

Music



Personal development,
SMSC and British
values mapping

Kapow
Primary™

Curriculum support

Kapow Primary's curriculum access is being improved to make resources more searchable, user-friendly and sustainable.

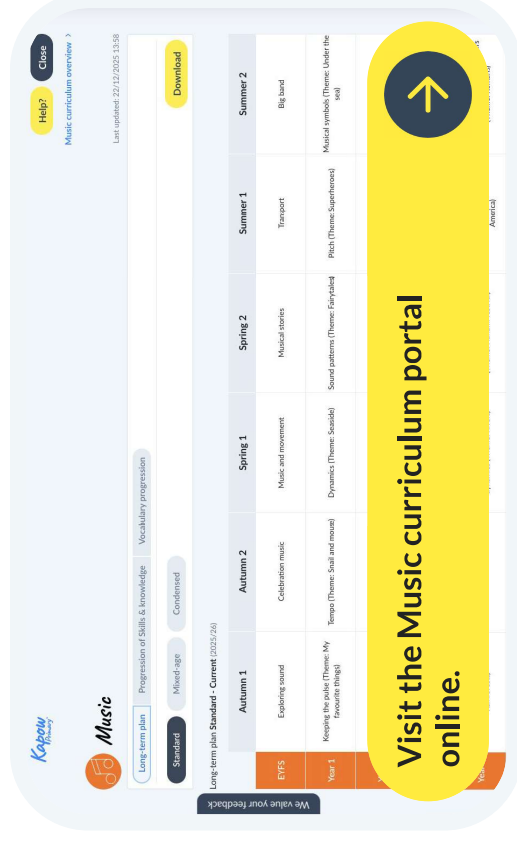
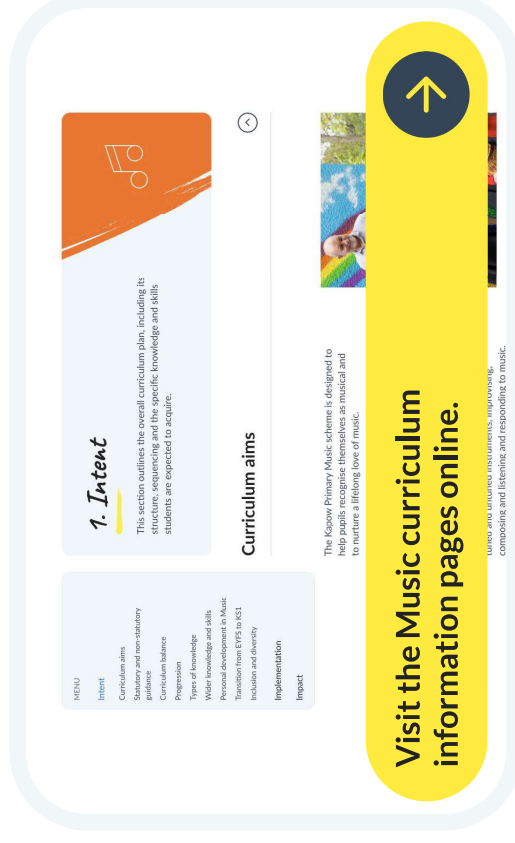
Curriculum information pages and curriculum portals bring together content that was previously only available across multiple PDF documents. This allows quicker access to key information and ensures that the most up-to-date guidance is always available.

Curriculum information pages

These 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

The 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 Music 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.

What is SMSC?	4
What are British values?	6
SMSC and British values mapping	7
SMSC statements for Music	35
Personal development criteria	36
Personal development mapping	37

What is SMSC?

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?

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?

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.

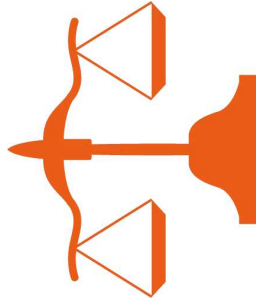
School Inspection Toolkit (Ofsted, 2025)

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 Music 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					
Units which offer opportunities for pupils to develop their:		Keeping the pulse (My favourite things)	Tempo (Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairy tales)	Pitch (Superheroes)	Musical symbols (Under the sea)
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		✓	✓	✓	✓	✓

Kapow Primary units Key stage 1 - Year 1						
	Keeping the pulse (My favourite things)	Tempo (Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairy tales)	Pitch (Superheroes)	Musical symbols (Under the sea)
Units which offer opportunities for pupils to develop their:						
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						
Moral						

