



## SMSC Departmental Overview

Department:

## Design Technology / Engineering

### Whole School Vision:

Corby Technical School are committed to the development of the Social, Moral, Spiritual and Cultural (SMSC) understanding of our pupils. We are a school that delights in being ethnically, religiously and culturally diverse, both within our student and staff composition, and we are proud that within this diversity we **all** share and respect fundamental British values. It is the vision of this institution that all students are: encouraged to recognise and respect central British values; are protected from extremist (or prejudiced) views during the delivery of our curriculum; and that our students are offered a balanced presentation of viewpoints when political issues are brought to their attention.

### Whole Staff Commitment:

It is expected that within **every** lesson that is taught at Corby Technical School, regardless of subject or teacher, that the following expectations are adhered to and maintained:

- ✓ That every opportunity is taken for pupils to develop their **self-knowledge, self-esteem and self-confidence**.
- ✓ That opportunity is given for pupils to understand the **difference between right and wrong**, and gain a **respect for civil and criminal law**.
- ✓ Pupils are made to **accept responsibility** for their behaviour and show initiative towards their own **self-development**.
- ✓ That provision is given for students to **appreciate their own culture**, the **cultures of others** and develop an **understanding of the world**.
- ✓ Pupils are aware of the **fundamental values of British society** (democracy, law, liberty, respect, responsibility and tolerance).
- ✓ That every opportunity is taken to **challenge radical, and biased political and social views**.
- ✓ That the **safety and well-being** of students is the main priority of school life and all we do. We will promote student autonomy in making **informed choices** regarding their health, fitness, emotional and mental well-being, as well as their relationship with their peers.
- ✓ That opportunity will be given to **celebrate** and build **pride** in personal and school **achievement**.
- ✓ Pupils are aware of the importance of **attendance** and appropriate **conduct** in school and employment.

### Departmental Commitment:

It is expected that individual departments within the school will address aspects of the SMSC syllabus throughout the year. Departments are encouraged to devise their own strategies for incorporating SMSC into their schemes of work. Detailed below is how the department identified above intends to incorporate the SMSC strands not covered by the **Whole Staff Commitment**.

### Core Departmental Values:

Identified below are those aspects of SMSC that would be prevalent within the majority of the lessons within the department identified above; they would be easily identifiable within most lessons through the work being conducted by the students.

- ✓ Students will be encouraged to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- ✓ Students will utilise their imagination and creativity in their learning.
- ✓ Students will reflect on their experiences and apply their understanding to a range of issues.
- ✓ Students will develop an understanding of the consequences of behaviour and action in respect to the impact upon others.
- ✓ Students will study and consider the difference between right and wrong and will apply this understanding to their own lives.



- ✓ Students will consider and recognise legal boundaries and subsequently develop an understanding of the civil and criminal law of England.
- ✓ Students will develop and use a range of social skills to learn and socialise with their peers (including those of different religious, ethnic and socio-economic backgrounds).
- ✓ Students will explore how **Art and Design** influences the next stage of their education and/or employment.
- ✓ Students will develop skills and attitudes that will enable them to fully contribute to life in modern Britain
- ✓ Students will be encouraged to respond positively to **artistic** and cultural works.
- ✓ Students will develop an appreciation of a wide range of cultural influences, some of which would have shaped their own heritage.
- ✓ Students will develop and utilise a range of social skills in different contexts in order to aid their learning.

**Topical SMSC:**

Identified below are those aspects of SMSC that are identifiable within particular schemes of work that take place over the course of an academic year – as such key elements within these aspects have been distinguished and clarified.

