

Progression in SMSC (by year)

YEAR 5

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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.

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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.

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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.