An Daras Trust
Igniting Curiosity Growing Capabilities

With the exception of EYFS, our SMSC is taught on a two-year rolling program in year groups Year 1 and 2. Year 3 and 4. Year 5 and 6.

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". Our school's ethos and teaching, which parents are aware of, supports the rule of English civil and criminal law.

We have taken the guidance for SMSC and, having applied our experiences and understanding of learning, created this progression document across the school to help pupils to add knowledge to their long-term memories, helping them to learn. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. This knowledge and skills organiser for SMSC demonstrates the progression through the year groups in a mixed-age class. It includes regular opportunities to revisit prior learning and build upon this.

SMSC is taught through a range of subjects and learning opportunities, for example school council and collective worship. The document identifies where these opportunities will be - highlighted in yellow.

Diversity: We have carefully planned our curriculum to include diversity (gender, disability, Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in orange.

EYFS

SMSC	Spiritual	Moral	Social	Cultural
Knowledge and Skills	Protected characteristic(s): Belief and Non-belief **Understanding the World:** ▪ *Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.*	**Personal, social and emotional development:** ▪ *Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.*	Protected characteristic(s): Belief and Non-belief; Race **Personal, social and emotional development:** ▪ *Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic*	Protected characteristic(s): Belief and Non-belief; Race **Expressive arts and design:** ▪ *Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.* **Understanding the World:**

Collective worship: see assembly overview.

Characteristics of Effective Learning: Active Learning

- *Sense of enjoyment and fascination in learning about themselves, others and the world around them.*

Daily through continuous provision enhancements.

Expressive Arts and Design:

- *of imagination and creativity in their learning.*

Daily through continuous provision enhancements.

Characteristics of Effective Learning: Creating and Thinking Critically

- *Willingness to reflect on their experiences.*

Weekly class discussion

- *Understanding of the consequences of their behaviour and actions.*

Collective worship: see overview. Behaviour policy.

Understanding the World:

- *Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*

Daily through continuous provision enhancements.

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and socio-economic backgrounds.

- *Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.*

Daily through continuous provision enhancements.

Understanding the World:

- *Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.*

Collective worship: see assembly overview.

- *Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.*

Personal, social and emotional development:
This type of knowledge would be too abstract for the large majority of children in the EYFS but it is underpinned by early experiences in.

- *Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.*

Collective worship: see overview. Various opportunities to vote (e.g., daily reading book, Capabilities Curriculum

Expressive arts and design:

- *Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.*

Daily through continuous provision enhancements

Understanding the world: People and communities

				Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Collective worship: see overview.

Year 1 & 2 Year A

SMSC	Spiritual	Moral	Social	Cultural
Knowledge and Skills	Protected characteristic(s): Belief and Non-belief **Spiritual: Emotional Literacy** ▪ *Start to recognise or explain how they and others are feeling.* PSHE - We all have feelings PSHE - Good and not so good feelings **Spiritual: Enjoyment** ▪ *Show signs of enjoyment.* Daily (including Continuous Provision) **Spiritual: Creativity**	**Moral: Right and Wrong** ▪ *With support, make choices based on an understanding of right and wrong.* Online Safety We are responsible internet and device users Daily Behaviour Choices ▪ *Follow the school or class charters.* Behaviour policy. **Moral: Consequences** ▪ *Recognise that their actions may have negative consequences.* Behaviour policy	Protected characteristic(s): Belief and Non-belief **Social: Social skills** ▪ *Show awareness that different behaviour might be needed in a religious setting.* RE - What does it mean to belong to a faith community? RE - Who is Jewish and how do they live? ▪ *Where possible, play with pupils from different religious, ethnic and socio-economic backgrounds, perhaps with encouragement.*	Protected characteristic(s): Belief and Non-belief; Race; Disability; Gender (sex) **Cultural: Race, Ethnicity, Faith and Socio-economic background** ▪ *Start to show an awareness of different cultures (race, ethnicity, religion, belief and socio-economic background) e.g. within school.* Collective worship: see assembly overview. RE - Who is Jewish and how do they live? Geography Natural Elements - What is a River?

