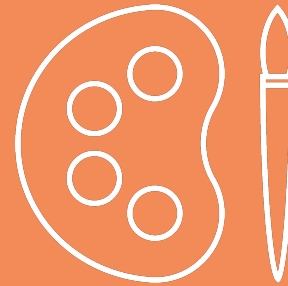


Art and design



Kapow
Primary™

Personal development,
SMSC &
British values mapping

Introduction

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

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

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

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

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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

British values

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

Our Art and design 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

	The spiritual development of pupils is shown by their:	Kapow Primary units Key stage 1 - Year 1				Kapow Primary units Key stage 1 - Year 2			
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
		Exploring line and shape	Colour splash	Paper play	Woven wonders	Understanding tone and texture	Life in colour	Clay houses	Map it out
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

	The moral development of pupils is shown by their:	Kapow Primary units Key stage 1 - Year 1				Kapow Primary units Key stage 1 - Year 2			
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
		Exploring line and shape	Colour splash	Paper play	Woven wonders	Understanding tone and texture	Life in colour	Clay houses	Map it out
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

The social development of pupils is shown by their:		Kapow Primary units Key stage 1 - Year 1				Kapow Primary units Key stage 1 - Year 2				
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	
		Exploring line and shape	Colour splash	Paper play	Woven wonders	Understanding tone and texture	Life in colour	Clay houses	Map it out	
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

	The social development of pupils is shown by their:	Kapow Primary units Key stage 1 - Year 1				Kapow Primary units Key stage 1 - Year 2			
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
		Exploring line and shape	Colour splash	Paper play	Woven wonders	Understanding tone and texture	Life in colour	Clay houses	Map it out
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	✓	✓	✓	✓	✓	✓		✓
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	✓	✓	✓	✓	✓	✓	✓	✓
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	✓	✓	✓	✓	✓			✓
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.								
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	✓	✓	✓	✓	✓	✓	✓	✓
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	✓	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Lower key stage 2

	The spiritual development of pupils is shown by their:	Kapow Primary units Key stage 2 - Year 3				Kapow Primary units Key stage 2 - Year 4			
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
		Developing drawing skills	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls	Exploring tone, texture and proportion	Light and dark	Mega materials	Fabric of nature
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life		✓		✓			✓	
	Knowledge of, and respect for, different people's faiths, feelings and values		✓		✓			✓	
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓	✓	✓	✓	✓	✓	✓	✓
	Willingness to reflect on their experiences	✓		✓		✓		✓	

SMSC mapping - Lower key stage 2

	The moral development of pupils is shown by their:	Kapow Primary units Key stage 2 - Year 3				Kapow Primary units Key stage 2 - Year 4			
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
		Developing drawing skills	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls	Exploring tone, texture and proportion	Light and dark	Mega materials	Fabric of nature
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England								
	Understanding of the consequences of their behaviour and actions	✓	✓	✓	✓	✓	✓	✓	✓
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.		✓		✓			✓	✓

SMSC and British values mapping - Lower key stage 2

The social development of pupils is shown by their:		Kapow Primary units Key stage 2 - Year 3				Kapow Primary units Key stage 2 - Year 4				
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	
		Developing drawing skills	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls	Exploring tone, texture and proportion	Light and dark	Mega materials	Fabric of nature	
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 - Lower key stage 2

	The social development of pupils is shown by their:	Kapow Primary units Key stage 2 - Year 3				Kapow Primary units Key stage 2 - Year 4			
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
		Developing drawing skills	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls	Exploring tone, texture and proportion	Light and dark	Mega materials	Fabric of nature
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others		✓		✓			✓	✓
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	✓	✓	✓	✓	✓	✓	✓	✓
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	✓	✓	✓	✓	✓		✓	
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.								
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	✓	✓	✓	✓	✓	✓	✓	✓
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	✓	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Upper key stage 2

	The spiritual development of pupils is shown by their:	Kapow Primary units Key stage 2 - Year 5				Kapow Primary units Key stage 2 - Year 6			
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
		Depth, emotion and movement	Portraits	Interactive installation	Architecture	Expressing ideas	Artist study	Making memories	Photo opportunity
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✓	✓	✓	✓	✓	✓	✓	✓
	Knowledge of, and respect for, different people's faiths, feelings and values	✓	✓	✓	✓	✓	✓	✓	✓
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓	✓	✓	✓	✓
	Use of imagination and creativity in their learning	✓	✓	✓	✓	✓	✓	✓	✓
	Willingness to reflect on their experiences	✓	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Upper key stage 2

