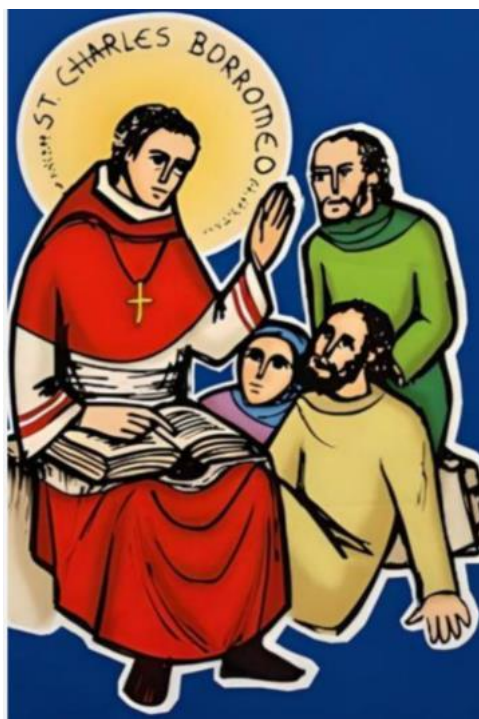


St Charles Catholic Primary School



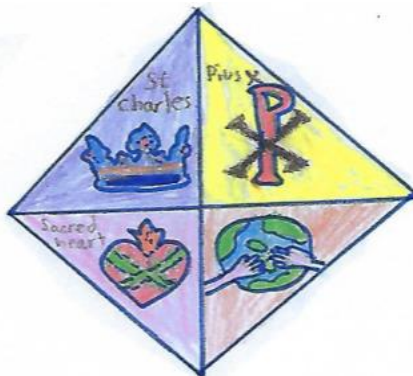
DT Policy

Date policy adopted by the SLT: Summer Term 2026

Date policy to be reviewed: Summer Term 2028

Our Mission Statement

✠ **Love God, Love your Neighbour** ✠



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- To appreciate that we are all uniquely created and loved by God.
- To deepen each child's understanding of the Catholic faith.
- To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.
- To understand the importance of forgiveness and reconciliation.
- To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.
- To provide an excellent education so children learn and achieve their potential.
- To respect and care for one another in a happy, welcoming and nurturing community.
- To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.

<u>Contents</u>	<u>Page Number</u>
The School Mission Statement	4
Document Purpose	4
Spiritual and Moral Development	4
D&T and the School's Mission Statement	5
Our Philosophy	5
Our Aims	5
Inclusion	6
Special Educational Needs	6
Programme of Study	6
The Progression of Skills in Design and Technology	7
D&T across the Curriculum	7
Approaches to Teaching and Learning	7
Planning	8
Assessment, Recording and Monitoring	8
Ongoing Development of Design and Technology within the School	8

Resources	9
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Health and Safety	9
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1. School Mission Statement

At St Charles Roman Catholic Primary School, we aim to educate every child to their fullest potential within a caring, creative and faith-filled community. Rooted in the teachings of Jesus Christ, our mission is to nurture every child's curiosity, imagination and sense of responsibility toward others and the world. We value Design and Technology as an essential subject that empowers children to understand how ideas become tangible solutions and how creativity can contribute positively to society.

2. Purpose of the Document

This policy sets out the aims, principles and framework for teaching and learning in Design and Technology (D&T) at St Charles. It provides guidance for both teaching and support staff on planning, delivery and assessment and should be read alongside the National Curriculum for Design and Technology (2013), the Early Years Foundation Stage Framework (2021), the SEND Code of Practice (2015) and current Ofsted Education Inspection Framework expectations. The policy is designed to ensure high-quality provision that develops creativity, technical competence and problem-solving skills across all key stages.

