

Progression in SMSC (by year)

YEAR 4

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SPIRITUAL	MORAL	
Year 4 pupils should	Year 4 pupils should	
Spiritual: Emotional Literacy	Moral: Right and Wrong	
Recognise the possible impact of their and others' feelings (eg showing concern).	Start to reason about right and wrong in the abstract.	
Spiritual: Enjoyment	Moral: Consequences	
Describe experiences that they enjoy, and start to describe the same for others.	Explore their own and others' views (eg by forming and expressing opinions).	
Spiritual: Creativity	Moral: Respecting others	
n/a	Use their knowledge of consequences to manage and adapt their own behaviour.	
Spiritual: Reflectiveness	Moral: Respecting others	
Reflect on experiences and learning by expressing opinions and listening to those of others.	Recognise and explain how people demonstrate respect for the needs, interests and feelings of others.	
Spiritual: Beliefs and Values	GAMES FOR SMSC: "DEVIL'S ADVOCATE"	
Describe their own beliefs coherently and put them into a religious or ethical context.	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.	
Spiritual: Insight vs knowledge	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.)	
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

SOCIAL	CULTURAL
Year 4 pupils should	Year 4 pupils should
Social: Social skills	Cultural: Race, Ethnicity, Faith and Socio-economic background
Modify their behaviour appropriately for different religious settings, and explain why they are doing so.	Show respect for other cultures (race, ethnicity, religion, belief and socio-economic background) in words and actions.
Social: Collaboration	Cultural: World view
Start to modify everyday behaviour to respect/include friends from different religious backgrounds.	Recall and compare facts about different places, and explain how these can both reflect and disguise ethnicity, faith and race.
Social: Good citizenship	Cultural: Art & music
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.	Accurately verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.
Social: Accepting advice	Cultural: Disability, Gender, Sexual Orientation
Explain their own impact in the community and start to make adjustments to their own behaviour in response to this.	Start to challenge the behaviour of individuals that might negatively impact on minorities.
Social: Challenging others	Cultural: British values
Seek advice but make an informed choice about whether to follow it.	Understand how wider society is organised (eg councils, courts, charities and third sector).
Social: Respecting for the environment	Cultural: British values
Show awareness of the cultural and religious context for others' values and opinions, adjusting their style of challenge accordingly.	Recall historical facts about Britain's fundamental values, and explain that these values appear in other cultures too.
Social: Respecting for the environment	
Recognise ways in which people are able to demonstrate respect for people, living things, property and the environment.	

NOTES