



# A Guide to Progression in SMSC

Year 1 – Year 6



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## About the authors: TT Education

We're the UK's leading school improvement organisation, working with schools, academies and trusts in the UK and beyond to improve the quality of children's education. Founded in January 2012 by David Maytham, everything we do is underpinned by the belief that every child has the right to an excellent education.



We're dedicated to enhancing life chances for all pupils by empowering teachers and leaders to create sustainable improvement in their schools through engaged learning and inspirational leadership. We help teachers and leaders make progress through our outstanding CPD courses, INSET days, consultancy, digital solutions and longer-term school improvement support.

## About this document

Our Guide to Progression in SMSC document provides teachers with a clear framework for teaching and assessing primary SMSC. Written by current practitioners, for current practitioners, this document is fully aligned with the Ofsted objectives and expectations. Most of the criteria from this document are taken from Ofsted SMSC criteria.

## TT Education's Learning Pathways: The Path to Success

### What is it?

A forward thinking, innovative approach to teaching and learning in the 21st century classroom, which can be applied across all subjects to support all schools in achieving outstanding results through engaged learning. Developed by education expert David Maytham, The Path to Success is grounded in the latest educational research and first-hand experience of current teaching of real children in the primary classroom.

### How is it different?

We are not advocating a scheme that schools, children and teachers have to follow in a particular order or predetermined way. In our experience, a predetermined scheme is unable to take account of all the various factors at play in any one classroom; including, but not limited to the skill set of the teacher and the ability range of the children.

The Path to Success is a circular methodology with talk, collaboration and active approaches at its heart. Its process can be applied across the curriculum, as the core techniques it embodies can be used to teach any skill or operation. Once teachers internalise this process, it has the potential to transform their practice and have a significant impact on standards.

### What does it look like?

Teachers who utilise the Path to Success will develop and enrich children's ability to problem-solve, think creatively, improve their skills as learners and consequently make accelerated progress.

#### The Power of Talk:

*"Talk is thought. It is only when you talk something through that you realise whether you have fully understood it. Talking allows us to develop our thinking, internally question our understanding and, ultimately, learn."*

#### The Power of Active Approaches: Gamification of Learning

*"In the natural world, young animals learn through play. We are familiar with this as a concept with babies and toddlers; why, then, do we reject this as children begin to grow? When an idea or concept is made into a game – something which children recognise and respond to – children begin to engage with it and take ownership over it. Gamifying learning allows children to generate ideas for themselves, cultivate their creativity, and lay the foundations for fluent learning."*

#### The Power of Collaboration:

*"Creating a classroom climate of collaboration is crucial for the long term sustainability of learning. If we share a common purpose, we are incentivised to work together to develop our collective understanding. The barriers created by fear of personal failure are destroyed and we begin to recognise the power of our own contributions to the learning of the whole group. Not only does this create feelings of self-worth, excitement and engagement with the learning, but it also stimulates creativity and, in the discussion and development of ideas with peers, creates a deeper level of understanding."*

**David Maytham**  
Head of Education



## TT Education's Learning Pathways: The Path to Success

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### Stage 1: Experience it

Children need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect a child to use relative clauses in a newspaper report if they have never really experienced this before in any type of meaningful context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

**"Hook, Experience, Context and Purpose"** is a mantra we use a lot when working with schools. We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your children? What experiences did children bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the children have a clear purpose for their learning, or was it simply 'complete the activities on page 10'?

### Stage 2: Play with it

This refers to the **Gamification of Learning**. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the children but they also support children in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

### Stage 3: Use It

Once children have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for children.