▪ *Engage in creative/imaginative experiences (with some support).* Music - First Access Art Painting – Colour Mixing and Primary Shades Daily Continuous Provision/ Creative Learning Challenges **Spiritual: Reflectiveness** ▪ *With support, recount events to reflect on experiences and learning.* Music – BBC Ten Pieces. **Spiritual: Beliefs and Values** ▪ *Verbalise some of their own beliefs, religious or otherwise.* Collective worship -see overview. RE - How do we care for others in the world and why does it matter? **Spiritual: Insight vs knowledge** ▪ *Demonstrate an awareness that other people have knowledge.* PSHE – Learning about Work PSHE – Basic First Aid **Spiritual: Respecting Others** ▪ *Start to show respect through their actions (e.g. following school or class charters).* Class Charter Daily Behaviour and Expectations	**Moral: Respecting others** ▪ *Start to demonstrate an awareness of, and respect for, others' needs, interests and feelings, as well as their own.* Online Safety We are kind and thoughtful	**Social: Collaboration** ▪ *With some support, cooperate with others in shared activities.* PSHE - Welcome to school **Social: Good citizenship** ▪ *With support, participate in activities that contribute to the school (e.g. litter picking).* School Council **Social: Accepting advice** ▪ *Follow the advice of others.* Online Safety - We are rule writers **Social: Challenging others** ▪ *Start to challenge other people's values and opinions.* RE - Who made the World? RE - What do Christians believe God is like? **Social: Respect for the environment** ▪ *Demonstrate respect for property; start to show respect for people, living things and the environment.* Geography Environmental (Woodland Skills Centre) Science Plants Geography - Seaside RE - How should we care for the world, and why does it matter?	**Cultural: World view** ▪ *Recount some facts (that have been given to them) about towns, cities and countries beyond their own.* Geography Natural Elements – Why are mountains so important **Cultural: Art & music** ▪ *Express opinions about artistic, musical, sporting and other cultural experiences.* Art Painting Art 3D Sculptures Music – BBC Ten Pieces – Vivaldi and Handel **Cultural: Disability, Gender, Sexual Orientation** ▪ *Show an awareness of disability and gender.* Collective worship: see overview. **Cultural: British values** ▪ *Show some understanding of how their community is organised (eg family, school).* PSHE - Welcome to school (different roles in the community) PSHE - People Who Care for Us

				Recount some facts about Britain's political system (eg the queen, the prime minister). Collective worship: see assembly overview. History – The Queen's Crown

| | Spiritual: Perseverance
■ With support, tackle a challenge until it is resolved.
Daily Learning Dispositions – Resilience

Spiritual: Challenge
N/A | | | |

Year 1 & 2 Year B

| Knowledge and Skills | Protected characteristic(s): Belief and Non-belief; Race
Spiritual: Emotional Literacy
■ Recognise and explain how they and others are feeling.
PSHE – Rights, Responsibilities and Respect. Respecting Uniqueness.

Spiritual: Enjoyment
■ Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others.
Throughout all subjects
PSHE Respecting uniqueness and Communities

Spiritual: Creativity
■ Start to initiate creative/imaginative experiences (with reduced support).
Music – I wanna play in a band (Charanga) | Moral: Right and Wrong
■ Make choices based on an understanding of right and wrong.
Behaviour policy.
■ Start to develop their own principles.
Behaviour policy, Computing – Online safety - We are Year 2 rule writers)

Moral: Consequences
■ Recognise that their actions have negative and positive consequences.
Behaviour policy
PSHE - Everyday safety
PSHE - Horrible hands
Computing – Online safety - We are not online bullies

Moral: Respecting others
■ Show respect by starting to explain other people's needs, | Protected characteristic(s): Belief and Non-belief; Race
Social: Social skills
■ Demonstrate awareness of the 'rules' for behaviour in a religious setting.
■ Where possible, play and socialise with pupils from different religious, ethnic and socio-economic backgrounds.
Daily learning and play
RE - Who is Muslim and how do they live?

Social: Collaboration
■ Cooperate with others in a range of shared activities.
Learning throughout the year- writing, science, learning connection block.

Social: Good citizenship | Protected characteristic(s): Belief and Non-belief; Race; Marriage and Civil Partnership
Cultural: Race, Ethnicity, Faith and Socio-economic background
■ Develop understanding of different cultures (race, ethnicity, religion, belief and socio-economic background) e.g. the range within school.
Collective worship: see assembly overview.
British Values
RE (throughout the year)
PSHE - Learning about work

Cultural: World view
■ Independently recount facts about towns, cities and countries beyond their own.
Geography – Kampong Ayer

Cultural: Art & music |

Art – Printing William Morris

Spiritual: Reflectiveness
- *Reflect on experiences and learning by recounting events (i.e. without much support).*
Daily/weekly reflection