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					
		Keeping the pulse (My favourite things)	Tempo (Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairy tales)	Pitch (Superheroes)	Musical symbols (Under the sea)
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		✓	✓	✓	✓	✓
Social	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					
*All units have a composition element which provides children with opportunities to make their own musical choices							
*All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively							

		Kapow Primary units Key stage 1 - Year 1					
		Keeping the pulse (My favourite things)	Tempo (Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairy tales)	Pitch (Superheroes)	Musical symbols (Under the sea)
Units which offer opportunities for pupils to develop 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							

Cultural

Kapow Primary units Key stage 1 - Year 2						
	<u>Call and response (Animals)</u>	<u>Instruments (Musical storytelling)</u>	<u>Singing (On this island)</u>	<u>Contrasting dynamics (Space)</u>	<u>Structure (Myths and Legends)</u>	<u>Pitch (Musical me)</u>
Units which offer opportunities for pupils to develop 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	✓	✓	✓	✓	✓	✓

Spiritual

Kapow Primary units Key stage 1 - Year 2						
	Call and response (Animals)	Instruments (Musical storytelling)	Singing (On this island)	Contrasting dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical me)
Units which offer opportunities for pupils to develop their:						
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						
Moral						

		Kapow Primary units Key stage 1 - Year 2					
Units which offer opportunities for pupils to develop their:		Call and response (Animals)	Instruments (Musical storytelling)	Singing (On this island)	Contrasting dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical me)
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	✓	✓	✓	✓	✓	✓
	Democracy						
	The rule of law						
	Individual liberty*	✓	✓	✓	✓	✓	✓
	Mutual respect*	✓	✓	✓	✓	✓	✓
	Tolerance of those with different faiths and beliefs						
		*All units have a composition element which provides children with opportunities to make their own musical choices					
		*All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively					

	Kapow Primary units Key stage 1 - Year 2					
	Call and response (Animals)	Instruments (Musical storytelling)	Singing (On this island)	Contrasting dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical me)
Units which offer opportunities for pupils to develop 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						

Cultural

		Kapow Primary units Key stage 2 - Year 3					
Units which offer opportunities for pupils to develop their:		* <u>Ballads</u>	<u>Creating compositions in response to animation</u>	* <u>Developing singing technique and keeping in time</u>	* <u>Pentatonic melodies and composition</u>	<u>Jazz</u>	* <u>Traditional instruments and improvisation</u>
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 2 - Year 3						
	* Ballads	Creating compositions in response to animation	* Developing singing technique and keeping in time	* Pentatonic melodies and composition	Jazz	* Traditional instruments and improvisation
Units which offer opportunities for pupils to develop their:						
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						
Moral	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

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 3						
		* <u>Ballads</u>	<u>Creating compositions in response to animation</u>	* <u>Developing singing technique and keeping in time</u>	* <u>Pentatonic melodies and composition</u>	<u>Jazz</u>	* <u>Traditional instruments and improvisation</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*	* All units have a composition element which provides children with opportunities to make their own musical choices						
		* All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively						
Tolerance of those with different faiths and beliefs				✓			✓	

		Kapow Primary units Key stage 2 - Year 3							
		* <u>Ballads</u>	<u>Creating compositions in response to animation</u>	* <u>Developing singing technique and keeping in time</u>	* <u>Pentatonic melodies and composition</u>	<u>Jazz</u>	* <u>Traditional instruments and improvisation</u>		
Units which offer opportunities for pupils to develop 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					✓			✓	

Cultural

		Kapow Primary units Key stage 2 - Year 4					
Units which offer opportunities for pupils to develop their:		* <u>Body and tuned percussion</u>	<u>Rock and roll</u>	* <u>Changes in pitch, dynamics and tempo</u>	<u>Haiku, music and performance</u>	* <u>Samba and carnival sounds and instruments</u>	* <u>Adapting and transposing motifs</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	✓	✓	✓	✓	✓	✓

<p>Kapow Primary units Key stage 2 - Year 4</p>						
	* <u>Body and tuned percussion</u>	<u>Rock and roll</u>	* <u>Changes in pitch, dynamics and tempo</u>	<u>Haiku, music and performance</u>	* <u>Samba and carnival sounds and instruments</u>	* <u>Adapting and transposing motifs</u>
<p>Units which offer opportunities for pupils to develop their:</p>						
<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>						
<p>Moral</p>						

