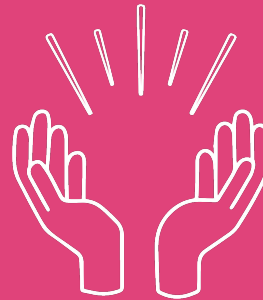


*Religion and
worldviews*



*Kapow
Primary™*

**Personal development,
SMSC and British
values mapping**

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.

1. Intent

This section outlines the overall R&W curriculum plan, including its structure, sequencing and the specific knowledge and skills students are expected to acquire.

Curriculum aims

Kapow Primary's Religion and worldviews (R&W) scheme of work aims to inspire pupils to become curious, reflective and open-minded thinkers. The

thoughtful citizens who can engage with diversity and contribute positively to a pluralistic society.

Visit the Religion and worldviews curriculum information pages online.

Religion and worldviews

Long-term plan Standard - Current (2025/26)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What makes us special?	What are special times?	Why are some places special?	What makes the world special?	Why are some things special?	Why are some stories special?
Year 1	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?

Visit the Religion and worldviews curriculum portal online.

Introduction

This document is aimed at RE subject leaders and Personal development leads. It shows where the Kapow Primary Religion and worldviews 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?

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 R&W 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.

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1						
		<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</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.	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1						
		<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.					✓		✓
	Understanding of the consequences of their behaviour and actions.					✓		✓
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.					✓		✓

SMSC and British values mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 1 - Year 1						
			<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</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	✓	✓	✓	✓	✓	✓	✓
		Tolerance of those with different faiths and beliefs	✓	✓	✓		✓	✓	✓

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1						
		<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</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.	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 1

Spiritual	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2						
		<u>Respectful R&W</u>	<u>Why do we need to give thanks?</u>	<u>Why is light important to people?</u>	<u>How do we know some people feel a special connection to a god?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</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.		✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2						
		<u>Respectful R&W</u>	<u>Why do we need to give thanks?</u>	<u>Why is light important to people?</u>	<u>How do we know some people feel a special connection to a god?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</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.						
Moral	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.					✓		

SMSC and British values mapping - Key stage 1

Social	Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 1 - Year 2						
			<u>Respectful R&W</u>	<u>Why do we need to give thanks?</u>	<u>Why is light important to people?</u>	<u>How do we know some people feel a special connection to a god?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</u>
	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.		✓	✓	✓	✓	✓	✓	✓
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.								
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Democracy							
		The rule of law							
		Individual liberty							
		Mutual respect	✓	✓	✓	✓	✓	✓	✓
		Tolerance of those with different faiths and beliefs	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 1

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 2						
		<u>Respectful R&W</u>	<u>Why do we need to give thanks?</u>	<u>Why is light important to people?</u>	<u>How do we know some people feel a special connection to a god?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</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.	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3						
		<u>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</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.	✓		✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3						
		<u>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</u>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.			✓		✓		
	Understanding of the consequences of their behaviour and actions.					✓		
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.			✓		✓		

SMSC and British values mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 3						
			<u>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</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	✓		✓	✓	✓	✓	✓
		Tolerance of those with different faiths and beliefs	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3						
		<u>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</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.		✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4						
		<u>Respectful R&W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</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.	✓			✓	✓	✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4						
		<u>Respectful R&W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.							
	Understanding of the consequences of their behaviour and actions.							
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	✓			✓			

SMSC and British values mapping - Key stage 2

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 4						
		<u>Respectful R&W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</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	✓	✓	✓	✓	✓	✓
		Tolerance of those with different faiths and beliefs	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4						
		<u>Respectful R&W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</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.	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

Spiritual	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5						
		<u>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</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.		✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5						
		<u>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
			✓		✓	✓	✓	✓
					✓	✓		✓
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.		✓		✓	✓	✓	✓
	Understanding of the consequences of their behaviour and actions.				✓	✓		✓
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.		✓		✓	✓	✓	✓

SMSC and British values mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 5						
			<u>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</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	✓	✓	✓	✓	✓	✓	✓
		Tolerance of those with different faiths and beliefs	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5						
		<u>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</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.		✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

Spiritual	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6						
		<u>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</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.		✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6						
		<u>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
						✓	✓	
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.							
	Understanding of the consequences of their behaviour and actions.							
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.		✓	✓	✓	✓	✓	✓

SMSC and British values mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 6						
			<u>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</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	✓	✓	✓	✓	✓	✓	✓
		Tolerance of those with different faiths and beliefs	✓	✓	✓	✓	✓	✓	✓

SMSC mapping - Key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6						
		<u>Respectful R&W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</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.		✓	✓	✓	✓	✓	✓

Our Religion and worldviews curriculum contributes to the **Spiritual** development of pupils by:

- Encouraging pupils to discuss their own views about belonging, meaning, purpose and truth.
- Inviting the children to reflect on personal beliefs and experiences by providing opportunities to connect religious and non-religious beliefs, teachings and events to their own lives.
- Providing opportunities to appreciate beliefs and practices that influence our lives today.
- Inspiring pupils to be creative and imaginative in their exploration of religious stories and scripture, artefacts, photographs, music and art to develop a deeper understanding of different worldviews.
- Promoting knowledge of, and respect for, different people's worldviews, feelings and values by examining diverse religious traditions, cultures and practices.