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.*
PSHE – Emergencies and getting help

Spiritual: Respecting Others
- *Demonstrate respect for others (e.g. by choosing to help each other).*
PSHE - Respecting Uniqueness
British Values through Picture News

Spiritual: Perseverance
- *Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved.*
Daily learning: Visible Learning

Spiritual: Challenge
- N/A

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interests and feelings, as well as their own.
PSHE - Recognising Uniqueness
PSHE - Learning about work
PSHE - Sharing photos online
PSHE - Playing games online

- *Participate in activities that contribute to the school and wider community.*
School Council
Contribution to community/school events, e.g. Summer fayre

Social: Accepting advice
- *Willingly accept and follow advice but start to appreciate that some advice might not be so useful.*
Behaviour policy, Reflection on behaviour.
Reflection on learning through visible learning dispositions and feedback.
PSHE - Our communities

Social: Challenging others
- *Challenge other people's values and opinions, being polite when doing so (with support).*
School Council
PSHE - Respecting uniqueness
PSHE - Big feelings
British Values

Social: Respect for the environment
- *Demonstrate respect for people, living things, property and the environment.*
PSHE - Respecting uniqueness and Our communities

- *Start to reflect on artistic, musical, sporting and other cultural experiences, and accept that other people's views might be different.*
Music – Charanga, Zoo time
PSHE -Respecting uniqueness and Our communities
PE - Dance (from other cultures)
RE - Who are Muslim and how do they live?
Art - Printing

Cultural: Disability, Gender, Sexual Orientation
- *Show an awareness of, and respect for, disability and gender and sexual orientation (in a primary-appropriate way, e.g. talking about same-sex marriage).*
Collective worship: see assembly overview.
PSHE - Respecting Uniqueness
PSHE - Big feelings

Cultural: British values
- *Demonstrate a knowledge of how their community is organised (e.g. family, school, town).*
PSHE - Our communities
- *Recount facts about Britain's parliamentary system, past and*

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			Wild Tribe Science - Animals, including humans Science - Plants Science - Living things and their habitats Geography – How does Kampong Ayer compare with my locality Geography - How do we persuade people to join us in tackling global warming?	present (e.g. Guy Fawkes, Lord Shaftesbury, naming the current prime minister). Collective worship: see overview. British Values through Picture News History – Who is the greatest History maker?

Year 3 & 4 Year A

Knowledge and Skills	Protected characteristic(s): Belief and Non-belief	Protected characteristic(s): Age; Sex (gender)	Protected characteristic(s): Belief and Non-Belief	Protected characteristic(s): Belief and Non-Belief; Race
	Spiritual: Emotional Literacy ▪ *Begin to recognise the possible impact of their and others' feelings (e.g. starting to show concern for others).* PSHE - Everyday feelings PSHE - What makes a good friend Computing – Online safety We are respectful of digital rights Computing – Online safety We are on-line risk managers. School Council Daily/weekly reflection **Spiritual: Enjoyment** ▪ *Identify and describe experiences that they like and dislike.* RE - How do festivals and worship show what matters to Muslims?	**Moral: Right and Wrong** ▪ *Explain the difference between right and wrong (in context).* Behaviour policy. Computing – online safety -We are Year 3 rule writers Computing – online safety - We are netiquette experts ▪ *Act according to their own principles and accept that other people's views and choices may be different from their own.* British Values through Picture News PSHE - Everyday feelings PSHE - Expressing feelings RE - Creation/fall: What do Christians learn from the creation story? **Moral: Consequences**	**Social: Social skills** ▪ *Start to modify their behaviour to follow the 'rules' of a religious settings.* RE - How do festivals and family life show what matters to Jewish people? RE - People of God – what is it like to follow God? **Social: Collaboration** ▪ *Work as part of a team, showing an awareness of conflict and how it might be resolved.* PSHE - Everyday feelings PSHE - Expressing feelings PE - Multi-skills PE - Outdoor and adventurous **Social: Good citizenship**	**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).* Collective worship: see assembly overview. British Values RE (throughout the year) **Cultural: World view** ▪ *Compare and contrast facts about different places and start to recognise that place is not the same as ethnicity or race.* PSHE - Individual and collective strengths

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RE - How do festivals and worship show what matters to Jewish people?
Daily/weekly reflection
PSHE - Individual and collective strengths
PSHE – Strategies to support well-being

