St Sebastian's CE Primary School SMSC Progression Framework



SMSC and Cultural Capital Links across the Curriculum – Please refer to Knowledge Progression Frameworks for each subject for more detail				
Subject	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
Art and Design	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g. Spirited Arts By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. By promoting the process of 'reviewing and evaluating'; for example, see the work Van Gough	By exploring how emotions and inner feelings are expressed though painting, sculpture and architecture. By responses to and use of visual images to evoke a range of emotions	By sharing of resources. By exploring social conflict and resolution. By exploring art as a powerful social tool e.g. in advertising, in representing particular groups	By experiencing a wide range of creative media from around the world. By working towards the 'Arts Mark' award in the next academic year. By developing aesthetic and critical awareness
Design and Technology	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By enjoying and celebrating personal creativity eg. STEM competition By reviewing and evaluating created things.	By raising questions about the effect of technological change on human life and the world around them	By exploring dilemmas that individuals may face and developing practical solutions to these problems	By considering cultural influences on design By asking questions about functionality v aesthetics
Drama	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	EYFS/KS1/KS2 – Christmas whole school production and Nativity By allowing for insight, self-expression and the chance to walk in someone else's shoes.	By expressing what it feels like to be wronged and what remedies might make things better for the injured	By exploring similarities and differences and how respect for others can be expressed. By building self- esteem and encouraging self-worth	By taking different roles from other backgrounds By using different dramatic conventions to encourage empathy
English	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By appreciating the beauty of Language. By encouraging children to ask and explore fundamental questions about the meaning and purpose of life that affect everyone eg. How has the author connected with you?	By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. By considering different perspectives.	By supporting conceptual and language development through an understanding of and debates about social issues By providing opportunities for talk in a range of settings	By pupils listening and telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for pupils to engage with texts from a range of different cultures.

Geography	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries and other parts of the UK. By questioning life in other parts of the world. How can I make a positive impact in the world?	By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? Running our Eco Club – we can all make a difference.	By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally. Eg. St. Seb's Church, local old people's home, links with Parish Council and local history group By considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism – mini police, road safety officers	Studying a range of different cultures throughout their time in school. By exploring cultures that have had, and still have an impact on the local area. (Local history week)

History	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066? By looking at local history and investigating the historical significance of buildings in Great Gonerby eg. St. Sebastian's church By speculating about how we mark important events from history and the people who shaped them.	By exploring the results of right and wrong behaviour in the past eg WW2 By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if…?' 'what would have turned a tragedy into a triumph?'	By giving the trigger for discussions about how groups and communities organised themselves in the past. By considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two	By exploring local history and under researched history and history around us By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.
Computing	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By wondering at the power of the digital age e.g. use of the internet By understanding the advantages and limitations of ICT By using the internet as a gateway to big life issues eg.	By exploring the moral issues surrounding the use of data By considering the benefits and potential dangers of the internet – e.g. Cyber bullying as a danger. – Junior Online safety Officers By considering the vision of those involved in developing the web	By links with other schools though Junior Online Safety Officers. By highlighting ways to stay safe when using on line services and social media By being prepared to work with technology to forge new relationships By discussing the impact of ICT on the ways people communicate	By exploring human achievements and creativity in relation to worldwide communications By developing a sense of awe and wonder at human ingenuity

Maths	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By making connections between pupils' mathematical skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time. By considering pattern, order, symmetry and scale both man made and in the natural world	By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid	By the sharing of resources within the classroom, the negotiating of responses and group problem solving By analysing social data e.g. on health care, poverty, bullying	By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'
MFL (Modern Languages)	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By exploring the beauty of languages from around the world By exploring the way language is constructed	By helping pupils to have an accurate and truthful understanding of another culture	By learning the skill of communicating in different ways By exploring different social conventions e.g. forms of address	By appreciating the language and customs of others By exploring the literature and culture of other countries By taking part in cultural occasions – celebrations Divali
Music	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in English (or other curriculum area) with music being played as background By considering how music makes one feel and can 'move us' deeply	By exploring how music can convey human emotions such as sadness, joy, anger… By appreciating the self-discipline required to learn a musical instrument	By exploring how s an orchestra works together By discussing What would happen if musicians in a band/group didn't cooperate By appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax	By giving all pupils an opportunity to learn a musical instrument and to take part regularly in singing. Choir By encouraging pupils to listen and respond to traditions from around the world. By appreciating musical expression from different times and places
PE	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By delighting in movement, particularly when pupils are able to show spontaneity By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations	By discussing fair play and the value of team work. By developing qualities of self-discipline, commitment and perseverance By developing positive sporting behaviour	By developing a sense of belonging and self esteem through team work By developing a sense of community identity through taking part in inter school events	By learning about the history of sport, and where they originate from By making links with national and global sporting events such as the World Cup and the Olympics By exploring rituals surrounding sporting activities