**"Tell me and I'll forget; show me and I may remember; involve me and I'll understand."** Chinese proverb

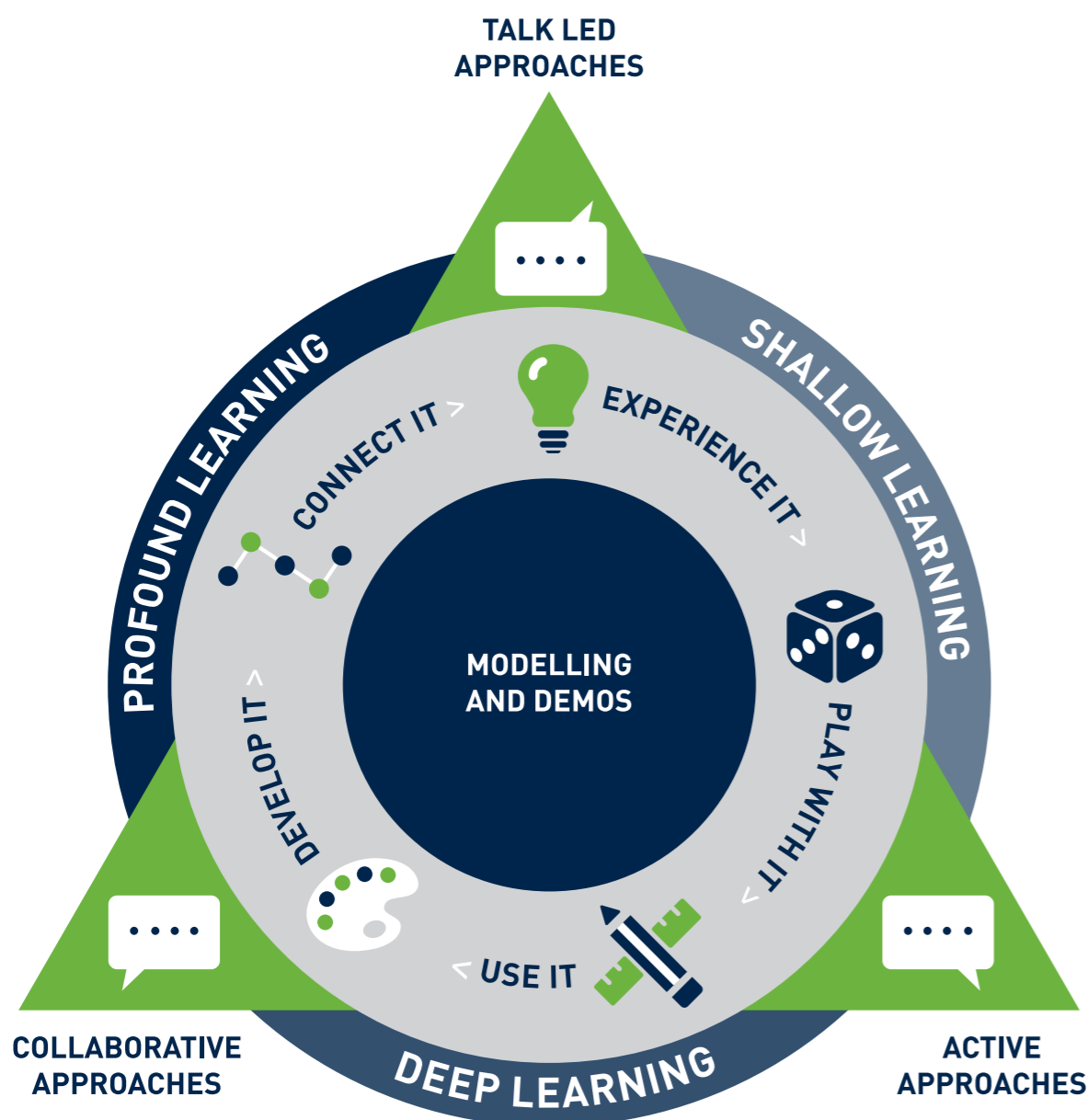
### Stage 4: Develop it

Children continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the children as learners, actively engaging in the learning process. High-quality modelling and demonstration should be underpinned by **an active, talk-led, collaborative learning climate**, in which children move from learners to teachers. If a child can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our children into becoming teachers. If a child can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another child, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface-level learning to deeper learning and understanding.

### Step 5: Connect It

This refers to children making connections across the curriculum. With a deeper understanding, children will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the child from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.



## Introduction



Adam Reed  
Director of School Improvement

Who am I? What are my personal views on right and wrong? How do I fit into my local and global community? What 'cultural capital' can I gain – and how will this inform my thinking around this, and other subjects? These, among many more, are questions that we need to help our pupils answer. SMSC is the study of Spiritual, Social, Moral and Cultural thinking – threads that run through every other aspect of the curriculum. So how do we ensure our pupils are progressing in their thinking?