Spiritual: Creativity
- *Independently initiate and participate in creative/ imaginative experiences.*
Art – Painting
Art - Drawing
Art - 3D form
Music - BBC Ten Pieces - Elgar
Music – First Access

Spiritual: Reflectiveness
- *Reflect on experiences and learning by expressing opinions.*
Daily/weekly reflective sessions
PSHE - Everyday Feelings

Spiritual: Beliefs and Values
- *Describe their own beliefs and start to put them into religious and ethical contexts.*
British Values
PSHE - Everyday feelings
PSHE - Expressing feelings

- *Recognise the consequences of behaviour (theirs and others') and use this knowledge to start to manage their own behaviour.*
Behaviour policy.
PSHE - Spending and saving money.
PSHE - Expressing feelings
Computing – online safety - We are aware of our digital footprint
Computing – online safety - We are netiquette experts

Moral: Respecting others
- *Start to recognise how people can show respect for the needs, interests and feelings of others.*
PSHE - World of work
PSHE - Individual and collective strengths
PSHE - Expressing feelings
Computing – online safety - We are digital friends
Computing – online safety - We are netiquette experts

- *Start to reflect on their own impact in the community (e.g. waste, noise, carbon footprint).*
School Council
Collective worship: see overview
PSHE Individual and collective strengths

Social: Accepting advice
- *Begin to seek advice and make an informed choice about whether to follow it.*
Collective worship: see overview
Daily/weekly reflection through CW
Behaviour policy,
Computing – online safety - We are aware of our digital footprint
PSHE - Anti-bullying week

Social: Challenging others
- *Be polite when challenging others' values and opinions (i.e. without support).*
PSHE - Expressing feelings
British Values
Computing - We are opinion pollsters (collecting and analysing data)

Social: Respect for the environment
- *Start to show awareness of the difference between rights and responsibilities.*
Behaviour policy.

RE - How and why do religious and non-religious people try to make the world a better place?

Cultural: Art & music
- *Start to verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.*
PSHE - Individual and collective strengths
PSHE - Expressing feelings
Music – BBC Ten Pieces – No Place Like
PE - Dance
PE - Athletics

Cultural: Disability, Gender, Sexual Orientation
- *Recognise ways in which people can demonstrate respect for disability, gender and sexual orientation.*
Collective worship: see overview.
PSHE - Individual and collective strengths
Music - Bringing us together

Cultural: British values
- *Understand how wider society is organised (e.g. parliament, police, places of worship, the NHS).*
Collective worship: see overview.

	RE - How and why do religious and non-religious people try to make the world a better place? ▪ *Verbalise some of their own beliefs, religious or otherwise.* British Values through Picture News PSHE - Everyday feelings PSHE - Expressing feelings RE - How and why do religious and non-religious people try to make the world a better place? **Spiritual: Insight vs knowledge** ▪ *Start to show awareness of other people's insights.* PSHE - Expressing feelings Music – BBC Ten Pieces Steve Reich **Spiritual: Respecting Others** ▪ *Consistently show respect for others through their manners and actions.* British Values PSHE - What makes a good friend RE - How and why do religious and non-religious people try to make the world a better place? Computing – online safety – We are respectful of digital rights and responsibilities Computing – online safety – We ae careful when talking to virtual friends. We are online risk managers			History - Why were castles so important to the Normans British Values RE - How do festivals and family life show what matters to Jewish people? RE - What is it like to follow God?

	Spiritual: Perseverance ▪ N/A **Spiritual: Challenge** ▪ *Start to recognise things that might 'constrain the human spirit' e.g. low aspirations, lack of self-confidence.* <mark>PSHE - World of Work PSHE -Everyday feelings PSHE -Wellbeing Visible learning sail (self-awareness) continued reflection throughout all subject areas.</mark>			