PSHE **Weekly British Values Collective Worship and class discussions** **You, Me and PSHE strands** **Kapow units**	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	Time to respond to our body and mind. (Mental Health and Emotional wellbeing strand) By developing awareness of and responding to others' needs and wants (Identity, Society and Equality strand) By exploring meaning and purpose for individuals and society (Identity, Society and Equality strand) By developing resilience and inner strength (Identity, Society and Equality strand)	By exploring what is right and wrong and to work out what we need to do in this particular community and others around the world to make sure everyone thrives. (Keeping Safe and managing risks and Identity, society and equality strands) By making informed chooses about our own health and wellbeing (Physical health and wellbeing and Drug, Alcohol and tobacco education strands) By developing knowledge and understanding of the different families and relationships (RSE) By exploring how our bodies grow and change. (RSE)	By helping pupils to engage in a democratic process for agreeing the rules for community life. (Identity, society and equality strand) By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?' (Identity, society and equality and Careers, financial capability and economic wellbeing strands) By helping pupils manage their feelings, friendships, personal goals and challenges. Supporting pupils with setbacks. (Mental health and emotional wellbeing strand) By developing knowledge and understanding of the different families and relationships (RSE) By exploring how our bodies grow and change. (RSE)	By exploring how different cultures can offer great insights into how we lead our lives. (Identity, society and equality strands)
Religious Education	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews By asking and responding to questions of meaning and purpose By considering questions about God and evaluating truth claims – Is God Kind? By exploring spiritual practices such as worship and payer, and considering the impact of these on believers and any relevance to their own life (Thinking: Philosophy strand)	By making explicit links to the school's distinctive ethos as a church school. By exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad, By investigating the importance of service to others in Islam and Hinduism By exploring religious perspectives and responses to evil and suffering in the world By asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story	By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence By asking questions about the social impact of religion By exploring how beliefs are lived out in different religions and other world views. (Human and Social science: Living)	By exploring similarities and differences between faiths and cultures By considering in particular different cultural expressions of Christianity; global Christianity By learning about UK saints- do we do this within our curriculum? By engaging with text, artefacts and other sources from different cultures and religious backgrounds (Covered by all strands)

		By exploring other non-religious viewpoints for example Humanism. (Believing: Theology strand)		
Science	We promote ***spiritual*** development	We promote ***moral*** development	We promote ***social*** development	We promote ***cultural*** development
	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.	By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place. By considering that not all developments have been good because they have caused harm to the environment and to people. By encouraging pupils to speculate about how science can be used both for good and evil.	By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person. By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes	By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions

SPIRITUAL

Year 1 pupils should
Spiritual: Emotional Literacy
Start to recognise or explain how they and others are feeling.
Spiritual: Enjoyment
Show signs of enjoyment.
Spiritual: Creativity
Engage in creative/imaginative experiences (with some support).
Spiritual: Reflectiveness
With support, recount events to reflect on experiences and learning.
Spiritual: Beliefs and Values
Verbalise some of their own beliefs, religious or otherwise.
Spiritual: Insight vs knowledge
Demonstrate an awareness that other people have knowledge.
Spiritual: Respecting Others
Start to show respect through their actions (eg following school or class rules).
Spiritual: Perseverance
With support, tackle a challenge until it is resolved.
Spiritual: Challenge
n/a

MORAL

Year 1 pupils should
Moral: Right and Wrong
With support, make choices based on an understanding of right and wrong.
Follow the school or class rules.
Moral: Consequences
Recognise that their actions may have negative consequences.
Moral: Respecting others
Start to demonstrate an awareness of, and respect for, others' needs, interests and feelings, as well as their own.

GAMES FOR SMSC: "CORNERS"

Why not play corners to get children thinking about **morality**?

Label the four corners of the room 'always right', 'always wrong', 'neither' and 'depends' and then give children a set of grey areas to think about (for instance: 'telling the truth').

Assign the children to teams so you can award points for well-verbalised justifications when you ask them why they've run to a certain corner.

You can play this game with all year groups.

Progression in SMSC (by year) **YEAR 1**

SOCIAL

Year 1 pupils should
Social: Social skills
Show awareness that different behaviour might be needed in a religious setting.
Where possible, play with pupils from different religious, ethnic and socio-economic backgrounds, perhaps with encouragement.
Social: Collaboration
With some support, cooperate with others in shared activities.
Social: Good citizenship
With support, participate in activities that contribute to the school (eg litter picking).
Social: Accepting advice
Follow the advice of others.
Social: Challenging others
Start to challenge other people's values and opinions.
Social: Respect for the environment
Demonstrate respect for property; start to show respect for people, living things and the environment.

CULTURAL

Year 1 pupils should
Cultural: Race, Ethnicity, Faith and Socio-economic background
Start to show an awareness of different cultures (race, ethnicity, religion, belief and socio-economic background) eg within school.
Cultural: World view
Recount some facts (that have been given to them) about towns, cities and countries beyond their own.
Cultural: Art & music
Express opinions about artistic, musical, sporting and other cultural experiences.
Cultural: Disability, Gender, Sexual Orientation
Show an awareness of disability and gender.
Cultural: British values
Show some understanding of how their community is organised (eg family, school).
Recount some facts about Britain's political system (eg the queen, the prime minister).