Our Religion and worldviews curriculum contributes to the **Moral** development of pupils by:

- Helping them understand the outcomes of their actions and behaviour through studying the effects of decisions made by individuals and communities.
- Encouraging them to explore their own understanding of right and wrong when considering ethical dilemmas and decisions within different religious, non-religious and cultural traditions.
- Nurturing their sense of justice and fairness. Through the study of religious teachings and historical events, pupils learn about the consequences of prejudice, discrimination and injustice.

Our Religion and worldviews curriculum contributes to the **Social** development of pupils by:

- Giving pupils opportunities to collaborate with a group towards a shared outcome.
- Enabling pupils to make decisions as a group, dealing with conflict when it arises and treating each other with respect.
- Providing opportunities to present their work to others.
- Cultivating empathy through introducing students to diverse religious traditions, cultures and perspectives using first-hand accounts.
- Opportunities to meet visitors from locally represented worldviews, building relationships, appreciation and understanding
- Enhancing their knowledge of different worldviews, which helps them understand and connect with people from diverse backgrounds.

Our Religion and worldviews curriculum contributes to the **Cultural** development of pupils by:

- Encouraging pupils to recognise and value the things we share in common across cultural, religious and non religious communities, promoting inclusivity and social cohesion.
- Promoting an appreciation of the diversity and richness of religious and cultural traditions across the globe.
- Teaching pupils about Britain's diverse religious landscape and its central role in shaping the nation's history and values, as well as emphasising the ongoing development of religious and cultural practices in Britain.
- Exploring religious and cultural events and their impact on individuals and societies, learning how cultures have adapted and changed as a result of significant events.
- Providing opportunities to visit religious places or meet visitors from different worldviews, building engagement, understanding and respect for diverse cultural and religious practices.

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 Religion and worldviews scheme supports:	Kapow Primary units Key stage 1 - Year 1						
	<u>Respectful R&W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
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.	See British values mapping for <u>Year 1</u>						
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 <u>Year 1</u>						
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.	✓	✓	✓	✓	✓	✓	✓
Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.	✓	✓	✓	✓	✓	✓	✓

Personal development criteria mapping - Key stage 1

Personal development criteria Kapow Primary's Religion and worldviews scheme supports:	Kapow Primary units Key stage 1 - Year 2						
	Respectful R&W	Why do we need to give thanks?	Why is light important to people?	How do we know some people feel a special connection to a god?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
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.	See British values mapping for Year 2						
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.	✓	✓	✓	✓	✓	✓	✓
Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.	✓	✓	✓	✓	✓	✓	✓

Personal development criteria mapping - Lower key stage 2

Personal development criteria Kapow Primary's Religion and worldviews scheme supports:	Kapow Primary units Key stage 2 - Year 3						
	<u>Respectful R&W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</u>
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.	See British values mapping for Year 3						
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.	✓	✓	✓	✓	✓	✓	✓
Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.	✓	✓	✓	✓	✓	✓	✓

Personal development criteria mapping - Lower key stage 2

Personal development criteria Kapow Primary's Religion and worldviews scheme supports:	Kapow Primary units Key stage 2 - Year 4						
	Respectful R&W	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
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.	See British values mapping for 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 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.	✓	✓	✓	✓	✓	✓	✓
Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.	✓	✓	✓	✓	✓	✓	✓

Personal development criteria mapping - Upper key stage 2

Personal development criteria Kapow Primary's Religion and worldviews scheme supports:	Kapow Primary units Key stage 2 - Year 5						
	<u>Respectful R&W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
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.	See British values mapping for Year 5						
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						
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.	✓	✓	✓	✓	✓	✓	✓
Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.	✓	✓	✓	✓	✓	✓	✓

Personal development criteria mapping - Upper key stage 2

Personal development criteria Kapow Primary's Religion and worldviews scheme supports:	Kapow Primary units Key stage 2 - Year 6						
	Respectful R&W	Why does religion look different around the world? (Part 1)	Why does religion look different around the world? (Part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
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.		See British values mapping for Year 6					
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.	✓	✓	✓	✓	✓	✓	✓
Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.	✓	✓	✓	✓	✓	✓	✓