Year 3 & 4 Year B

Knowledge and Skills	<mark style="background:magenta">Protected characteristic(s): Belief and Non-belief</mark>	<mark style="background:magenta">Protected characteristic(s): Age; Sex (gender)</mark>	<mark style="background:magenta">Protected characteristic(s): Belief and Non-Belief</mark>	<mark style="background:magenta">Protected characteristic(s): Belief and Non-Belief; Race</mark>
	Spiritual: Emotional Literacy ▪ *Begin to recognise the possible impact of their and others' feelings (e.g. starting to show concern for others).* <mark>PSHE - Everyday feelings PSHE - What makes a good friend Computing – Online safety We are respectful of digital rights Computing – Online safety We are on-line risk managers. School Council Daily/weekly reflection</mark> **Spiritual: Enjoyment**	**Moral: Right and Wrong** ▪ *Explain the difference between right and wrong (in context).* <mark>Behaviour policy. Collective worship: see overview Computing – online safety - We are Year 3 rule writers Computing – online safety - We are netiquette experts</mark> ▪ *Act according to their own principles and accept that other people's views and choices may be different from their own.* <mark>British Values PSHE - Everyday feelings PSHE - Expressing feelings</mark>	**Social: Social skills** ▪ *Start to modify their behaviour to follow the 'rules' of a religious settings.* <mark>RE -How do festivals and family life show what matters to Jewish people? RE - People of God – what is it like to follow God?</mark> **Social: Collaboration** ▪ *Work as part of a team, showing an awareness of conflict and how it might be resolved.* <mark>PSHE - Everyday feelings PSHE - Expressing feelings</mark>	**Cultural: Race, Ethnicity, Faith and Socio-economic background** <mark style="background:orange">▪ *Show an interest in, and appreciation of, different cultures and practices (race, ethnicity, religion, belief and socio-economic background).*</mark> <mark>Collective worship: see overview. British Values RE (throughout the year) PSHE - World of work</mark> **Cultural: World view** ▪ *Compare and contrast facts about different places and start*

- *Identify and describe experiences that they like and dislike.*

RE - How do festivals and worship show what matters to Muslims?
RE - How do festivals and worship show what matters to Jewish people?
Daily/weekly reflection
PSHE - Individual and collective strengths
PSHE – Strategies to support well-being

Spiritual: Creativity
- *Independently initiate and participate in creative/ imaginative experiences.*

Art – Painting
Art - Drawing
Art - 3D form
Music - BBC Ten Pieces - Elgar
Music – First Access

Spiritual: Reflectiveness
- *Reflect on experiences and learning by expressing opinions.*

Daily/weekly reflective sessions
PSHE - Everyday Feelings

Spiritual: Beliefs and Values
- *Describe their own beliefs and start to put them into religious and ethical contexts.*

RE - Creation/fall: What do Christians learn from the creation story?
Moral: Consequences
- *Recognise the consequences of behaviour (theirs and others') and use this knowledge to start to manage their own behaviour.*

Behaviour policy.
PSHE - Spending and saving money.
PSHE - Expressing feelings
Computing – online safety - We are aware of our digital footprint
Computing – online safety - We are netiquette experts

Moral: Respecting others
- *Start to recognise how people can show respect for the needs, interests and feelings of others.*

PSHE - World of work
PSHE - Individual and collective strengths
PSHE - Expressing feelings
Computing – online safety - We are digital friends
Computing – online safety - We are netiquette experts

PE - Active athletes
Continued Team building exercises
Break and Lunchtime Activities
Group Enquires (Scientific, Historical and Geographical)

Social: Good citizenship
- *Start to reflect on their own impact in the community (e.g. waste, noise, carbon footprint).*

School Parliament
Collective worship: see overview
PSHE - Individual and collective strengths

Social: Accepting advice
- *Begin to seek advice and make an informed choice about whether to follow it.*

Collective worship: see overview
Daily/weekly reflection
Behaviour policy
Computing – online safety -We are aware of our digital footprint
PSHE: Anti-bullying week

Social: Challenging others
- *Be polite when challenging others' values and opinions (i.e. without support).*

PSHE - Expressing feelings
British Values
Computing -We are opinion pollsters (collecting and analysing data)

to recognise that place is not the same as ethnicity or race.
PSHE - Individual and collective strengths
Geography – What are National Parks for?
RE - How and why do religious and non-religious people try to make the world a better place?

Cultural: Art & music
- *Start to verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.*

PSHE - Individual and collective strengths
PSHE - Expressing feelings together
PE - Dance
PE – Athletics

Cultural: Disability, Gender, Sexual Orientation
- *Recognise ways in which people can demonstrate respect for disability, gender and sexual orientation.*