GAMES FOR SMSC: "COLOUR CONNECTIONS"

Play Colour Connections, to help develop children's **cultural understanding**.

Give the children two sets of cards: one with colours on and a second set with cultural descriptions on them. Ask the children to match them up (e.g. clarinet might be paired up with the blue card, because some of the music you'd hear has a slow and sad feel to it; Picasso's Guernica might link to red because it suggests pain and anger).

SPIRITUAL

Year 2 pupils should
Spiritual: Emotional Literacy
Recognise and explain how they and others are feeling.
Spiritual: Enjoyment
Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others.
Spiritual: Creativity
Start to initiate creative/imaginative experiences (with reduced support).
Spiritual: Reflectiveness
Reflect on experiences and learning by recounting events (i.e. without much support).
Spiritual: Beliefs and Values
Verbalise their own beliefs and distinguish between those that are religious and those that are not.
Spiritual: Insight vs knowledge
Demonstrate a respect for other people's knowledge.
Spiritual: Respecting Others
Demonstrate respect for others (eg by choosing to help each other).
Spiritual: Perseverance
Demonstrate a willingness to tackle problems/ challenges until they are resolved/achieved.
Spiritual: Challenge
n/a

MORAL

Year 2 pupils should
Moral: Right and Wrong
Make choices based on an understanding of right and wrong.
Start to develop their own principles.
Moral: Consequences
Recognise that their actions have negative and positive consequences.
Moral: Respecting others
Show respect by starting to explain other people's needs, interests and feelings, as well as their own.

GAMES FOR SMSC: "CONNECTIONS"

Play the Connections game **(for social skills)** ... Seat the children in a circle, facing inwards, and give the first child a ball of string. They have to choose a child to pass the string to, verbalising a connection that they have with that child (hair colour, religion, first letter of name, etc).

The second child then does the same to a third child. Soon all the children are connected together with a web of string, showing how we are all connected to each other socially – and, therefore, to each other's social networks outside the school (family, community etc).

Progression in SMSC (by year) **YEAR 2**

SOCIAL

Year 2 pupils should
Social: Social skills
Demonstrate awareness of the 'rules' for behaviour in a religious setting.
Where possible, play and socialize with pupils from different religious, ethnic and socio-economic backgrounds.
Social: Collaboration
Cooperate with others in a range of shared activities.
Social: Good citizenship
Participate in activities that contribute to the school and wider community.
Social: Accepting advice
Willingly accept and follow advice, but start to appreciate that some advice might not be so useful.
Social: Challenging others
Challenge other people's values and opinions, being polite when doing so (with support).
Social: Respect for the environment
Demonstrate respect for people, living things, property and the environment.

CULTURAL

Year 2 pupils should
Cultural: Race, Ethnicity, Faith and Socio-economic background
Develop understanding of different cultures (race, ethnicity, religion, belief and socio-economic background) eg the range within school.
Cultural: World view
Independently recount facts about towns, cities and countries beyond their own.
Cultural: Art & music
Start to reflect on artistic, musical, sporting and other cultural experiences, and accept that other people's views might be different.
Cultural: Disability, Gender, Sexual Orientation
Show an awareness of, and respect for, disability and gender and sexual orientation (in a primary-appropriate way, eg talking about same-sex marriage).
Cultural: British values
Demonstrate a knowledge of how their community is organised (eg family, school, town).
Recount facts about Britain's parliamentary system, past and present (eg Guy Fawkes, Lord Shaftesbury, naming the current prime minister).

SPIRITUAL

Year 3 pupils should
Spiritual: Emotional Literacy
Begin to recognise the possible impact of their and others' feelings (eg starting to show concern for others).
Spiritual: Enjoyment
Identify and describe experiences that they like and dislike.
Spiritual: Creativity
Independently initiate and participate in creative/ imaginative experiences.
Spiritual: Reflectiveness
Reflect on experiences and learning by expressing opinions.
Spiritual: Beliefs and Values
Describe their own beliefs and start to put them into religious and ethical contexts.
Spiritual: Insight vs knowledge
Start to show awareness of other people's insights.
Spiritual: Respecting Others
Consistently show respect for others through their manners and actions.
Spiritual: Perseverance
n/a
Spiritual: Challenge
Start to recognise things that might 'constrain the human spirit' eg low aspirations, lack of self-confidence.

MORAL

Year 3 pupils should
Moral: Right and Wrong
Explain the difference between right and wrong (in context).
Act according to their own principles and accept that other people's views and choices may be different from their own.
Moral: Consequences
Recognise the consequences of behaviour (theirs and others') and use this knowledge to start to manage their own behaviour.
Moral: Respecting others
Start to recognise how people can show respect for the needs, interests and feelings of others.

GAMES FOR SMSC: "SHOW & TELL"

Start a 'show and tell' style event in your class to aid pupils' **spiritual development**.

