

*French*



*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.

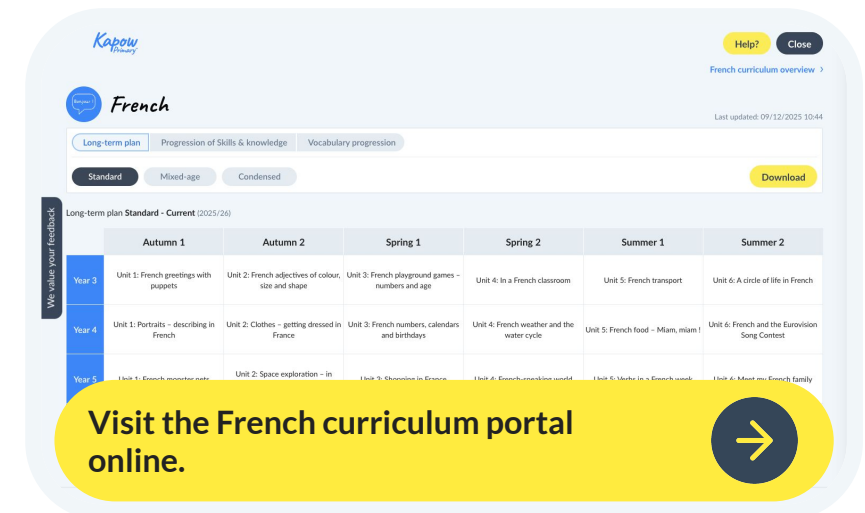
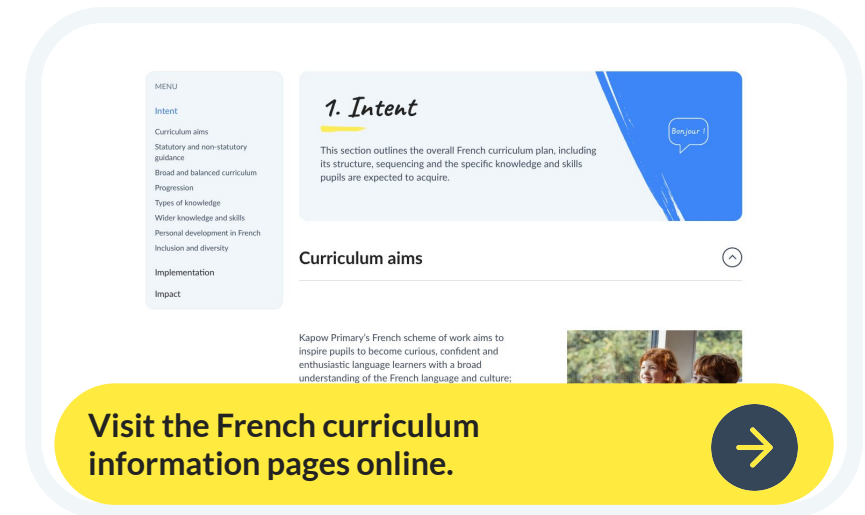
Curriculum information pages and curriculum portals bring together content that was previously only available across multiple PDF documents. This allows quicker access to key information and ensures that the most up-to-date guidance is always available.

## 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.



# Introduction

This document is aimed at French 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](#).

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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 French scheme.



## Democracy

Recognising that everyone has a voice within school and society.



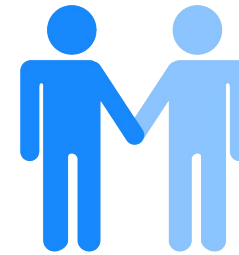
## Rule of law

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 - Year 3

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		<u>*French greetings with puppets</u>	<u>*French adjectives of colour, size and shape</u>	<u>*French playground games - numbers and age</u>	<u>In a French classroom</u> ♦	<u>French transport</u>	<u>A circle of life in French</u> ♦
<b>Spiritual</b>	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 - Year 3

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					
		<u>*French greetings with puppets</u>	<u>*French adjectives of colour, size and shape</u>	<u>*French playground games - numbers and age</u>	<u>In a French classroom</u> ♦	<u>French transport</u>	<u>A circle of life in French</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 - Year 3

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 3						
		* <a href="#">French greetings with puppets</a>	* <a href="#">French adjectives of colour, size and shape</a>	* <a href="#">French playground games - numbers and age</a>	<a href="#">In a French classroom</a> ♦	<a href="#">French transport</a>	<a href="#">A circle of life in French</a> ♦	
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 - Year 3

		Kapow Primary units Key stage 2 - Year 3					
		* <a href="#">French greetings with puppets</a>	* <a href="#">French adjectives of colour, size and shape</a>	* <a href="#">French playground games - numbers and age</a>	<a href="#">In a French classroom</a> ♦	<a href="#">French transport</a>	<a href="#">A circle of life in French</a> ♦
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 - Year 4

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</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	✓	✓	✓	✓	✓	✓

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</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 - Year 4

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 4						
		<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</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 - Year 4

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 4					
		<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</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 and British values mapping - Year 5

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		<u>*French monster pets</u>	<u>Space exploration - in French</u>	<u>*Shopping in France</u>	<u>French speaking world</u>	<u>*Verbs in a French week</u>	<u>*Meet my French family</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 - Year 5