Collective worship: see overview.
PSHE - Individual and collective strengths

Cultural: British values

	British Values PSHE - Everyday feelings PSHE - Expressing feelings RE - How and why do religious and non-religious people try to make the world a better place? ▪ *Verbalise some of their own beliefs, religious or otherwise.* British Values through Picture News PSHE - Everyday feelings PSHE - Expressing feelings RE - How and why do religious and non-religious people try to make the world a better place? **Spiritual: Insight vs knowledge** ▪ *Start to show awareness of other people's insights.* PSHE - Expressing feelings Music – BBC Ten Pieces Steve Reich **Spiritual: Respecting Others** ▪ *Consistently show respect for others through their manners and actions.* British Values PSHE - What makes a good friend RE - How and why do religious and non-religious people try to make the world a better place? Computing – online safety – We are respectful of digital rights and responsibilities		**Social: Respect for the environment** ▪ *Start to show awareness of the difference between rights and responsibilities.* Behaviour policy.	▪ *Understand how wider society is organised (e.g. parliament, police, places of worship, the NHS).* Collective worship: see overview. History - How did the lives of Ancient Britain's change during the Stone Age? British Values RE - How do festivals and family life show what matters to Jewish people?

Computing – online safety – We ae careful when talking to virtual friends. We are online risk managers **Spiritual: Perseverance** ▪ N/A **Spiritual: Challenge** ▪ *Start to recognise things that might 'constrain the human spirit' e.g. low aspirations, lack of self-confidence.* PSHE - World of Work PSHE - Everyday feelings PSHE - Wellbeing Visible learning sail (self-awareness) continued reflection throughout all subject areas.			

Year 5 & 6 Year A

Knowledge and Skills	Protected characteristic(s): Belief and Non-Belief; Race **Spiritual: Emotional Literacy** ▪ *Recognise the impact of their and others' feelings and start to modify behaviour where appropriate (e.g. compassion and empathy).* PSHE - Different types of families PSHE - Healthy and Harmful Relationships	Protected characteristic(s): Belief and Non-Belief; Race **Moral: Right and Wrong** ▪ *Explain how moral codes may differ between cultures; start to use this knowledge to reason about moral dilemmas.* PSHE - Diverse Communities ▪ *Often act according to their own principles in areas that are*	Protected characteristic(s): Belief and Non-Belief; Race **Social: Social skills** ▪ *Modify everyday behaviour to respect/include peers and strangers.* PSHE - Respectful relationships PSHE Online contact Computing – Online safety We are responsible for our online actions	Protected characteristic(s): Belief and Non-Belief; Race; Disability; Sex (gender); Sexual Orientation **Cultural: Race, Ethnicity, Faith and Socio-economic background** ▪ *Start to understand how cultural influences have shaped their own and others' heritage.* PSHE - Diverse Communities History - A local history study British Values

Spiritual: Enjoyment
- *Start to alter their behaviour to make allowances for others' likes and dislikes.*

Behaviour policy,
PSHE – Different types of families
PSHE – Healthy and Harmful Relationships

Spiritual: Creativity
- *Start to understand how creative/imaginative experiences can inform their perspective on life.*

Computing/music – We are musicians
Art – Painting – Watercolour landscapes
Music – First Access

Spiritual: Reflectiveness
- *Show an interest in reflecting on their and others' experiences and learning.*

Daily learning: Visible Learning
Daily/weekly reflection

Spiritual: Beliefs and Values
- *Be reflective about their own beliefs/values and ideas, religious or otherwise, explaining how they inform their perspective on life.*

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considered right by some and wrong by others.
PSHE - Diverse Communities
RE - Gospel – What would Jesus do?

Moral: Consequences
- *Explain the consequences of their and others' actions and start to compensate for other people's behaviour.*

Behaviour policy
PSHE - Diverse Communities

Moral: Respecting others
- *Begin to cope with and compensate for other people's lack of respect.*

Behaviour policy.
PSHE - Diverse Communities

Computing – Online safety - We are protecting our online reputation

Social: Collaboration
- *Relate to other people's opinions, qualities and skills, and work towards consensus.*

PSHE - Respectful relationships

Social: Good citizenship
- *Adjust their own behaviours to lessen their negative impact in the community (e.g. use of plastic).*

Geography – How can we live more sustainably?
School Council – What can we do in school?