SMSC and British values mapping - Lower key stage 2

		Kapow Primary units Key stage 2 - Year 4						
Units which offer opportunities for pupils to develop their:		* <u>Body and tuned percussion</u>	<u>Rock and roll</u>	* <u>Changes in pitch, dynamics and tempo</u>	<u>Haiku, music and performance</u>	* <u>Samba and carnival sounds and instruments</u>	* <u>Adapting and transposing motifs</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*	* All units have a composition element which provides children with opportunities to make their own musical choices						
* All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively								
Tolerance of those with different faiths and beliefs								

	Kapow Primary units Key stage 2 - Year 4					
	* <u>Body and tuned percussion</u>	<u>Rock and roll</u>	* <u>Changes in pitch, dynamics and tempo</u>	<u>Haiku, music and performance</u>	* <u>Samba and carnival sounds and instruments</u>	* <u>Adapting and transposing motifs</u>
Units which offer opportunities for pupils to develop 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				✓	✓	

Cultural

		Kapow Primary units Key stage 2 - Year 5					
Units which offer opportunities for pupils to develop their:		* <u>Composition notation</u>	* <u>Blues</u>	* <u>South and West Africa</u>	* <u>Composition to represent the festival of colour</u>	<u>Looping and remixing</u>	<u>Musical theatre</u>
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 2 - Year 5					
Units which offer opportunities for pupils to develop their:		* <u>Composition notation</u>	* <u>Blues</u>	* <u>South and West Africa</u>	* <u>Composition to represent the festival of colour</u>	<u>Looping and remixing</u>	<u>Musical theatre</u>
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.							

Moral

		Kapow Primary units Key stage 2 - Year 5							
		* <u>Composition notation</u>	* <u>Blues</u>	* <u>South and West Africa</u>	* <u>Composition to represent the festival of the festival of colour</u>	<u>Looping and remixing</u>	<u>Musical theatre</u>		
Units which offer opportunities for pupils to develop 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		✓	✓	✓	✓	✓		✓	
Social	Democracy								
	The rule of law								
	Individual liberty*	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.	✓	✓	✓	✓	✓		✓
	Mutual respect*	✓	✓	✓	✓	✓		✓	
	Tolerance of those with different faiths and beliefs				✓				

*All units have a composition element which provides children with opportunities to make their own musical choices

*All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively

		Kapow Primary units Key stage 2 - Year 5					
Units which offer opportunities for pupils to develop their:		* <u>Composition notation</u>	* <u>Blues</u>	* <u>South and West Africa</u>	* <u>Composition to represent the festival of colour</u>	<u>Looping and remixing</u>	<u>Musical theatre</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			✓	✓	✓	

		Kapow Primary units Key stage 2 - Year 6					
Units which offer opportunities for pupils to develop their:		<u>*Dynamics, pitch and texture</u>	<u>Songs of World War 2</u>	<u>Film music</u>	<u>* Theme and variations</u>	<u>Baroque</u>	<u>* Composing and performing a leavers' song</u>
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 2 - Year 6						
	<u>* Dynamics, pitch and texture</u>	<u>Songs of World War 2</u>	<u>Film music</u>	<u>* Theme and variations</u>	<u>Baroque</u>	<u>* Composing and performing a leavers' song</u>
Units which offer opportunities for pupils to develop their:						
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.						
Moral						

		Kapow Primary units Key stage 2 - Year 6						
		<u>Dynamics, pitch and texture</u>	<u>Songs of World War 2</u>	<u>Film music</u>	<u>* Theme and variations</u>	<u>Baroque</u>	<u>* Composing and performing a leavers' song</u>	
Units which offer opportunities for pupils to develop 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	✓	✓	✓	✓	✓	✓	
Social	Democracy						✓	
	The rule of law							
	Individual liberty*	✓	✓	✓	✓	✓	✓	
	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.	*All units have a composition element which provides children with opportunities to make their own musical choices						
	Mutual respect*	✓	✓	✓	✓	✓	✓	
Tolerance of those with different faiths and beliefs	**All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively							

	Kapow Primary units Key stage 2 - Year 6					
	* <u>Dynamics, pitch and texture</u>	<u>Songs of World War 2</u>	<u>Film music</u>	* <u>Theme and variations</u>	<u>Baroque</u>	* <u>Composing and performing a leavers' song</u>
Units which offer opportunities for pupils to develop 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 - Instrumental scheme					
		*South Africa	*Caribbean	South America	Indonesia	India	America
Units which offer opportunities for pupils to develop 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		✓	✓	✓	✓	✓	✓
Spiritual							

