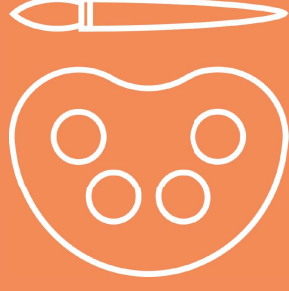


Art and design



Personal development,
SMSC and British
values mapping

Kapow
Primary™

Curriculum support

Kapow Primary's curriculum documentation can also be viewed online, making resources more searchable, user-friendly and sustainable.

Curriculum information pages and Curriculum portals bring together content that was previously only accessible across multiple PDF documents. This allows quicker access to key information and ensures that the most up-to-date guidance is always available.

Curriculum information pages

Curriculum information pages outline the intent, implementation and impact of the Kapow Primary curriculum, including the rationale behind the approach. They act as a central hub for curriculum guidance, with links to related resources, embedded media and FAQs to support understanding.

Curriculum portals

Curriculum portals provide an online view of each subject's long-term plan and progression. They bring together key unit information, including National curriculum links, British values and SMSC, knowledge and skills, vocabulary and cross-curricular connections, allowing easy navigation between whole-school and unit-level views.

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 be found [here](#).

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

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What is SMSC?

Visit the Art and design Curriculum information pages to view this information online.



All schools in England are required to demonstrate how they promote pupils' spiritual, moral, social and cultural (SMSC) development. The SMSC statements included in this document are drawn from the **School Inspection Handbook** (Ofsted, 2019), which outlines the areas inspectors consider when evaluating schools' SMSC provision.

Although the 2019 Handbook has been superseded, it remains the most detailed reference for understanding Ofsted's expectations regarding pupils' SMSC development. The current **School Inspection Toolkit** (Ofsted, 2025) continues to consider SMSC within the broader area of 'personal development and well-being', but no longer provides the same level of definition or illustrative examples. For this reason, the 2019 Handbook continues to be used as a reference point to maintain consistency and clarity.

Spiritual development

- The ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- A knowledge of, and respect for, different people's faiths, feelings and values.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them.
- The use of imagination and creativity in pupils' learning.
- A willingness to reflect on their experiences.

Moral development

- The 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.
- An understanding of the consequences of pupils' behaviour and actions.
- An interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate others' viewpoints on these issues.

What is SMSC?

Visit the Art and design Curriculum information pages to view this information online.



Social development

- The 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.
- A 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.
- An 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. Pupils develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

- An understanding and appreciation of the wide range of cultural influences that have shaped pupils' own heritage and that of others.
- An 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.
- The ability to recognise and value commonalities across cultural, religious, ethnic and socio-economic communities.
- A knowledge of Britain's democratic parliamentary system and its central role in shaping history and values, and in continuing to develop Britain.
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which pupils understand, accept, respect and celebrate diversity.

What are British values?

Visit the Art and design Curriculum information pages to view this information online.



Ofsted inspectors make judgements on pupils' personal development and wellbeing by evaluating a number of areas, including:

- Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.
- Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

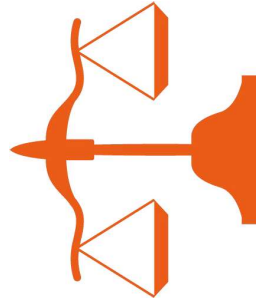
School Inspection Toolkit (Ofsted, 2025)

Kapow Primary's PSHE & RSE curriculum explicitly teaches British values (see below). In addition, opportunities to reinforce and contextualise these values are embedded throughout the Art and design scheme.



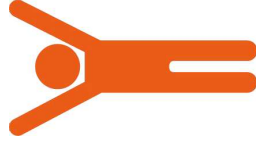
Democracy

Recognising that everyone has a voice within school and society.



Rule of law

Understanding and respecting rules and recognising that laws are there to ensure fairness and safety.



Individual liberty

Understanding human rights and responsibilities and the freedom people have to make their own choices in life.



Mutual respect

Showing respect for others and expecting to be treated with respect in return.



Tolerance of those with different faiths and beliefs

Respecting and appreciating diversity and understanding that everyone holds different views and beliefs.



	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
The spiritual development of pupils is shown by their:	Exploring line and shape	Learning about paint and brush control	Paper play	Woven wonders	Understanding tone and texture	Colour mixing	Clay houses	Map it out
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	✓	✓	✓	✓	✓	✓		✓

Spiritual



		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
<p>The moral development of pupils is shown by their:</p>		Exploring line and shape	Learning about paint and brush control	Paper play	Woven wonders	Understanding tone and texture	Colour mixing	Clay houses	Map it out
<p>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</p>		✓	✓	✓	✓	✓	✓	✓	✓
<p>Understanding of the consequences of their behaviour and actions</p>									
<p>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</p>			✓	✓	✓				

Moral



		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
<p>The social development of pupils is shown by their:</p>		Exploring line and shape	Learning about paint and brush control	Paper play	Woven wonders	Understanding tone and texture	Colour mixing	Clay houses	Map it out
<p>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</p>		✓	✓	✓	✓	✓	✓	✓	✓
<p>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</p>									
Social	<p>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.</p>	Democracy							
		The rule of law							
		Individual liberty	✓	✓	✓	✓	✓	✓	✓
		Mutual respect	✓	✓	✓	✓	✓	✓	✓
		Tolerance of those with different faiths and beliefs	✓	✓	✓	✓	✓	✓	✓