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		<u>*French monster pets</u>	<u>Space exploration - in French</u>	<u>*Shopping in France</u>	<u>French speaking world</u>	<u>*Verbs in a French week</u>	<u>*Meet my French family</u>
<b>Moral</b>	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 - Year 5

Units which offer opportunities for pupils to develop their:		Kapow Primary units Key stage 2 - Year 5						
		<u>*French monster pets</u>	<u>Space exploration - in French</u>	<u>*Shopping in France</u>	<u>French speaking world</u>	<u>*Verbs in a French week</u>	<u>*Meet my French family</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 - Year 5

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 5					
		<u>*French monster pets</u>	<u>Space exploration - in French</u>	<u>*Shopping in France</u>	<u>French speaking world</u>	<u>*Verbs in a French week</u>	<u>*Meet my French family</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 and British values mapping - Year 6

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6				
		<u>*French sport and the Olympics</u>	<u>French football champions</u>	<u>*In my French house</u>	<u>*Planning a French holiday</u>	<u>*Visiting a town in France</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		✓	✓	✓	✓

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6				
		<u>*French sport and the Olympics</u>	<u>French football champions</u>	<u>*In my French house</u>	<u>*Planning a French holiday</u>	<u>*Visiting a town in France</u>
<b>Moral</b>	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 - Year 6

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6					
		<u>*French sport and the Olympics</u>	<u>French football champions</u>	<u>*In my French house</u>	<u>*Planning a French holiday</u>	<u>*Visiting a town in France</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 - Year 6

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6				
		<u>*French sport and the Olympics</u>	<u>French football champions</u>	<u>*In my French house</u>	<u>*Planning a French holiday</u>	<u>*Visiting a town in France</u>
<b>Cultural</b>	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	✓			✓	✓

The Kapow Primary French curriculum contributes to the **Spiritual** development of pupils by:

- Providing them with opportunities to learn about life in another country and consequently to reflect on their own lives.
- Encouraging them to practise and showcase their language learning in creative ways (raps, descriptive writing, art etc.)
- Instilling a sense of wonder around language etymology through developing language detective skills.
- Giving opportunities for pupils to reflect on their language skills.

The Kapow Primary French curriculum contributes to the **Moral** development of pupils by:

- Providing opportunities to further explore moral issues, such as stereotyping and access to education around the world.

The Kapow Primary French curriculum contributes to the **Social** development of pupils by:

- Promoting communication and conversation skills.
- Giving them opportunities to cooperate with a group towards a shared goal.
- Ensuring that there are regular opportunities to work with their peers from different backgrounds and abilities.

The Kapow Primary French curriculum contributes to the **Cultural** development of pupils by:

- Fostering respect for French culture and subsequently other cultures as well.
- Encouraging pupils to reflect on their own cultural heritage when considering cultural differences.
- Celebrating cultural differences as a positive thing.
- Exploring the commonalities between French and British culture.
- Raising awareness of the need to challenge cultural stereotypes.
- Developing awareness of social conventions in France and that social conventions differ between cultures.
- Celebrating cultural achievements in France (art, architecture, sport, 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 - Year 3

Personal development criteria Kapow Primary's French scheme supports:	Kapow Primary units					
	* <a href="#">French greetings with puppets</a>	* <a href="#">French adjectives of colour, size and shape</a>	* <a href="#">Playground games</a>	<a href="#">In the classroom</a> ♦	<a href="#">Transport</a>	<a href="#">Circle of life</a> ♦
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 <a href="#">Year 3</a>					
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 <a href="#">Year 3</a>					
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓	✓	✓	✓	✓	

# Personal development criteria mapping - Year 4

Personal development criteria Kapow Primary's French scheme supports:	Kapow Primary units					
	<u>*Portraits - describing in French</u>	<u>*Clothes - getting dressed in France</u>	<u>*French numbers, calendars and birthdays</u>	<u>French weather and the water cycle</u>	<u>*French food - Miam, miam!</u>	<u>French and the Eurovision Song Contest</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 <a href="#">Year 4</a>					
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 <a href="#">Year 4</a>					
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓	✓	✓		✓	✓

# Personal development criteria mapping - Year 5

Personal development criteria Kapow Primary's French scheme supports:	Kapow Primary units					
	<u>*French monster pets</u>	<u>Space exploration - in French</u>	<u>*Shopping in France</u>	<u>French speaking world</u>	<u>*Verbs in a French week</u>	<u>*Meet my French family</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 <a href="#">Year 5</a>					
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 <a href="#">Year 5</a>					
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.		✓	✓	✓	✓	

# Personal development criteria mapping - Year 6

Personal development criteria Kapow Primary's French scheme supports:	Kapow Primary units				
	* <a href="#">French sport and the Olympics</a>	<a href="#">French football champions</a>	* <a href="#">In my French house</a>	* <a href="#">Planning a French holiday</a>	* <a href="#">Visiting a town in France</a>
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 <a href="#">Year 6</a>				
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 <a href="#">Year 6</a>				
Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	✓	✓		✓	✓