Children are invited to talk about something they've seen in the last few days that they were interested in or fascinated by, that they enjoyed, or that which helped them learn something.

(Encourage children to think of something non-academic for this to avoid them just mentioning your last maths lesson!)

Progression in SMSC (by year) **YEAR 3**

SOCIAL

Year 3 pupils should
Social: Social skills
Start to modify their behaviour to follow the 'rules' of a religious settings.
Social: Collaboration
Work as part of a team, showing an awareness of conflict and how it might be resolved.
Social: Good citizenship
Start to reflect on their own impact in the community (eg waste, noise, carbon footprint).
Social: Accepting advice
Begin to seek advice and make an informed choice about whether to follow it.
Social: Challenging others
Be polite when challenging others' values and opinions (i.e. without support).
Social: Respect for the environment
Start to show awareness of the difference between rights and responsibilities.

CULTURAL

Year 3 pupils should
Cultural: Race, Ethnicity, Faith and Socio-economic background
Show an interest in, and appreciation of, different cultures and practices (race, ethnicity, religion, belief and socio-economic background).
Cultural: World view
Compare and contrast facts about different places and start to recognize that place is not the same as ethnicity or race.
Cultural: Art & music
Start to verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.
Cultural: Disability, Gender, Sexual Orientation
Recognise ways in which people can demonstrate respect for disability, gender and sexual orientation.
Cultural: British values
Understand how wider society is organised (eg parliament, police, places of worship, the NHS).
Start to select from historical events or periods that explain fundamental values (eg Romans, Saxon Christianity, Magna Carta, Tudor religion, slave trade/empire, Victorian reforms, Suffragettes, WW2, Windrush).

GAMES FOR SMSC: "TALENT COMPETITION"

Hold a school talent competition to support **cultural understanding** and discussion.

Children take part by making a variety of artistic, musical and other contributions.

Encourage polite listening, constructive feedback and moral support. You could even invite in members of the local community and make it more of a public event.

SPIRITUAL

Year 4 pupils should
Spiritual: Emotional Literacy
Recognise the possible impact of their and others' feelings (eg showing concern).
Spiritual: Enjoyment
Describe experiences that they enjoy, and start to describe the same for others.
Spiritual: Creativity
n/a
Spiritual: Reflectiveness
Reflect on experiences and learning by expressing opinions and listening to those of others.
Spiritual: Beliefs and Values
Describe their own beliefs coherently and put them into a religious or ethical context.
Spiritual: Insight vs knowledge
Show respect for other people's insights.
Spiritual: Respecting Others
Demonstrate good manners and start to cope with / compensate for non-reciprocation.
Spiritual: Perseverance
Demonstrate persistence in tackling a challenge, eg by overcoming more than one set-back.
Spiritual: Challenge
Recognise things that might 'constrain the human spirit'.

MORAL

Year 4 pupils should
Moral: Right and Wrong
Start to reason about right and wrong in the abstract.
Explore their own and others' views (eg by forming and expressing opinions).
Moral: Consequences
Use their knowledge of consequences to manage and adapt their own behaviour.
Moral: Respecting others
Recognise and explain how people demonstrate respect for the needs, interests and feelings of others.

GAMES FOR SMSC: "DEVIL'S ADVOCATE"

Play Devil's Advocate with the children to explore **moral issues**. Pick some relatively straightforward moral beliefs (for instance: 'it's not OK to steal') and ask the children, in pairs, to work out a way to argue the opposite.

This works much better if it's something the children really don't agree with. (This is based on the job title of a priest in the Roman Catholic Church, who had the task of trying to prove that holy men and women did not deserve to be canonised as a saint.)

Progression in SMSC (by year) **YEAR 4**

SOCIAL

Year 4 pupils should
Social: Social skills
Modify their behaviour appropriately for different religious settings, and explain why they are doing so.
Start to modify everyday behaviour to respect/include friends from different religious backgrounds.
Social: Collaboration
Use their knowledge of others' views, opinions, personal qualities and social skills to work successfully in a team, and start to work on resolving conflicts.
Social: Good citizenship
Explain their own impact in the community and start to make adjustments to their own behaviour in response to this.
Social: Accepting advice
Seek advice but make an informed choice about whether to follow it.
Social: Challenging others
Show awareness of the cultural and religious context for others' values and opinions, adjusting their style of challenge accordingly.
Social: Respect for the environment
Recognise ways in which people are able to demonstrate respect for people, living things, property and the environment.

CULTURAL

Year 4 pupils should
Cultural: Race, Ethnicity, Faith and Socio-economic background
Show respect for other cultures (race, ethnicity, religion, belief and socio-economic background) in words and actions.
Cultural: World view
Recall and compare facts about different places, and explain how these can both reflect and disguise ethnicity, faith and race.
Cultural: Art & music
Accurately verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.
Cultural: Disability, Gender, Sexual Orientation
Start to challenge the behaviour of individuals that might negatively impact on minorities.
Cultural: British values
Understand how wider society is organised (eg councils, courts, charities and third sector).
Recall historical facts about Britain's fundamental values, and explain that these values appear in other cultures too.

