

Progression in SMSC (by year)

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SPIRITUAL

Year 3 pupils should

Spiritual: Emotional Literacy

Begin to recognise the possible impact of their and others' feelings (eg starting to show concern for others).

Spiritual: Enjoyment

Identify and describe experiences that they like and dislike.

Spiritual: Creativity

Independently initiate and participate in creative/imaginative experiences.

Spiritual: Reflectiveness

Reflect on experiences and learning by expressing opinions.

Spiritual: Beliefs and Values

Describe their own beliefs and start to put them into religious and ethical contexts.

Spiritual: Insight vs knowledge

Start to show awareness of other people's insights.

Spiritual: Respecting Others

Consistently show respect for others through their manners and actions.

Spiritual: Perseverance

n/a

Spiritual: Challenge

Start to recognise things that might 'constrain the human spirit' eg low aspirations, lack of self-confidence.

NOTES

MORAL

Year 3 pupils should

Moral: Right and Wrong

Explain the difference between right and wrong (in context).

Act according to their own principles and accept that other people's views and choices may be different from their own.

Moral: Consequences

Recognise the consequences of behaviour (theirs and others') and use this knowledge to start to manage their own behaviour.

Moral: Respecting others

Start to recognise how people can show respect for the needs, interests and feelings of others.

GAMES FOR SMSC: "SHOW & TELL"

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

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

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

SOCIAL

Year 3 pupils should

Social: Social skills

Start to modify their behaviour to follow the 'rules' of a religious settings.

Social: Collaboration

Work as part of a team, showing an awareness of conflict and how it might be resolved.

Social: Good citizenship

Start to reflect on their own impact in the community (eg waste, noise, carbon footprint).

Social: Accepting advice

Begin to seek advice and make an informed choice about whether to follow it.

Social: Challenging others

Be polite when challenging others' values and opinions (i.e. without support).

Social: Respect for the environment

Start to show awareness of the difference between rights and responsibilities.

NOTES

CULTURAL

Year 3 pupils should

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

Show an interest in, and appreciation of, different cultures and practices (race, ethnicity, religion, belief and socio-economic background).

Cultural: World view

Compare and contrast facts about different places and start to recognize that place is not the same as ethnicity or race.

Cultural: Art & music

Start to verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.

Cultural: Disability, Gender, Sexual Orientation

Recognise ways in which people can demonstrate respect for disability, gender and sexual orientation.

Cultural: British values

Understand how wider society is organised (eg parliament, police, places of worship, the NHS).

Start to select from historical events or periods that explain fundamental values (eg Romans, Saxon Christianity, Magna Carta, Tudor religion, slave trade/empire, Victorian reforms, Suffragettes, WW2, Windrush).

GAMES FOR SMSC: "TALENT COMPETITION"

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

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

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