		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
The social development of pupils is shown by their:		Exploring line and shape	Learning about paint and brush control	Paper play	Woven wonders	Understanding tone and texture	Colour mixing	Clay houses	Map it out
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		✓	✓	✓	✓	✓	✓	✓	✓



	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
The spiritual development of pupils is shown by their:								
Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Developing drawing skills	Exploring texture with paint and collage	Abstract shape and space	Ancient Egyptian scrolls	Exploring tone, texture and proportion	Light and dark	Mega materials	Fabric of nature
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	✓	✓	✓		✓		✓	



		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
Moral	The moral development of pupils is shown by their:	Developing drawing skills	Exploring texture with paint and collage	Abstract shape and space	Ancient Egyptian scrolls	Exploring tone, texture and proportion	Light and dark	Mega materials	Fabric of nature
	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.				✓				✓



		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	
<p>The social development of pupils is shown by their:</p>		<p>Developing drawing skills</p> <p>✓</p>	<p>Exploring texture with paint and collage</p> <p>✓</p>	<p>Abstract shape and space</p> <p>✓</p>	<p>Ancient Egyptian scrolls</p> <p>✓</p>	<p>Exploring tone, texture and proportion</p> <p>✓</p>	<p>Light and dark</p> <p>✓</p>	<p>Mega materials</p> <p>✓</p>	<p>Fabric of nature</p> <p>✓</p>	
<p>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</p>		✓	✓	✓	✓	✓	✓	✓	✓	
<p>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</p>		✓	✓	✓	✓	✓	✓	✓	✓	
<p>Social</p>		<p>Democracy</p>								
		<p>The rule of law</p>								
		<p>Individual liberty</p>	✓	✓	✓	✓	✓	✓	✓	✓
		<p>Mutual respect</p>	✓	✓	✓	✓	✓	✓	✓	✓
		<p>Tolerance of those with different faiths and beliefs</p>	✓	✓	✓	✓	✓	✓	✓	✓
<p>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.</p>										



		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
The social 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 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		✓	✓	✓	✓	✓	✓	✓	✓



	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
The spiritual development of pupils is shown by their:								
Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Depth, emotion and movement ✓	Portraits ✓	Interactive installation ✓	Architecture ✓	Expressing ideas ✓	Artist study ✓	Making memories ✓	Photo opportunity ✓
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	✓	✓	✓	✓	✓	✓	✓	✓

Spiritual



		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
<p>The moral development of pupils is shown by their:</p>									
Moral	<p>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</p>	✓	✓	✓	✓	✓	✓	✓	✓
	<p>Understanding of the consequences of their behaviour and actions</p>								
	<p>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.</p>	✓	✓	✓	✓	✓	✓	✓	✓



		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
<p>The social development of pupils is shown by their:</p>		Depth, emotion and movement	Portraits	Interactive installation	Architecture	Expressing ideas	Artist study	Making memories	Photo opportunity
<p>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</p>		✓	✓	✓	✓	✓	✓	✓	✓
<p>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</p>									
Social	<p>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.</p>	Democracy				✓			
		The rule of law				✓			
		Individual liberty	✓	✓	✓	✓	✓	✓	✓
		Mutual respect	✓	✓	✓	✓	✓	✓	✓
		Tolerance of those with different faiths and beliefs	✓	✓	✓	✓	✓	✓	✓



		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
<p>The social development of pupils is shown by their:</p>			Portraits	Interactive installation	Architecture	Expressing ideas	Artist study	Making memories	Photo opportunity
<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>		✓	✓	✓	✓	✓	✓	✓	✓
<p>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</p>		✓	✓	✓	✓	✓	✓	✓	✓
<p>Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p>		✓	✓	✓	✓	✓	✓	✓	✓
<p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p>					✓		✓		
<p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p>		✓	✓	✓	✓	✓	✓	✓	✓
<p>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</p>		✓	✓	✓	✓	✓	✓	✓	✓

Cultural

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.

Kapow Primary's 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.

Kapow Primary's 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 and wellbeing criteria

The **School Inspection Toolkit** (Ofsted, 2025) lists pupils' personal development and wellbeing criteria as:

Supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults.

Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.

Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.

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 that is available.

Enabling pupils to recognise the dangers of using technology and social media inappropriately.

Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day.

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

Supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils.



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
Developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	Exploring line and shape	Learning about paint and brush control	Paper play	Woven wonders	Understanding tone and texture	Colour mixing	Clay houses	Map it out
	✓	✓	✓	✓	✓	✓	✓	✓
Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.	✓	✓	✓	✓	✓	✓	✓	✓
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 1 and Year 2							
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓	✓	✓	✓	✓	✓	✓	✓
Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.	✓	✓	✓	✓	✓	✓	✓	✓



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, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	See British values mapping for Year 3 and Year 4							
Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.	✓	✓	✓	✓	✓	✓	✓	✓
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 3 and Year 4							
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓	✓	✓	✓	✓	✓	✓	✓
Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.	✓	✓	✓	✓	✓	✓	✓	✓



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, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.								
Promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique, including, but not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010.	✓	✓	✓	✓	✓	✓	✓	✓
Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.	See SMSC mapping for Year 5 and Year 6							
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓	✓	✓	✓	✓	✓	✓	✓
Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.	✓	✓	✓	✓	✓	✓	✓	✓