SPIRITUAL

Year 5 pupils should
Spiritual: Emotional Literacy
Recognise the impact of their and others' feelings and start to modify behaviour where appropriate (eg compassion and empathy).
Spiritual: Enjoyment
Start to alter their behaviour to make allowances for others' likes and dislikes
Spiritual: Creativity
Start to understand how creative/imaginative experiences can inform their perspective on life.
Spiritual: Reflectiveness
Show an interest in reflecting on their and others' experiences and learning.
Spiritual: Beliefs and Values
Be reflective about their own beliefs/values and ideas, religious or otherwise, explaining how they inform their perspective on life.
Spiritual: Insight vs knowledge
Show an interest in other people's insights.
Spiritual: Respecting Others
Demonstrate good manners and sensitively deal with others' lack of manners.
Spiritual: Perseverance
Persist in tackling challenges, and start to help others do so in sensitive ways.
Spiritual: Challenge
Start to challenge things that might 'constrain the human spirit' eg low aspirations, lack of self-confidence.

MORAL

Year 5 pupils should
Moral: Right and Wrong
Explain how moral codes may differ between cultures; start to use this knowledge to reason about moral dilemmas.
Often act according to their own principles in areas that are considered right by some and wrong by others.
Moral: Consequences
Explain the consequences of their and others' actions, and start to compensate for other people's behaviour.
Moral: Respecting others
Begin to cope with and compensate for other people's lack of respect.

GAMES FOR SMSC: "CONTINUUM"

Do a continuum with parts of the political system: give groups of children slips of paper with e.g. cabinet, parliament, army.

Ask them to arrange them according to their own criteria. For instance level of power, wealth, how local, how democratic.

Then ask each table to move around and guess what the criteria is for the other groups' continuums.

Progression in SMSC (by year) **YEAR 5**

SOCIAL

Year 5 pupils should
Social: Social skills
Modify everyday behaviour to respect/include peers and strangers.
Social: Collaboration
Relate to other people's opinions, qualities and skills, and work towards consensus.
Social: Good citizenship
Adjust their own behaviours to lessen their negative impact in the community (eg use of plastic).
Social: Accepting advice
Start to be able to explain about skill-levels and authority of advice-givers.
Social: Challenging others
Challenge others' values and opinions sensitively, and show an awareness of when it might not be necessary or appropriate to do so.
Social: Respect for the environment
Appreciate individuals' rights and responsibilities in a wider social setting.

CULTURAL

Year 5 pupils should
Cultural: Race, Ethnicity, Faith and Socio-economic background
Start to understand how cultural influences have shaped their own and others' heritage.
Cultural: World view
Start to understand how the 'emerging world culture of shared experiences' (eg through TV and internet) is changing communities around the world.
Cultural: Art & music
Show sensitivity towards other people's views and opinions about artistic, musical, sporting and other cultural experiences.
Cultural: Disability, Gender, Sexual Orientation
Challenge the behaviour of individuals and some groups if it might negatively impact on minorities.
Cultural: British values
Express opinions about the way society is organised at a variety of levels.
Explain how British history and geography has shaped our parliamentary system and our fundamental values.

ACTIVITY FOR SMSC: "FLOW CHART"

Ask groups of children to draw a flowchart of 'things we share in common across cultural, religious, ethnic and socio-economic communities'.

For instance, working out fundamental values that are common to UK history, Islam, and Ancient Greece.

SPIRITUAL

Year 6 pupils should

Spiritual: Emotional Literacy

Recognise the impact of their and others' feelings and modify behaviour where appropriate.

Spiritual: Enjoyment

Explain how their own enjoyment might affect that of others.

Spiritual: Creativity

Explain how creative/imaginative experiences inform their learning and their perspective on life.

Spiritual: Reflectiveness

Reflect on their own and others' experiences and learning, and suggest reasons for the differences.

Spiritual: Beliefs and Values

Be reflective about their own beliefs/values and ideas, and those of others, explaining how they inform perspectives.

Spiritual: Insight vs knowledge

Explain the difference between knowledge and insights.

Spiritual: Respecting Others

Start managing other people's insensitivity in appropriate and courteous ways.

Spiritual: Perseverance

Demonstrate persistence and help others do so in a sensitive way.

Spiritual: Challenge

Sensitively challenge things that might 'constrain the human spirit'.

MORAL

Year 6 pupils should

Moral: Right and Wrong

Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this.

Confidently act according to their own principles in areas that are considered right by some and wrong by others.

Moral: Consequences

Lead a considerate style of life and explain what this means.

Moral: Respecting others

Sensitively cope with and compensate for other people's lack of respect.

ACTIVITY FOR SMSC: "MOCK TRIAL"

Do a mock trial based around a fictional character, to get children thinking about **morality**.

For instance, Heracles for the murder of Hippolyte, the warden in 'Holes' by Louis Sachar, Henry VIII for his treatment of Anne Boleyn.