We have taken the guidance for SMSC and, having applied our experiences and understanding of learning and progression, provided you with a guide that will help structure learning effectively – and help pupils to add knowledge to their long-term memories, helping them to learn.

There is no statutory national curriculum for SMSC, yet all pupils must study it – and be taught about British Values under the Education Act (2002). Non-statutory guidance documents speak of the importance of studying SMSC as; "It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it.

This booklet breaks down all of the elements of skills that pupils are required to develop, supported by our Path to Success. We hope you enjoy this guide and find it useful in supporting your teachers understand progression in SMSC more deeply.

## Applying the Path To Success to SMSC

### Step 5: Connect it!

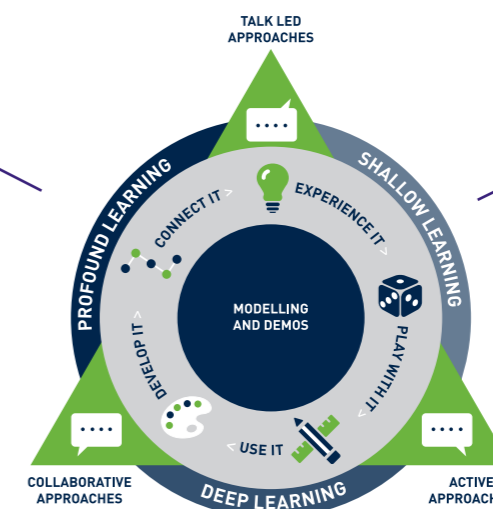
- Use 'reading skills' language in SMSC
- Link existing learning to previous 'topics' so pupils can see learning links across subjects and within SMSC
- Use 'SMSC skills' vocabulary as a thread to all SMSC lessons
- Link the subject topics to a range of core and foundation lessons you are working on at the same time
- Utilise SMSC themes as stimuli for writing and maths outcomes

### Step 1: Experience it

- Finding out about morals, culture etc. in the news
- Exploring morality through history – crime and punishment, right and wrong
- Interviews / visits / visitors – how does spirituality influence the life of a...?
- Explore SMSC in books, film, TV
- Look at global cultures, music, traditions, festivals, celebrations – what is life like here?

### Step 4: Develop it

- Collaborate!
- Pupils discussing how SMSC skills and understanding can inform problem solving and creativity
- Discuss global spiritual and moral and issues and our response(s) to them
- Use collaborative activities to enhance vocabulary application and use of SMSC-based language
- Challenge, set tasks that require pupils to 'teach' about a particular aspect of SMSC and how they
- Apply across subjects



### Step 2: Play with it

- Word association games and follow-on 'play' with vocabulary
- Learn about the lives of children from different cultures from around the world – how does it affect their play?
- Apply 'how could I respond to this situation?' (critical thinking and moral situations from different perspectives)
  - SMSC 'flash' – one day a week, share something interesting spiritually, morally, culturally etc.

### Step 3: Use it

- With literacy requirements as a vehicle, and SMSC themes as a stimulus, explore with pupils how they can evidence their learning and thinking through cultural capital and cross-curricular themes
- Evidence learning; pictures, videos, scripts, diaries, posters, recounts, comparisons, etc.

### SPIRITUAL

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

NOTES

### MORAL

Year 1 pupils should
<b>Moral:</b> Right and Wrong With support, make choices based on an understanding of right and wrong.
Follow the school or class rules.
<b>Moral:</b> Consequences Recognise that their actions may have negative consequences.
<b>Moral:</b> 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.

### SOCIAL

Year 1 pupils should
<b>Social:</b> 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.
<b>Social:</b> Collaboration With some support, cooperate with others in shared activities.
<b>Social:</b> Good citizenship With support, participate in activities that contribute to the school (eg litter picking).
<b>Social:</b> Accepting advice Follow the advice of others.
<b>Social:</b> Challenging others Start to challenge other people's values and opinions.
<b>Social:</b> Respect for the environment Demonstrate respect for property; start to show respect for people, living things and the environment.

NOTES

### CULTURAL

Year 1 pupils should
<b>Cultural:</b> 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.
<b>Cultural:</b> World view Recount some facts (that have been given to them) about towns, cities and countries beyond their own.
<b>Cultural:</b> Art & music Express opinions about artistic, musical, sporting and other cultural experiences.
<b>Cultural:</b> Disability, Gender, Sexual Orientation Show an awareness of disability and gender.
<b>Cultural:</b> 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

NOTES


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).