Social: Accepting advice
- *Start to be able to explain about skill-levels and authority of advice-givers.*

PSHE - Online content
Computing - We are content evaluators

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.*

PSHE - Diverse Communities

Cultural: World view
- *Start to understand how the 'emerging world culture of shared experiences' (e.g. through TV and internet) is changing communities around the world.*

PSHE - Diverse Communities
Computing - We are bloggers

Cultural: Art & music
- *Show sensitivity towards other people's views and opinions about artistic, musical, sporting and other cultural experiences.*

History Discovery – Ancient Egypt, Anglo Saxons
Geography – Why is fair trade fair?
RE - What would Jesus do?
PE - Dance

Cultural: Disability, Gender, Sexual Orientation
- *Challenge the behaviour of individuals and some groups if it might negatively impact on minorities.*

PSHE - Diverse Communities
PSHE - Respectful relationships
Computing – Online Safety - We are responsible for our online actions

Cultural: British values

RE - Why do some people believe in God and some people not? **Spiritual: Insight vs knowledge** ▪ *Show an interest in other people's insights.* RE - Why is the Torah so important to Jewish people? **Spiritual: Respecting Others** ▪ *Demonstrate good manners and sensitively deal with others' lack of manners.* RE - What would Jesus do PSHE – Healthy and Harmful Relationships **Spiritual: Perseverance** ▪ *Persist in tackling challenges and start to help others do so in sensitive ways.* Daily: Visible learning Critique **Spiritual: Challenge** ▪ *Start to challenge things that might 'constrain the human spirit' e.g. low aspirations, lack of self-confidence.* PSHE - Spending Decisions Y5 / Y6 careers open day Y5 / Y6 Launceston College open day		RE – Why do some people believe in God and some people not? **Social: Respect for the environment** ▪ *Appreciate individuals' rights and responsibilities in a wider social setting.* PSHE - Diverse Communities PSHE - Respectful relationships	▪ *Express opinions about the way society is organised at a variety of levels.* Collective worship: see assembly overview History – Shang Dynasty PSHE - Diverse Communities ▪ *Explain how British history and geography has shaped our parliamentary system and our fundamental values.* Collective worship: see assembly overview. British Values Pupil Parliament History Rebellion and Invasion - The Vikings

Year 5 & 6 Year B

SMSC	Spiritual	Moral	Social	Cultural

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Knowledge and Skills	Protected characteristic(s): Belief and Non-Belief; Race	Protected characteristic(s): Belief and Non-Belief; Race	Protected characteristic(s): Belief and Non-Belief; Race	Protected characteristic(s): Belief and Non-Belief; Race; Disability; Sex (gender); Sexual Orientation
	Spiritual: Emotional Literacy ▪ *Recognise the impact of their and others' feelings and modify behaviour where appropriate.* Behaviour policy PSHE – Respectful Relationships PSHE – On-line Friendship and Keeping Safe PSHE – Changing from Primary to Secondary School Daily/weekly reflection School Council Computing – Online Safety - We will not share inappropriate images Computing – Online Safety - We are safe social networkers **Spiritual: Enjoyment** ▪ *Explain how their own enjoyment might affect that of others.* Daily/weekly reflection PSHE – Exploring risk in relation to gambling Science - Animals including humans **Spiritual: Creativity** ▪ *Explain how creative/imaginative experiences inform their*	**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.* Behaviour policy, PSHE - Healthy and unhealthy relationships PSHE Social media Daily/weekly reflection School Council Computing – Online Safety - We will not share inappropriate images Computing – Online Safety - We are safe social networkers ▪ *Confidently act according to their own principles in areas that are considered right by some and wrong by others.* Behaviour policy. PSHE - Healthy and unhealthy relationships PSHE - Keeping your body safe PSHE - Spending decisions PSHE - Gambling PSHE - Social media Daily/weekly reflection School Council Computing – Online Safety - We will not share inappropriate images	**Social: Social skills** ▪ *Show an interest in, and explain, how diverse communities and societies function.* PSHE - Different types of families History - What is the secret of the standing stones – Anglo Saxons School Council **Social: Collaboration** ▪ *Relate to others and work towards consensus by adapting behaviour and speech (e.g. facilitating / 'uniting' interactions).* Behaviour policy English - Balanced arguments Geography - Locational knowledge and geographical skills and fieldwork **Social: Good citizenship** ▪ *Reflect on their own contribution to society 'and to the world of work'.* Y5 / Y6 Launceston College open day Pupil Parliament British Values PSHE - Spending decisions RE - Does faith help people in Cornwall when life gets hard?	**Cultural: Race, Ethnicity, Faith and Socio-economic background** ▪ *Explain how cultural influences shape people's heritage, both in context and in the abstract.* PSHE - Different types of families RE - Why do Hindus want to be good? History - Rebellion and Invasion – World War 2 History - Post War – decades School Council British Values **Cultural: World view** ▪ *Explain how the 'emerging world culture of shared experiences' (eg through TV and internet) is changing world communities.* Unicef – The Rights of the Child Class charter School Council Computing - We are advertisers **Cultural: Art & music** ▪ N/A

learning and their perspective on life.

