

Curriculum Progression – SMSC (spiritual, moral, social, cultural)

Spiritual

Moral

Social

Cultural

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Geography</u>	Develop a basic, personal understanding of the term 'place', linked to their own homes, own classrooms and areas they use regularly.	What is it like to live in this place? How is this place different to where I live? Express own views about a place, people and environment.	What is it like to live in this place? How is this place different to where I live? How are lifestyles different? Study pictures of the localities in the past and in the present and ask 'How has it changed?'	What is it like to live in this place? How is this place different to where I live? How are lifestyles different?	What are the similarities and differences between Eastern and Western cultures? How do the settlements in Europe compare to MK?	How was the land used in the past? How has it changed? What made it change? How may it continue to change?	How was the land used in the past? How has it changed? What made it change? How may it continue to change?
<u>History</u>	Observe the differences between 'long ago' and 'now'. Talk about the lives of the people around them and their roles in society.	Ask questions such as: What was it like for people? What happened? How long ago? Recognise that there are reasons why people in the past acted as they did.	Recognise that there are reasons why people in the past acted as they did.	Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change.
<u>RSHE - Relationships</u>	Work and play collaboratively and take turns with others Show sensitivity to their own and to others' needs	To respect similarities and differences in others. To learn about how they can contribute to the life	To learn to listen to other people and play and work cooperatively (including simple strategies to resolve arguments through negotiations).	To learn that their actions affect themselves and others. To work collaboratively towards shared goals.	To recognise other people's feelings and try to see, respect or constructively challenge their point of view. To know about solving disputes and conflict	To learn how to work collaboratively towards shared goals. To develop strategies to solve disputes and conflict	To learn about different types of relationships (friends, families, couples, marriage, civil partnership) To know that marriage, arranged marriage and

		<p>of the classroom and the school.</p> <p>To help construct and agree to follow group and class rules.</p> <p>To recognise the ways in which they are all unique, understand that there will never be another them.</p> <p>To understand the ways in which we are all the same as all other people; what we have in common with everyone else.</p> <p>To learn about what improves and harms their local natural and built environments and the skills needed to care for these (including conserving energy).</p>	<p>To learn to offer constructive support and feedback to others.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To learn about what improves and harms their local natural and built environments and the skills needed to care for these (including conserving energy).</p>	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, trolling etc.).</p> <p>To understand the importance of respect for the difference and similarities between people.</p>	<p>amongst themselves and their peers.</p>	<p>through negotiation and appropriate compromise.</p> <p>To give rich and constructive feedback and support to others to benefit others as well as themselves.</p> <p>To respectfully listen to others but raise concerns and challenge points of view when necessary.</p>	<p>civil partnership is between two people who willingly agree and that to force anyone into marriage is illegal and the importance of speaking out about forced marriage.</p> <p>To respectfully listen to others but raise concerns and challenge points of view when necessary</p> <p>To learn about the factors that make people the same or different and to recognise and challenge 'stereotypes'</p> <p>To learn about the correct use of the terms sex, gender identity and sexual orientation.</p>
<u>RE</u>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world.</p>	<p>Talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world.</p>	<p>Talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</p>	<p>Talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</p>	<p>Explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs.</p>	<p>Explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs.</p>
<u>Values Curriculum - Empathy</u>	<p>Introduce children to: Eddie Empathy</p>	<p>Discuss different emotions</p> <p>Understand how other people feel differently to us</p> <p>How can we show empathy to others</p>	<p>Identify and describe the nonverbal ways (body language) people show their feelings</p> <p>Recognise the feelings and perspectives of others</p> <p>Explore different ways to respond to people</p>	<p>Identify empathic and non-empathic responses to a situation</p> <p>Explore possible positive and negative outcomes of their responses</p> <p>Identify a person who has demonstrated empathy</p>	<p>Discuss how we can use empathy to change behaviour and build better relationships.</p> <p>Reflect upon our behaviour and how it affects others.</p> <p>Be accepting of differences and offer others a chance</p>	<p>Recognising the contribution of others</p> <p>Recognising when and how to help others</p> <p>Know when to be kind and to make honest choices</p>	<p>Reflect upon how we treat others</p> <p>Reflect on the effects of empathetic listening</p> <p>To be able to understand, communicate, and share experiences with people of different backgrounds who have different stories</p>

			depending on how they're feeling		to put their views forwards.		
<u>Values Curriculum - Teamwork</u>	Introduce children to Tanisha Team work	Take turns and understand why this is important To know why it is good to work together Talk with others to make a decision as a group	Recognise others' views To try to persuade someone of an idea To know it's ok to change your mind	To know that everyone has different strengths and how that helps in a group situation	Identify different roles within a team Understand the importance of trust within a team Identify good communication and overcome barriers to communication	Implement ideas from other learners How do we rely on other senses and other people Recognise clear and concise communication techniques	Identify behaviour that will encourage the development of trust Identify different roles within teams and the importance of all roles Identify the importance of trust and support within a team. Recognise the need for clear roles and support of those roles.
<u>Commando Joe's: Character behaviours</u>	Taking turns, listening, teamwork, kindness, responsibility, respect	Kind, courteous, unselfishness, Listens, reflective, evaluative, Cooperates, responsible, cares, helpful	inspires, responsible, cares, honest, listens, influences, feedback, reflective, listens, influences	Cooperate, reflective, cares, influences, Courteous, just, gratitude	Cooperation, cares, listens, responsible, Fairness, friendship, respect, forgiveness, honest, compassionate	Honest, courteous, helpful, cooperation. respect, friendliness, patience, influences, caring, diligent	Friendship, teamwork, honest, helpful, responsible, Fairness, courtesy, patience, compassionate, listens, decision makes, kind, influences, Respect, fairness, courageous, honest, unselfish
<u>Charity work</u>	RSPCA	Tiggywinkles	Barnardos	Litter pick with Parks Trust Care home/elderly	Litter pick with Parks Trust MK Hospital charity	Litter pick with Parks Trust Winter Night Shelter	Litter pick with Parks Trust Willen Hospice
<u>Other Opportunities</u>	PLEASE SEE SMSC MAP						