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.

NOTES


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

NOTES

### MORAL

Year 3 pupils should
<b>Moral:</b> 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.
<b>Moral:</b> Consequences Recognise the consequences of behaviour (theirs and others') and use this knowledge to start to manage their own behaviour.
<b>Moral:</b> 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!)

### SOCIAL

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

NOTES

### CULTURAL

Year 3 pupils should
<b>Cultural:</b> 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).
<b>Cultural:</b> World view Compare and contrast facts about different places and start to recognize that place is not the same as ethnicity or race.
<b>Cultural:</b> Art & music Start to verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.
<b>Cultural:</b> Disability, Gender, Sexual Orientation Recognise ways in which people can demonstrate respect for disability, gender and sexual orientation.
<b>Cultural:</b> 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'.

NOTES


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.)

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.

NOTES


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.

NOTES


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.


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.

NOTES


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'.

NOTES


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.


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.

NOTES


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.


## SPIRITUAL

Year 1	Year 2	Year 3
<b>Emotional Literacy</b>	<b>Emotional Literacy</b>	<b>Emotional Literacy</b>
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).
<b>Enjoyment</b>	<b>Enjoyment</b>	<b>Enjoyment</b>
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.
<b>Creativity</b>	<b>Creativity</b>	<b>Creativity</b>
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.
<b>Reflectiveness</b>	<b>Reflectiveness</b>	<b>Reflectiveness</b>
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.
<b>Beliefs and Values</b>	<b>Beliefs and Values</b>	<b>Beliefs and Values</b>
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.
<b>Insight vs Knowledge</b>	<b>Insight vs Knowledge</b>	<b>Insight vs Knowledge</b>
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.
<b>Respecting Others</b>	<b>Respecting Others</b>	<b>Respecting Others</b>
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.
<b>Perseverance</b>	<b>Perseverance</b>	<b>Perseverance</b>
With support, tackle a challenge until it is resolved.	Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved.	
<b>Challenge</b>	<b>Challenge</b>	<b>Challenge</b>
		Start to recognise things that might 'constrain the human spirit' eg low aspirations, lack of self-confidence.

Year 4	Year 5	Year 6
<b>Emotional Literacy</b>	<b>Emotional Literacy</b>	<b>Emotional Literacy</b>
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.
<b>Enjoyment</b>	<b>Enjoyment</b>	<b>Enjoyment</b>
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.
<b>Creativity</b>	<b>Creativity</b>	<b>Creativity</b>
	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.
<b>Reflectiveness</b>	<b>Reflectiveness</b>	<b>Reflectiveness</b>
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.
<b>Beliefs and Values</b>	<b>Beliefs and Values</b>	<b>Beliefs and Values</b>
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.
<b>Insight vs Knowledge</b>	<b>Insight vs Knowledge</b>	<b>Insight vs Knowledge</b>
Show respect for other people's insights.	Show an interest in other people's insights.	Explain the difference between knowledge and insights.
<b>Respecting Others</b>	<b>Respecting Others</b>	<b>Respecting Others</b>
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.
<b>Perseverance</b>	<b>Perseverance</b>	<b>Perseverance</b>
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.
<b>Challenge</b>	<b>Challenge</b>	<b>Challenge</b>
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'.

## MORAL

Year 1	Year 2	Year 3
<b>Right and Wrong</b>	<b>Right and Wrong</b>	<b>Right and Wrong</b>
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.
<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>
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.
<b>Respecting Others</b>	<b>Respecting Others</b>	<b>Respecting Others</b>
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
<b>Right and Wrong</b>	<b>Right and Wrong</b>	<b>Right and Wrong</b>
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.
<b>Consequences</b>	<b>Consequences</b>	<b>Consequences</b>
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.
<b>Respecting Others</b>	<b>Respecting Others</b>	<b>Respecting Others</b>
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.