<p>✓ Students will be encouraged to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>Yr 7 – Food Preparation and Nutrition – Eatwell plate to help students understand healthy eating. Activities week ‘rocket cars’ project. Working in teams to win a competition.</p> <p>Yr8 – Toy pull-along train – understanding the needs of small children as consumers.</p> <p>Yr 9 – Picture Frame – public survey and conveying opinions in a respectful way when critiquing others work.</p> <p>Yr 10 Design Technology - Design a chair in the style of ... Alessi, Apple, Heatherwick studios, Joe Casely-Hayford, Pixar, Raymond Loewy, Tesla, Zaha Hadid</p> <p>Yr 12 – Stakeholder analysis as a result of interviewing those affected by a design decision.</p>
<p>Students will develop an understanding of the consequences of behaviour and action in respect to the impact upon others.</p>	<p>Yr 7 – Health and Safety – students examine the consequences of poor judgement in the potentially hazardous environment of the workshop and develop their own set of guideline to adhere to. This is revisited in all project in subsequent years to consolidate the avoidance of complacency and potential danger.</p> <p>Yr8 – Childrens Toy / Material Safety – considering the constraints when designing product for a young consumer.</p> <p>Yr 9 – Picture Frame - Environmental, social and economic factors as methods of using the earths resources carefully are considered.</p> <p>Yr 11 – GCSE Design Technology – environmental impact of designs considered as part of the non-examined assessment.</p>
<p>Students will engage with the fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) and consider the difference against other cultures.</p>	<p>All years – a culture of helpfulness and kindness is encouraged as students are identified as ‘DT Leaders’ to help less able students make progress (strategy for disadvantaged students)</p> <p>Yr 7 – Portraiture</p> <p>Yr8 – Evaluation of ideas as public survey underlining the freedom for people to choose not be co-ersed into buying a product</p> <p>Yr 9 – Engineering – designing war machines and their impact on</p>



	<p>history.</p> <p>Yr 11 – GCSE coursework. Identifying, profiling and interviewing stakeholders prior to establishing design solutions.</p> <p>Yr 12 – Design Engineering coursework. Identifying, profiling and interviewing stakeholders prior to establishing design solutions.</p>
<p>Students will contribute within a range of community and social settings.</p>	<p>Yr 7 – Kites designed and displayed in action during Hunstanton Geography trip.</p> <p>Yr8 – Public survey to establish the peoples opinions on their manufactured products.</p> <p>Yr 9 – Year 9 Design Technology - Understanding design contexts Theme 1 – Improving living and working - how can living spaces be used for a work environment</p> <p>Yr 10 – Ergonomics – games controller considering the user</p> <p>Year 12 – Tata / Corus Careers in education programme.</p>
<p>Students will explore a range of different cultures both within and beyond those in school and how they relate to modern Britain.</p>	<p>Yr 7 – Pizza and Curry and appreciation of food from other cultures</p> <p>Yr8 – Amazing Spaces – Designing in the style of Iranian Architect Zaha Hadid.</p> <p>Yr 9 –</p> <p>Yr 10 – <u>Design a chair in the style of ...</u> Understanding timbers</p> <p>Alessi, Apple, Heatherwick studios, Joe Casely-Hayford, Pixar, Raymond Loewy, Tesla, Zaha Hadid</p> <p>Yr 11 – NAE (non-examined assessment) – research and development of ideas based on the work of other</p> <p>Yr 12 -</p>
<p>Students will develop and utilise a range of social skills in different contexts in order to aid their learning.</p>	<p>Yr 7 – STEM presentation for CREST awards – Design for a Better World</p> <p>Health and Safety</p> <p>Yr8 – Public survey – feedback back on strengths and weaknesses of final product</p> <p>Yr 9 – Presentation of final design in class environment</p> <p>Yr 10 – Presentation of final design in class environment</p> <p>Yr 11 - Presentation of final design in class environment</p> <p>Yr 12 – Students expected to arrange and conduct interviews with a variety of stakeholders throughout the project</p>

<p><b>Signed HOD:</b></p>		<p><b>Date:</b></p>	
<p><b>Checked and Signed SMSC:</b></p>		<p><b>Date:</b></p>	
<p><b>Checked and Signed Principal:</b></p>			