Have a judge, a clerk, barristers and witnesses to work out what happened from the evidence available, discussing bias and prejudice as you go.

Progression in SMSC (by year) **YEAR 6**

SOCIAL

Year 6 pupils should

Social: Social skills

Show an interest in, and explain, how diverse communities and societies function.

Social: Collaboration

Relate to others and work towards consensus by adapting behaviour and speech (eg facilitating / 'uniting' interactions).

Social: Good citizenship

Reflect on their own contribution to society 'and to the world of work'.

Social: Accepting advice

Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers.

Social: Challenging others

n/a

Social: Respect for the environment

Explain how rights and responsibilities might differ from one cultural context to another.

CULTURAL

Year 6 pupils should

Cultural: Race, Ethnicity, Faith and Socio-economic background

Explain how cultural influences shape people's heritage, both in context and in the abstract.

Cultural: World view

Explain how the 'emerging world culture of shared experiences' (eg through TV and internet) is changing world communities.

Cultural: Art & music

n/a

Cultural: Disability, Gender, Sexual Orientation

Sensitively challenge individuals or groups whose behaviour might have a negative impact on minorities, but recognise that it might not be appropriate for them to speak 'for' someone else.

Cultural: British values

Reflect on their own and others' opinions about the way society is organised at a variety of levels.

Show sensitivity in explaining the range of influences that have come together to shape Britain's parliamentary system and its fundamental values.

Progression in SMSC – **SPIRITUAL**

SPIRITUAL

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Emotional Literacy	**Emotional Literacy**	**Emotional Literacy**	**Emotional Literacy**	**Emotional Literacy**	**Emotional Literacy**
Start to recognise or explain how they and others are feeling.	Recognise and explain how they and others are feeling.	Begin to recognise the possible impact of their and others' feelings (eg starting to show concern for others).	Recognise the possible impact of their and others' feelings (eg showing concern).	Recognise the impact of their and others' feelings and start to modify behaviour where appropriate (eg compassion and empathy).	Recognise the impact of their and others' feelings and modify behaviour where appropriate.
Enjoyment	**Enjoyment**	**Enjoyment**	**Enjoyment**	**Enjoyment**	**Enjoyment**
Show signs of enjoyment.	Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others.	Identify and describe experiences that they like and dislike.	Describe experiences that they enjoy, and start to describe the same for others.	Start to alter their behaviour to make allowances for others' likes and dislikes.	Explain how their own enjoyment might affect that of others.
Creativity	**Creativity**	**Creativity**	**Creativity**	**Creativity**	**Creativity**
Engage in creative/imaginative experiences (with some support).	Start to initiate creative/imaginative experiences (with reduced support).	Independently initiate and participate in creative/imaginative experiences.		Start to understand how creative/ imaginative experiences can inform their perspective on life.	Explain how creative/imaginative experiences inform their learning and their perspective on life.
Reflectiveness	**Reflectiveness**	**Reflectiveness**	**Reflectiveness**	**Reflectiveness**	**Reflectiveness**
With support, recount events to reflect on experiences and learning.	Reflect on experiences and learning by recounting events (i.e. without much support).	Reflect on experiences and learning by expressing opinions.	Reflect on experiences and learning by expressing opinions and listening to those of others.	Show an interest in reflecting on their and others' experiences and learning.	Reflect on their own and others' experiences and learning, and suggest reasons for the differences.
Beliefs and Values	**Beliefs and Values**	**Beliefs and Values**	**Beliefs and Values**	**Beliefs and Values**	**Beliefs and Values**
Verbalise some of their own beliefs, religious or otherwise.	Verbalise their own beliefs and distinguish between those that are religious and those that are not.	Describe their own beliefs and start to put them into religious and ethical contexts.	Describe their own beliefs coherently and put them into a religious or ethical context.	Be reflective about their own beliefs/values and ideas, religious or otherwise, explaining how they inform their perspective on life.	Be reflective about their own beliefs/values and ideas, and those of others, explaining how they inform perspectives.
Insight vs Knowledge	**Insight vs Knowledge**	**Insight vs Knowledge**	**Insight vs Knowledge**	**Insight vs Knowledge**	**Insight vs Knowledge**
Demonstrate an awareness that other people have knowledge.	Demonstrate a respect for other people's knowledge.	Start to show awareness of other people's insights.	Show respect for other people's insights.	Show an interest in other people's insights.	Explain the difference between knowledge and insights.
Respecting Others	**Respecting Others**	**Respecting Others**	**Respecting Others**	**Respecting Others**	**Respecting Others**
Start to show respect through their actions (eg following school or class rules).	Demonstrate respect for others (eg by choosing to help each other).	Consistently show respect for others through their manners and actions.	Demonstrate good manners and start to cope with / compensate for non-reciprocation.	Demonstrate good manners and sensitively deal with others' lack of manners.	Start managing other people's insensitivity in appropriate and courteous ways.
Perseverance	**Perseverance**	**Perseverance**	**Perseverance**	**Perseverance**	**Perseverance**
With support, tackle a challenge until it is resolved.	Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved.		Demonstrate persistence in tackling a challenge, eg by overcoming more than one set-back.	Persist in tackling challenges, and start to help others do so in sensitive ways	Demonstrate persistence and help others do so in a sensitive way.
Challenge	**Challenge**	**Challenge**	**Challenge**	**Challenge**	**Challenge**
		Start to recognise things that might 'constrain the human spirit' eg low aspirations, lack of self-confidence.	Recognise things that might 'constrain the human spirit'.	Start to challenge things that might 'constrain the human spirit' eg low aspirations, lack of self-confidence.	Sensitively challenge things that might 'constrain the human spirit'.

