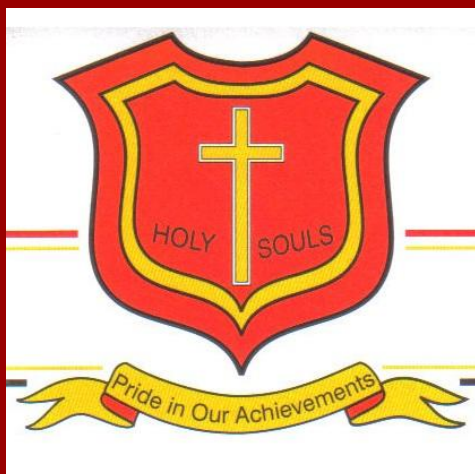


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Design and Technology Policy

Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Date Agreed by Committee: 12/02/2026

Date Ratified by FGB: 26/03/2026

Review Spring 2029

Holy Souls RC Primary School

Policy Statement for Design and Technology

This document is a statement which outlines the intent of Design and Technology in Holy Souls School, how we intend to implement these aims and strategies across the school and how we will monitor the impact.

It was developed during the Spring Term of 2026, through a process of consultation with teaching staff and Governors. A schedule for the review of this, and all other policy documents, is set out in the School Development Plan.

Mission Statement

“To love one another as I have loved you,” is at the heart of our Mission Statement. Holy Souls School is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

Through our Mission Statement we encourage all pupils to take pride in their achievements. Our Design and Technology policy is used to help pupils develop their God given talents and with support from staff, to achieve their full potential.

Intent

Design and Technology is an inspiring *practical* subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems. They use a variety of contexts and consider their own and others’ needs. The subject also uses disciplines such as Mathematics, Science, Engineering, Computing and Art and Design. Within the subject, pupils learn how to take risks, renew and develop their work. They study past and present design technology and develop a critical understanding of its impact on daily life and the wider world. A high-quality design and technology education makes an essential contribution to the creativity, culture and well-being of the world.

Our aim at Holy Souls School is that all children will develop a love of Design and Technology and have a range of experiences and opportunities to explore the different elements of design and technology and to develop these skills which they can use in later life. Through Design and Technology teaching we aim to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and for pupils to participate successfully in an ever increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high- quality prototypes and products.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Implementation

The strategies for teaching Design and Technology are based on the revised National Curriculum 2014, included in this are the programmes of study for Key Stage One and Two.

Early Years Foundation Stage

In Early Years, Design and Technology is taught through first-hand experiences. Children are encouraged to explore, observe, solve problems, think critically, make decisions and talk about why they have made those decisions. This development requires regular and direct contact with the natural, built and virtual environments around the child and by engaging children in collaborative activities which promote inquiry, problem-solving, shared decision-making and scientific approaches to understanding the world.

Design and Technology is also explored through cross-curricular activities and children are given the opportunity to work individually, in groups and whole class using cross-curricular themes.

Key Stage One

A variety of creative and practical activities take place. The pupils are taught the knowledge, understanding and skills to be able to engage in an iterative process of designing and making. They are encouraged to work in a range of relevant contexts, for example the home, school gardens and playgrounds, local and wider community and the wider environment.

The curriculum is divided into four strands:

Design

Pupils will design purposeful, functional, appealing products for themselves and others based on design criteria. Generation of ideas is through discussion, templates, mock-ups and where appropriate, ICT.

Make

Pupils will select tools and equipment to complete a task. They will use a wide range of materials and components, including construction materials, textiles and ingredients.

Evaluate

Pupils will explore and evaluate a range of existing products. They will evaluate their ideas and products against specified design criteria.

Technical Knowledge

Pupils will build structures, exploring how they can be made stronger, stiffer and stable. They will explore and use mechanisms in their products.

Key Stage Two

A variety of creative and practical activities take place. The pupils are taught the knowledge, understanding and skills to be able to engage in an iterative (repetitive process) of designing and making. They are encouraged to work in a range of contexts for example the home, school gardens and playgrounds, local and wider community and the wider environment.

The curriculum is divided into four strands:

Design

Pupils will research and develop design criteria to inform the design as appealing, fit for purpose and for a particular targeted audience. They will generate, develop, model and communicate ideas through discussions, sketches, diagrams, prototypes, pattern pieces and computer aided design.

Make

They will select and use a wider range of tools and equipment to complete practical tasks. They will use a wider range of materials and components.