3. Spiritual and Moral Development

Faith, dignity and kindness underpin all learning at St Charles. Children learn in an atmosphere of love, forgiveness and mutual respect. Through Design and Technology, they come to appreciate the world as God's creation and explore ways of improving and sustaining it responsibly. Pupils are taught to value collaboration, to show patience and empathy when working with others and to recognise how design and innovation can serve the common good and protect the environment.

4. Design and Technology in the School's Mission

Design and Technology supports the moral and social development of pupils by fostering teamwork and communication. Collaborative designing and making activities teach children to value diverse viewpoints, celebrate effort and learn from

mistakes. They build respect for others' abilities, appreciation of cultural and historical influences on design, and an understanding of how thoughtful design can improve health, safety and wellbeing. Pupils are encouraged to see themselves as responsible innovators within a Catholic community that values stewardship, service and creativity.

5. Our Philosophy

Design and Technology prepares children for participation in a constantly changing world shaped by new technologies. It encourages creative thinking, practical problem solving and reflection. Through designing, making, testing and evaluating, pupils learn that mistakes are opportunities for improvement and that perseverance leads to innovation. The subject develops children as discerning consumers and responsible creators who can contribute positively to their environment through thoughtful, sustainable design and ethical production.

6. Aims

Our teaching follows the aims of the National Curriculum for Design and Technology (2013): to develop creative, technical and practical expertise for everyday life; to build a secure base of knowledge and skills for designing and making; to evaluate and refine products; and to understand principles of nutrition and cooking.

At St Charles, we also aim to ensure that every child can use imagination purposefully, consider the needs of others when designing, and develop confidence when applying technical skills. We seek to cultivate curiosity, resilience and pride in craftsmanship, while helping pupils understand how design influences culture, industry, sustainability and quality of life. Our curriculum promotes equality of opportunity and encourages learners to see how design can address real-world challenges and contribute to the common good.

7. Inclusion

St Charles is committed to inclusion and equality. Design and Technology is planned so that all pupils—regardless of background, ability, faith or gender—can participate

fully and achieve highly. Lessons are differentiated to match the needs of individuals, and additional support, scaffolding and challenge are provided where appropriate. Teachers monitor attainment and engagement to ensure that no group is disadvantaged. Learning resources and displays reflect positive, diverse images of designers, engineers, chefs and makers from different cultures and contexts.

8. Special Educational Needs and Disabilities (SEND)

In line with the SEND Code of Practice (2015), Design and Technology provision at St Charles is based on Quality-First Teaching and inclusive practice. Teachers adapt tasks, resources and outcomes to support pupils with additional needs so that all can access the curriculum meaningfully. Collaborative approaches, practical learning and visual communication are particularly effective for many SEND pupils. Risk assessments ensure that activities are safe and achievable for everyone, and achievements are celebrated as part of our inclusive Catholic ethos.

9. Programme of Study

In the Early Years, D&T forms part of the Expressive Arts and Design strand, where children explore, construct and experiment with materials, tools and concepts. From Key Stage 1 onwards, pupils follow the National Curriculum's progression, which emphasises designing, making, evaluating, technical knowledge and cooking and nutrition.

By the end of Key Stage 1, pupils design purposeful and appealing products, use a range of tools safely, evaluate existing products, and understand basic structures, mechanisms and healthy eating.

By the end of Key Stage 2, pupils research and develop design criteria, use sketches, models and digital tools to communicate ideas, apply mechanical, electrical and structural knowledge, and deepen understanding of nutrition, seasonality and cooking techniques.

10. Progression of Skills

Teachers use the school's Progression of Skills Framework to plan sequential learning that builds on prior knowledge. The framework supports assessment and planning across five key areas: Designing, Making, Evaluating, Technical Knowledge,

and Cooking and Nutrition. Teachers ensure that tasks are age-appropriate and that pupils of all abilities develop confidence, independence and critical-thinking skills. Assessment is formative and reflective, focusing on evidence in project work, discussion and evaluation rather than purely on finished outcomes.