	The moral development of pupils is shown by their:	Kapow Primary units Key stage 2 - Year 5				Kapow Primary units Key stage 1 - Year 6			
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
		Depth, emotion and movement	Portraits	Interactive installation	Architecture	Expressing ideas	Artist study	Making memories	Photo opportunity
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England								
	Understanding of the consequences of their behaviour and actions	✓	✓	✓	✓	✓	✓	✓	✓
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	✓	✓	✓	✓	✓	✓	✓	✓

SMSC and British values mapping - Upper key stage 2

The social development of pupils is shown by their:		Kapow Primary units Key stage 2 - Year 5				Kapow Primary units Key stage 2 - Year 6			
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
		Depth, emotion and movement	Portraits	Interactive installation	Architecture	Expressing ideas	Artist study	Making memories	Photo opportunity
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 - Lower key stage 2

	The social development of pupils is shown by their:	Kapow Primary units Key stage 2 - Year 5				Kapow Primary units Key stage 2 - Year 6			
		Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
		Depth, emotion and movement	Portraits	Interactive installation	Architecture	Expressing ideas	Artist study	Making memories	Photo opportunity
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 Art and design curriculum contributes to the **Spiritual** development of pupils by:

- Encouraging reflection on beliefs, experiences, and perspectives through engaging themes and ideas, promoting enjoyment and self-discovery in learning.
- Introducing diverse art forms, styles, and designs from various cultural and personal viewpoints, fostering respect for different faiths, emotions, and values.
- Stimulating imagination and creativity, enabling original and inventive expressions of their understanding of the world.
- Nurturing curiosity about artistic materials, techniques, and perspectives, fostering wonder and appreciation for the world's diversity and complexity.
- Providing opportunities for discussing and interpreting artwork, cultivating empathy, understanding, personal insight, and self-awareness.

Our Art and design curriculum contributes to the **Moral** development of pupils by:

- Promoting respect for original work and intellectual property rights in art.
- Facilitating discussions on ethical issues in art, including cultural representation and understanding diverse perspectives.
- Using art to explore fairness, justice, and moral dilemmas, fostering students' critical thinking and personal viewpoints.
- Encouraging responsibility for creative materials and shared resources, emphasizing consequences and care.
- Creating opportunities for fair group work, cultivating an ethical environment of accountability.

Our Art and design curriculum contributes to the **Social** development of pupils by:

- Encouraging diverse social skills through collaborative group projects, embracing ideas from various backgrounds.
- Fostering a classroom community through shared appreciation of art, promoting participation and cooperation. Using art to explore conflicts, teaching respectful expression and active listening.
- Introducing diverse art and design, promoting respect and tolerance for different beliefs.
- Inspiring positive contributions to the classroom and community through creative skills.

Our Art and design curriculum contributes to the **Cultural** development of pupils by:

- Introducing diverse art and design forms, fostering cultural understanding and appreciation.
- Promoting artwork reflecting pupils' cultural backgrounds, creating an inclusive and respectful learning environment.
- Studying globally renowned artists from diverse backgrounds, highlighting shared human creativity.
- Exploring cultural significance, fostering respect for faiths, diversity, and the influences of British history.
- Connecting art to key events, enhancing understanding of cultural diversity.

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 Art and design scheme supports:	Kapow Primary units Key stage 1 - Year 1				Kapow Primary units Key stage 1 - Year 2			
	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	Exploring line and shape	Colour splash	Paper play	Woven wonders	Understanding tone and texture	Life in colour	Clay houses	Map it out
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of different cultures and religions.	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓	✓	✓

Personal development criteria mapping - Key stage 2

Personal development criteria Kapow Primary's Art and design scheme supports:	Kapow Primary units Key stage 2 - Year 3				Kapow Primary units Key stage 2 - Year 4			
	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	Developing drawing skills	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls	Exploring tone, texture and proportion	Light and dark	Mega materials	Fabric of nature
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of different cultures and religions.	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓	✓	✓

Personal development criteria mapping - Key stage 2

Personal development criteria Kapow Primary's Art and design scheme supports:	Kapow Primary units Key stage 2 - Year 5				Kapow Primary units Key stage 2 - Year 6			
	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	Depth, emotion and movement	Portraits	Interactive installation	Architecture	Expressing ideas	Artist study	Making memories	Photo opportunity
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of different cultures and religions.	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