## SOCIAL

Year 1	Year 2	Year 3
<b>Social Skills</b>	<b>Social Skills</b>	<b>Social Skills</b>
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.
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.	
<b>Collaboration</b>	<b>Collaboration</b>	<b>Collaboration</b>
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.
<b>Good Citizenship</b>	<b>Good Citizenship</b>	<b>Good Citizenship</b>
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).
<b>Accepting Advice</b>	<b>Accepting Advice</b>	<b>Accepting Advice</b>
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.
<b>Challenging Others</b>	<b>Challenging Others</b>	<b>Challenging Others</b>
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).
<b>Respect for Environment</b>	<b>Respect for Environment</b>	<b>Respect for Environment</b>
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.

Year 4	Year 5	Year 6
<b>Social Skills</b>	<b>Social Skills</b>	<b>Social Skills</b>
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.
Start to modify everyday behaviour to respect/include friends from different religious backgrounds.		
<b>Collaboration</b>	<b>Collaboration</b>	<b>Collaboration</b>
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).
<b>Good Citizenship</b>	<b>Good Citizenship</b>	<b>Good Citizenship</b>
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'.
<b>Accepting Advice</b>	<b>Accepting Advice</b>	<b>Accepting Advice</b>
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.
<b>Challenging Others</b>	<b>Challenging Others</b>	<b>Challenging Others</b>
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
<b>Respect for Environment</b>	<b>Respect for Environment</b>	<b>Respect for Environment</b>
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.

## CULTURAL

Year 1	Year 2	Year 3
<b>Race, Ethnicity, Faith and Socio-economic background</b>	<b>Race, Ethnicity, Faith and Socio-economic background</b>	<b>Race, Ethnicity, Faith and Socio-economic background</b>
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).
<b>World View</b>	<b>World View</b>	<b>World View</b>
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.
<b>Art, Music, Sport</b>	<b>Art, Music, Sport</b>	<b>Art, Music, Sport</b>
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.
<b>Disability, Gender, Sexual Orientation</b>	<b>Disability, Gender, Sexual Orientation</b>	<b>Disability, Gender, Sexual Orientation</b>
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.
<b>British Values</b>	<b>British Values</b>	<b>British Values</b>
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).
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).

Year 4	Year 5	Year 6
<b>Race, Ethnicity, Faith and Socio-economic background</b>	<b>Race, Ethnicity, Faith and Socio-economic background</b>	<b>Race, Ethnicity, Faith and Socio-economic background</b>
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.
<b>World View</b>	<b>World View</b>	<b>World View</b>
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.
<b>Art, Music, Sport</b>	<b>Art, Music, Sport</b>	<b>Art, Music, Sport</b>
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.	
<b>Disability, Gender, Sexual Orientation</b>	<b>Disability, Gender, Sexual Orientation</b>	<b>Disability, Gender, Sexual Orientation</b>
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.
<b>British Values</b>	<b>British Values</b>	<b>British Values</b>
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.
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.

## SMSC teaching tips for activities ...

### Engagement

1. The activity does not outlast the concentration span of pupils.
2. The activity is accessible to all pupils (starter involving complex instructions or extended reading or writing are less likely to engage all pupils quickly).
3. The activity 'hooks' pupils interest – could be mystery, curiosity, novelty or particular relevance.
4. Expectations are made clear e.g. 'Each group should come up with at least five suggestions in x minutes'.
5. The activity is immediate i.e. First five minutes.
6. The teacher intervenes, where necessary, to promote engagement.

### Pace

1. Starters are accessible to all or most learners as soon as they arrive in the classroom.
2. Clear expectations of time frames are set and adhered to.
3. The teacher intervenes to move the lesson forward.

### Challenge

1. Activities and questions involve remembering, checking on understanding and applying knowledge (Blooms Knowledge, Comprehension and Application).
2. Activities and questions that involve higher order critical and creative thinking (Blooms Analysis, Synthesis and Evaluation).

### Starter Activities

1. Find out what pupils already know and understand.
2. What learners can do (skills).
3. What learners are aware of (Values and Attitudes).
4. Mobilise what pupils already know for the benefit of others.

### Pupils ...

1. Connect with prior learning, either to build on what has been learned in previous lessons or to assimilate a new topic or idea.
2. Get to grips with new learning, relating it to some or all of the lesson objectives.
3. Practise or apply subject/generic skills on a little-and-often basis.
4. Build knowledge, understanding, and skills over a series of lessons.

### Pupils understand ...

1. What is expected.
2. How to get top marks.
3. How to achieve, and progress outstandingly well.



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