

Progression in SMSC (by year)

YEAR 6

SPIRITUAL	MORAL
Year 6 pupils should	Year 6 pupils should
Spiritual: Emotional Literacy	Moral: Right and Wrong
Recognise the impact of their and others' feelings and modify behaviour where appropriate.	Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this.
Spiritual: Enjoyment	Moral: Consequences
Explain how their own enjoyment might affect that of others.	Confidently act according to their own principles in areas that are considered right by some and wrong by others.
Spiritual: Creativity	Moral: Respecting others
Explain how creative/imaginative experiences inform their learning and their perspective on life.	Lead a considerate style of life and explain what this means.
Spiritual: Reflectiveness	Moral: Respecting others
Reflect on their own and others' experiences and learning, and suggest reasons for the differences.	Sensitively cope with and compensate for other people's lack of respect.
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'.	

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.

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SOCIAL	CULTURAL
Year 6 pupils should	Year 6 pupils should
Social: Social skills	Cultural: Race, Ethnicity, Faith and Socio-economic background
Show an interest in, and explain, how diverse communities and societies function.	Explain how cultural influences shape people's heritage, both in context and in the abstract.
Social: Collaboration	Cultural: World view
Relate to others and work towards consensus by adapting behaviour and speech (eg facilitating / 'uniting' interactions).	Explain how the 'emerging world culture of shared experiences' (eg through TV and internet) is changing world communities.
Social: Good citizenship	Cultural: Art & music
Reflect on their own contribution to society 'and to the world of work'.	n/a
Social: Accepting advice	Cultural: Disability, Gender, Sexual Orientation
Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers.	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.
Social: Challenging others	Cultural: British values
n/a	Reflect on their own and others' opinions about the way society is organised at a variety of levels.
Social: Respect for the environment	Cultural: British values
Explain how rights and responsibilities might differ from one cultural context to another.	Show sensitivity in explaining the range of influences that have come together to shape Britain's parliamentary system and its fundamental values.

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