Evaluate

Pupils will investigate and analyse existing products. They will evaluate ideas and products against their own criteria and consider how to improve work by listening to the views of others. They will understand how key events and individuals have shaped the world in Design Technology.

Technical Knowledge

Pupils will build structures, exploring how they can be made stronger, stiffer and more stable. They will explore and use mechanical systems in their products. They will understand how to use electrical systems in their products. They will apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

As part of their work with food, the pupils are taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill. It helps pupils to be able to feed themselves and others affordably well, now and in later life. In both key stages, pupils are shown how to understand the principles of a healthy varied diet.

In Key Stage One, the children will use the basic principles of a healthy and varied diet to prepare dishes and to show an understanding of where food comes from.

In Key Stage Two, the children need to understand and apply the principles of a healthy and varied diet. They need to prepare and cook a variety of savoury dishes and show an

understanding of the seasonality of food and knowing how the ingredients are grown, reared and processed.

Inclusion and Equal opportunities

At Holy Souls we are committed to inclusion. Teachers provide opportunities for all children to access the full primary curriculum, including Design and Technology.

All children are provided with the same learning opportunities, but recognising that children have individual styles of learning, teachers aim to provide as varied a range of tasks as possible.

Special Educational Needs and Disabilities (SEND)

All children are included in Design and Technology lessons. We cater for all needs through a variety of methods, including differentiation of the task or the resources used or by additional support from the Class Teacher or Teaching and Learning Assistants (TLAs) where appropriate. At Holy Souls we are committed to dealing sensitively with pupils' needs, whether these are social, emotional or learning needs.

Computing

Opportunities for Computing are given throughout the curriculum. It is a major tool in developing children's learning in Design and Technology. It can:

- Enhance enquiry skills about products and designers.
- Provide a range of information sources from our own and other cultures.
- Allow opportunities to use technology as an integral tool for learning.

Design lessons can be delivered through the use of ICT.

Online safety

Publishing pupils' images and work:

- Staff and pupils using digital technology will ensure that they inform others before recording them and always use equipment in a respectful manner.
- Written permission from parents or carers will be obtained before photographs or videos are published.
- Where a pupil's work is published the school will ensure that the child's identity is protected.

All pupils use computer facilities, including Internet access, as an essential part of learning. All ICT procedures comply with online safety guidelines. Both pupils and their parents/carers are asked to sign to show that online safety rules have been understood and agreed.

Further details can be found in the Online Safety Policy.

Health and Safety

During the teaching of Design and technology, health and safety requirements will be adhered to in relation to use of equipment and appropriate storage of resources. It is the class teacher's responsibility to ensure they are familiar with the risks of using tools or equipment before allowing the children to handle them. Prior to using tools and equipment, children will be taught how to handle and use them safely and they will be kept under observation when using them. They will be taught health and hygiene rules when handling food.

Resources

We keep every day supplies within each classroom and other resources are stored in the 'Bright Sparks' room or in the KS1 resource area. If any resources need replacing, the Art and Design Leader should be informed as soon as possible so that such items can be replaced.

Monitoring of Impact

Pupil's work will be regularly assessed through observation of children during lessons, discussions with individuals or in groups during lessons and scrutiny of a final piece of work.

Once a unit has been completed, teachers will refer to the year group's expectations according to the PlanBee planning and progression documents and make a judgement of each child's progress.

The subject leader will ask for class teachers to provide evidence when their class has completed a Design Technology based project which can be documented and evidenced.

The subject leader will lead pupil discussions on their learning of design and technology and how they feel towards the subject.

Reporting to parents takes place annually through a written report at the end of year.

Role of the Design and Technology Leader

The role of the Design and Technology leader is:

- To review the subject each year and produce an annual development plan for Design and Technology.
- To take the lead in policy development and production of schemes of work designed to ensure progression and continuity in Design and Technology throughout the school.
- To monitor the teaching and learning of Design and Technology throughout the school, through pupil discussions and scrutiny of end of unit products.
- To ensure the long term plan is being followed and therefore, skills are being taught as and when planned.
- To support class teachers in the development of work plans and implementation of the Design and technology curriculum.
- To take responsibility for the purchase and organisation of central resources for Design and Technology.
- To keep up-to-date with the development of Design and Technology both locally and nationally and disseminate this information to colleagues.

Rebecca Davies

Design and Technology Leader