		Connect		Connect		Connect

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

Personal development criteria	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.	Discover Take notice Connect Give	Discover Take notice Connect Give	Discover Take notice Connect Give	Discover Take notice Connect Give	Discover Take notice Connect Give	Discover Take notice Connect Give
Develop 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.			Connect			
Enable pupils to recognise online and offline risks to their well-being and making them aware of the support available to them.				Take notice Connect		
Develop pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education.						
Develops pupil to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.	Connect Give	Give	Take notice Give	Connect Give	Connect Give	Connect Give