DT Design and Technical knowledge – Computing to program - We are advertisers
Art - Printing
RE - Creation/Fall – Conflict or complimentary?

Spiritual: Reflectiveness
- _Reflect on their own and others' experiences and learning and suggest reasons for the differences._

Daily/weekly reflection
Daily: Visible Learning
PSHE - Different types of families
RE - Why do Hindus want to be good?
RE - Does faith help people in Cornwall when life gets hard?

Spiritual: Beliefs and Values
- _Be reflective about their own beliefs/values and ideas, and those of others, explaining how they inform perspectives._

Daily/weekly reflection
PSHE - Different types of families
RE - Why do Hindus want to be good?
RE - Does faith help people in Cornwall when life gets hard?
British Values through Picture News

Computing – Online Safety - We are safe social networkers
RE - Why do Hindus want to be good?
RE - Does faith help people in Cornwall when life gets hard?
British Values

Moral: Consequences
- _Lead a considerate style of life and explain what this means._

Behaviour policy.
PSHE - Healthy and unhealthy relationships
PSHE - Keeping your body safe
PSHE - Spending decisions
PSHE - Gambling

PSHE - Social media
Daily/weekly reflection
School Council
Computing – Online Safety - We will not share inappropriate images
Computing – Online Safety - We are safe social networkers
British Values
Science - Animals including humans

Moral: Respecting others
- _Sensitively cope with and compensate for other people's lack of respect._

Behaviour policy

Social: Accepting advice
- _Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers._

Behaviour policy,
PSHE - Healthy and unhealthy relationships
PSHE - Keeping your body safe
PSHE - Spending decisions
PSHE - Gambling
PSHE - Social media
Daily/weekly reflection
School Council
Computing – Online Safety
Computing – Online Safety - We are safe social networkers

Social: Challenging others
- N/A

Social: Respect for the environment
- _Explain how rights and responsibilities might differ from one cultural context to another._

PSHE - Different types of families

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._

PSHE - Different types of family
Diversity throughout subjects, e.g. Art/PE

Cultural: British values
- _Reflect on their own and others' opinions about the way society is organised at a variety of levels._

Behaviour policy
English - Balanced arguments
Geography - Locational knowledge and geographical skills and fieldwork
British Values
Collective worship: see overview
- _Show sensitivity in explaining the range of influences that have come together to shape Britain's parliamentary system and its fundamental values._

Behaviour policy
English Balanced arguments
Geography - Locational knowledge and geographical skills and fieldwork

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				British Values
	Spiritual: Insight vs knowledge ▪ *Explain the difference between knowledge and insights.* Daily/weekly reflection RE - Why do Hindus want to be good? What does it mean to be Muslim in Britain today? RE - Creation/Fall – Creation and Science (conflict or complimentary?) RE - Does faith help people in Cornwall when life gets hard? **Spiritual: Respecting Others** ▪ *Start managing other people's insensitivity in appropriate and courteous ways.* Behaviour policy, Healthy and unhealthy relationships PSHE - Social media PSHE – Changing from Primary to Secondary School. Daily/weekly reflection Computing – Online Safety We will not share inappropriate images Computing – Online Safety - We are safe social networkers **Spiritual: Perseverance** ▪ *Demonstrate persistence and help others do so in a sensitive way.* Daily: Visible learning	PSHE - Healthy and unhealthy relationships PSHE - Keeping your body safe PSHE - Spending decisions PSHE - Gambling PSHE - Social media Daily/weekly reflection School Council Computing – Online - We will not share inappropriate images Computing – Online Safety - We are safe social networkers RE - Why do Hindus want to be good? RE - Does faith help people in Cornwall when life gets hard? British Values			

	<mark>Critique</mark> **Spiritual: Challenge** ■ *Sensitively challenge things that might 'constrain the human spirit'.* History (Autumn 1): Rebellion and Invasion – World War 2 <mark>RE - Why do Hindus want to be good?</mark> <mark>RE - Creation/Fall – Creation and Science (conflict or complimentary?)</mark> <mark>RE - Does faith help people in Cornwall when life gets hard?</mark> <mark>Y5 / Y6 careers open day</mark> <mark>Y5 / Y6 Launceston College open day</mark>			