Kapow Primary units Key stage 2 - Instrumental scheme						
	*South Africa	*Caribbean	South America	Indonesia	India	America
Units which offer opportunities for pupils to develop their:						
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		✓				
Moral						
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.		✓				

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Instrumental scheme					
		*South Africa	*Caribbean	South America	Indonesia	India	America
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	✓	✓	✓	✓	✓	✓
	Democracy						
	The rule of law						
	Individual liberty*	✓	✓	✓	✓	✓	✓
	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.	*All units have a composition element which provides children with opportunities to make their own musical choices					
Mutual respect*	✓	✓	✓	✓	✓	✓	
Tolerance of those with different faiths and beliefs	**All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively						

	Kapow Primary units Key stage 2 - Instrumental scheme					
	* South Africa	* Caribbean	South America	Indonesia	India	America
Units which offer opportunities for pupils to develop 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	✓	✓	✓	✓	✓	✓

Cultural

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

- Inspiring them to be creative and imaginative when composing.
- Encouraging them to enjoy and respond to different genres and styles of music.
- Giving them opportunities to discuss emotions evoked by music.

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

- Providing opportunities to further explore moral issues surrounding different music styles (WW2, slave plantations, rock and roll), if this is appropriate, and chances to understand how viewpoints on these issues have changed over time.

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

- Giving them opportunities to collaborate with a group towards a shared outcome.
- Enabling them to make decisions as a group, dealing with conflict when it arises.
- Supporting children to give constructive feedback to their peers, considering the feelings of others when doing so.
- Offering them regular opportunities to perform in class and in front of an audience.

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

- Broadening their awareness of cultural diversity by introducing them to music from around the world.
- Allowing them to understand more about the importance of music in their own and others' heritage.
- Helping them to see that music plays an important role in many cultures around the world.
- Fostering respect for music associated with different cultures and the diversity of this music.

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 mapping - Key stage 1

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 1 - Year 1					
	* Keeping the pulse (My favourite things)	Tempo	* Dynamics (Seaside)	* Sound patterns (Fairy tales)	* Pitch (Superheroes)	Musical symbols (Under the sea)
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 1					
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 mapping - Key stage 1

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 1 - Year 2					
	* <u>Call and response (Animals)</u>	* <u>Instruments (Musical storytelling)</u>	* <u>Singing (On this island)</u>	<u>Contrasting dynamics (Space)</u>	<u>Structure (Myths and Legends)</u>	* <u>Pitch (Musical me)</u>
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 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 mapping - Lower key stage 2

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 2 - Year 3					
	* <u>Ballads</u>	<u>Creating compositions in response to animation</u>	* <u>Developing singing technique and keeping in time</u>	* <u>Pentatonic melodies and composition</u>	<u>Jazz</u>	* <u>Traditional instruments and improvisation</u>
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 3					
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 mapping - Lower key stage 2

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 2 - Year 4					
	* Body and tuned percussion	Rock and roll	* Changes in pitch, dynamics and tempo	Haiku, music and performance	* Samba and carnival sounds and instruments	* Adapting and transposing motifs
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 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 mapping - Upper key stage 2

<p>Personal development criteria Kapow Primary's Music scheme supports:</p>	<p>Kapow Primary units Key stage 2 - Year 5</p>					
	* Composition notation	* Blues	* South and West Africa	* Composition to represent the festival of colour	Looping and remixing	Musical theatre
<p>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.</p>	<p>See British values mapping for Year 5</p>					
<p>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.</p>						
<p>Ensuring that the curriculum contributes to pupils' personal development and their SMSC development.</p>	<p>See SMSC mapping for Year 5</p>					
<p>Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.</p>	✓	✓	✓	✓	✓	✓
<p>Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p>	✓	✓	✓	✓	✓	✓

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 2 - Year 6				
	* Dynamics, pitch and texture	Songs of World War 2	Film music	* Theme and variations	Baroque
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.					* Composing and performing a leavers' song
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 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.	✓	✓	✓	✓	✓

Personal development criteria mapping - Instrumental scheme

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 2 - Instrumental scheme					
	*South Africa	*Caribbean	South America	Indonesia	India	America
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 Instrumental scheme					
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.	✓	✓	✓	✓	✓	✓