A Progression in SMSC – **MORAL**

MORAL

Year 1	Year 2	Year 3
Right and Wrong	**Right and Wrong**	**Right and Wrong**
With support, make choices based on an understanding of right and wrong.	Make choices based on an understanding of right and wrong.	Explain the difference between right and wrong (in context).
Follow the school or class rules.	Start to develop their own principles.	Act according to their own principles and accept that other people's views and choices may be different from their own.
Consequences	**Consequences**	**Consequences**
Recognise that their actions may have negative consequences.	Recognise that their actions have negative and positive consequences.	Recognise the consequences of behaviour (theirs and others') and use this knowledge to start to manage their own behaviour.
Respecting Others	**Respecting Others**	**Respecting Others**
Start to demonstrate an awareness of, and respect for, others' needs, interests and feelings, as well as their own.	Show respect by starting to explain other people's needs, interests and feelings, as well as their own.	Start to recognise how people can show respect for the needs, interests and feelings of others.

Year 4	Year 5	Year 6
Right and Wrong	**Right and Wrong**	**Right and Wrong**
Start to reason about right and wrong in the abstract.	Explain how moral codes may differ between cultures; start to use this knowledge to reason about moral dilemmas.	Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this.
Explore their own and others' views (eg by forming and expressing opinions).	Often act according to their own principles in areas that are considered right by some and wrong by others.	Confidently act according to their own principles in areas that are considered right by some and wrong by others.
Consequences	**Consequences**	**Consequences**
Use their knowledge of consequences to manage and adapt their own behaviour.	Explain the consequences of their and others' actions, and start to compensate for other people's behaviour.	Lead a considerate style of life and explain what this means.
Respecting Others	**Respecting Others**	**Respecting Others**
Recognise and explain how people demonstrate respect for the needs, interests and feelings of others.	Begin to cope with and compensate for other people's lack of respect.	Sensitively cope with and compensate for other people's lack of respect.

A Progression in SMSC – **SOCIAL**

SOCIAL

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social Skills	**Social Skills**	**Social Skills**	**Social Skills**	**Social Skills**	**Social Skills**
Show awareness that different behaviour might be needed in a religious setting.	Demonstrate awareness of the 'rules' for behaviour in a religious setting.	Start to modify their behaviour to follow the 'rules' of a religious settings.	Modify their behaviour appropriately for different religious settings, and explain why they are doing so.	Modify everyday behaviour to respect/include peers and strangers.	Show an interest in, and explain, how diverse communities and societies function.
Where possible, play with pupils from different religious, ethnic and socio-economic backgrounds, perhaps with encouragement.	Where possible, play and socialize with pupils from different religious, ethnic and socio-economic backgrounds.		Start to modify everyday behaviour to respect/include friends from different religious backgrounds.		
Collaboration	**Collaboration**	**Collaboration**	**Collaboration**	**Collaboration**	**Collaboration**
With some support, cooperate with others in shared activities.	Cooperate with others in a range of shared activities.	Work as part of a team, showing an awareness of conflict and how it might be resolved.	Use their knowledge of others' views, opinions, personal qualities and social skills to work successfully in a team, and start to work on resolving conflicts.	Relate to other people's opinions, qualities and skills, and work towards consensus.	Relate to others and work towards consensus by adapting behaviour and speech (eg facilitating / 'uniting' interactions).
Good Citizenship	**Good Citizenship**	**Good Citizenship**	**Good Citizenship**	**Good Citizenship**	**Good Citizenship**
With support, participate in activities that contribute to the school (eg litter picking).	Participate in activities that contribute to the school and wider community.	Start to reflect on their own impact in the community (eg waste, noise, carbon footprint).	Explain their own impact in the community and start to make adjustments to their own behaviour in response to this.	Adjust their own behaviours to lessen their negative impact in the community (eg use of plastic).	Reflect on their own contribution to society 'and to the world of work'.
Accepting Advice	**Accepting Advice**	**Accepting Advice**	**Accepting Advice**	**Accepting Advice**	**Accepting Advice**
Follow the advice of others.	Willingly accept and follow advice, but start to appreciate that some advice might not be so useful.	Begin to seek advice and make an informed choice about whether to follow it.	Seek advice but make an informed choice about whether to follow it.	Start to be able to explain about skill-levels and authority of advice-givers.	Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers.
Challenging Others	**Challenging Others**	**Challenging Others**	**Challenging Others**	**Challenging Others**	**Challenging Others**
Start to challenge other people's values and opinions.	Challenge other people's values and opinions, being polite when doing so (with support).	Be polite when challenging others' values and opinions (i.e. without support).	Show awareness of the cultural and religious context for others' values and opinions, adjusting their style of challenge accordingly.	Challenge others' values and opinions sensitively, and show an awareness of when it might not be necessary or appropriate to do so.	n/a
Respect for Environment	**Respect for Environment**	**Respect for Environment**	**Respect for Environment**	**Respect for Environment**	**Respect for Environment**
Demonstrate respect for property; start to show respect for people, living things and the environment.	Demonstrate respect for people, living things, property and the environment.	Start to show awareness of the difference between rights and responsibilities.	Recognise ways in which people are able to demonstrate respect for people, living things, property and the environment.	Appreciate individuals' rights and responsibilities in a wider social setting.	Explain how rights and responsibilities might differ from one cultural context to another.