11. Design and Technology Across the Curriculum

Design and Technology strengthens learning throughout the curriculum. Pupils apply literacy skills by reading and following instructions, using technical vocabulary effectively and explaining design choices. Mathematical knowledge underpins measuring, proportion, geometry and scaling. Computing enhances modelling, design and programming, while History and Geography provide context through the study of inventors, engineers and cultural influences on technology. PSHE links include responsibility for safety, food hygiene and healthy living. Cross-curricular projects enrich creativity and ensure relevance within the school's wider "creative curriculum" approach.

12. Approaches to Teaching and Learning

D&T is taught through engaging, practical activities that combine investigation, design, making and evaluation. Children learn best when they feel safe, supported and inspired in an organised environment with access to quality materials and tools. Teachers demonstrate skills, model appropriate vocabulary and encourage children to plan carefully before making. Reflection and self-evaluation are built into each stage, allowing pupils to analyse successes and consider improvements. Lessons promote perseverance, cooperation, creativity and pride in achievement—and emphasise sustainable attitudes towards materials and production.

Current educational research, including EEF guidance on metacognition and Rosenshine's Principles of Instruction, informs our teaching to ensure knowledge builds incrementally and pupils retain core concepts over time.

13. Planning

Planning in D&T balances creativity with progression. Teachers align projects to the school's curriculum map while adapting them to class interests and community relevance. Planning sets out learning intentions, success criteria, and the skills being developed, together with necessary resources and safety considerations. Units

include distinct stages of planning and designing, creating and making, and evaluating results. Both topic-linked and “stand-alone” D&T lessons are used to cover the full programme of study, including specialist skills such as electrical systems, programming and cooking. Long-term plans are reviewed annually by the Art and Design & Technology Lead to ensure coverage and coherence.

14. Assessment, Recording and Monitoring

Assessment in D&T is continuous and developmental. Teachers use observations, discussions, photographs, design folders and finished work to track progress against the Progression of Skills Framework. Summative assessment is recorded biannually, allowing teachers to reflect on pupil attainment and plan next steps. Progress is measured by how independently and confidently pupils use design thinking and by their ability to adapt and refine their work. Monitoring of planning, displays and pupil work is undertaken by the D&T Lead and the Senior Leadership Team to maintain high standards and share best practice.

15. Ongoing Development of Design and Technology

Design and Technology remains a dynamic and evolving subject at St Charles. Staff benefit from ongoing CPD to ensure teaching reflects current national guidance and innovations in technology education. Partnerships with local secondary schools, cultural organisations and industry specialists are encouraged to broaden experiences. The school promotes advanced D&T activities such as clubs, workshops, competitions and exhibitions. Sustainability has become central to our practice: pupils consider life cycle, materials impact and responsible design. Professional development is informed by trusted sources such as the Design and Technology Association and Ofsted’s subject research reviews.

16. Resources

We provide quality materials and equipment to deliver a broad and engaging curriculum. Each classroom holds essential D&T tools and consumables, and specialist resources are centrally stored and maintained. The D&T Lead reviews inventory termly, manages the annual budget and ensures fair access across year groups. Teachers request materials in advance of each unit to support effective

planning. All resources are chosen for durability, safety and potential for creative exploration, with an increasing focus on recycled or sustainable materials.

17. Health and Safety

Safety underpins all practical activity. Pupils are trained to handle tools and equipment responsibly and to observe hygiene rules, especially when cooking. Teachers perform risk assessments for higher-risk activities and ensure that appropriate supervision and protective measures are in place. Staff follow COSHH guidance for any substances used and maintain clear safety records. Children are taught to prioritise safe working habits, to value others' wellbeing and to understand that sensible care allows creativity to flourish responsibly.

18. Evaluation and Review

This policy will be reviewed every three years, or sooner if national guidance changes. Evaluation will consider curriculum coverage, pupil outcomes, feedback from staff and children, and the influence of wider educational developments.