



SMSC in Resistant Materials

Spiritual education in Resistant Materials involves giving pupils the opportunity to react to, and be amazed at, the variety of different solutions that humans have invented to overcome problems.

Moral education in Resistant Materials involves understanding that decisions about materials and manufacturing methods can have both positive and negative effects on environments.

Social education in Resistant Materials enhances pupils' ability to co-operate together, and teach each other, through a variety of designing and making activities. Students can explore and improve their understanding of their own reactions to success and failure in the workshop. They can improve their understanding of the resources embodied in made objects.

Cultural education in Resistant Materials allows pupils to design and make items that are influenced by previous design eras, and to understand where modern designers get their ideas and inspiration from.

Examples of **SMSC** education in **Resistant Materials**:

- Students recognise that there is a place in the market for both cheap mass-produced items and for more expensive hand-made ones.
- Students realise that different people like different things, because their value-criteria are different.
- Students develop designs for either purely practical applications, or for more aesthetic reasons. They recognise that there is a place in society for both these types of product.
- In Resistant Materials the question isn't 'can I make it correctly the first time', the question is 'when (because it will) it goes wrong, how do I react inside?' If I analyse what happened and try to improve, this is good.
- Students understand the concept of Patents, and why we shouldn't copy someone else's designs.
- Students criticize each other's designs, and often teach each other how to carry out processes in the workshop.
- Students draw ideas based on a range of historical and cultural design eras and styles.