Progression in SMSC – **CULTURAL**

CULTURAL

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Race, Ethnicity, Faith and Socio-economic background	**Race, Ethnicity, Faith and Socio-economic background**	**Race, Ethnicity, Faith and Socio-economic background**	**Race, Ethnicity, Faith and Socio-economic background**	**Race, Ethnicity, Faith and Socio-economic background**	**Race, Ethnicity, Faith and Socio-economic background**
Start to show an awareness of different cultures (race, ethnicity, religion, belief and socio-economic background) eg within school.	Develop understanding of different cultures (race, ethnicity, religion, belief and socio-economic background) eg the range within school.	Show an interest in, and appreciation of, different cultures and practices (race, ethnicity, religion, belief and socio-economic background).	Show respect for other cultures (race, ethnicity, religion, belief and socio-economic background) in words and actions.	Start to understand how cultural influences have shaped their own and others' heritage.	Explain how cultural influences shape people's heritage, both in context and in the abstract.
World View	**World View**	**World View**	**World View**	**World View**	**World View**
Recount some facts (that have been given to them) about towns, cities and countries beyond their own.	Independently recount facts about towns, cities and countries beyond their own.	Compare and contrast facts about different places and start to recognize that place is not the same as ethnicity or race.	Recall and compare facts about different places, and explain how these can both reflect and disguise ethnicity, faith and race.	Start to understand how the 'emerging world culture of shared experiences' (eg through TV and internet) is changing communities around the world.	Explain how the 'emerging world culture of shared experiences' (eg through TV and internet) is changing world communities.
Art, Music, Sport	**Art, Music, Sport**	**Art, Music, Sport**	**Art, Music, Sport**	**Art, Music, Sport**	**Art, Music, Sport**
Express opinions about artistic, musical, sporting and other cultural experiences.	Start to reflect on artistic, musical, sporting and other cultural experiences, and accept that other people's views might be different.	Start to verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.	Accurately verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.	Show sensitivity towards other people's views and opinions about artistic, musical, sporting and other cultural experiences.	
Disability, Gender, Sexual Orientation	**Disability, Gender, Sexual Orientation**	**Disability, Gender, Sexual Orientation**	**Disability, Gender, Sexual Orientation**	**Disability, Gender, Sexual Orientation**	**Disability, Gender, Sexual Orientation**
Show an awareness of disability and gender.	Show an awareness of, and respect for, disability and gender and sexual orientation (in a primary-appropriate way, eg talking about same-sex marriage).	Recognise ways in which people can demonstrate respect for disability, gender and sexual orientation.	Start to challenge the behaviour of individuals that might negatively impact on minorities.	Challenge the behaviour of individuals and some groups if it might negatively impact on minorities.	Sensitively challenge individuals or groups whose behaviour might have a negative impact on minorities, but recognise that it might not be appropriate for them to speak 'for' someone else.
British Values	**British Values**	**British Values**	**British Values**	**British Values**	**British Values**
Show some understanding of how their community is organized (eg family, school).	Demonstrate a knowledge of how their community is organized (eg family, school, town).	Understand how wider society is organised (eg parliament, police, places of worship, the NHS).	Understand how wider society is organised (eg councils, courts, charities and third sector).	Express opinions about the way society is organised at a variety of levels.	Reflect on their own and others' opinions about the way society is organised at a variety of levels.
Recount some facts about Britain's political system (eg the queen, the prime minister).	Recount facts about Britain's parliamentary system, past and present (eg Guy Fawkes, Lord Shaftesbury, naming the current prime minister).	Start to select from historical that explain fundamental values (eg Romans, Saxon Christianity, Magna Carta, Tudor religion, slave trade/empire, Victorian reforms, Suffragettes, WW2, Windrush).	Recall historical facts about Britain's fundamental values, and explain that these values appear in other cultures too.	Explain how British history and geography has shaped our parliamentary system and our fundamental values.	Show sensitivity in explaining the range of influences that have come together to shape Britain's parliamentary system and its fundamental values.