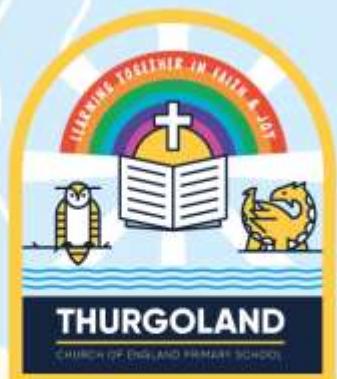




## Personal Development at Thurgoland CE Primary

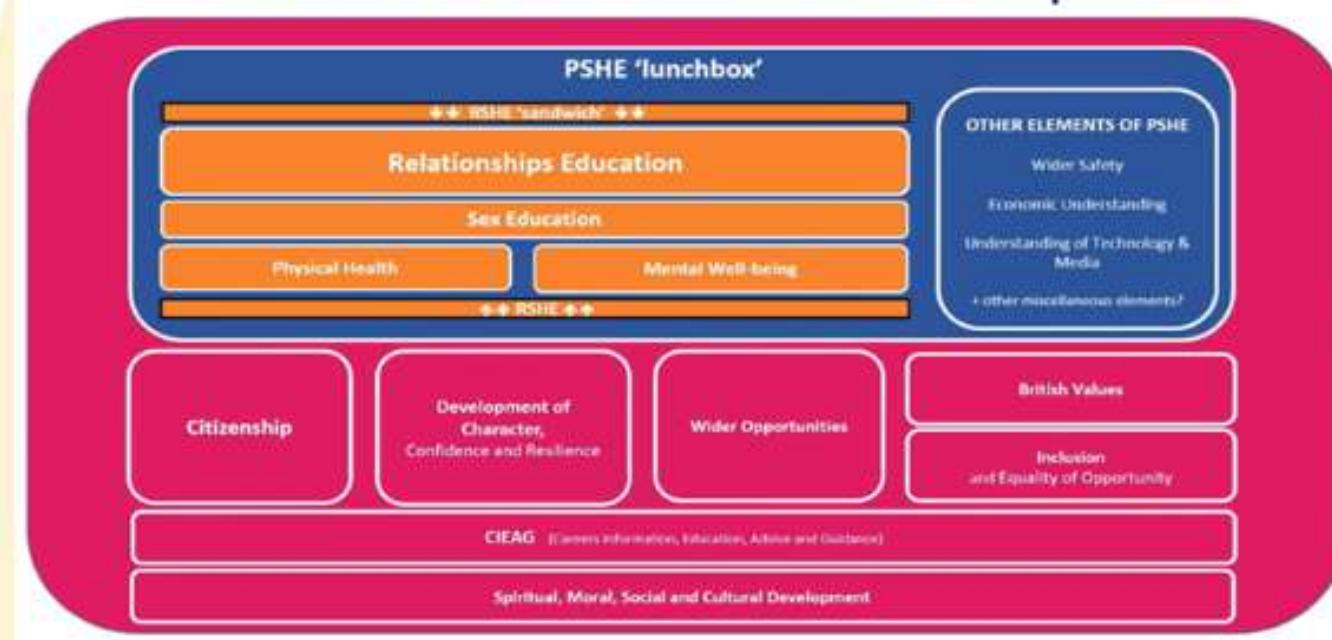
Mr D Jordan

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# The Elements of Personal Development at Thurgoland CE Primary

## The elements of Personal Development



## School Context

### **Vision**

To be our 'best self.'

### **Mission**

In a safe, nurturing environment and with each child at the heart of all we do, we inspire caring, tolerant and enthusiastic learners by providing the highest quality of education within the context of Christian belief and practice.

### **Ethos**

At Thurgoland CE Primary, we respect the uniqueness of each child and nurture their personal and individual gifts to prepare them for a successful adulthood. Our children have Christian values at the heart of everything they do: caring for others; welcoming everyone regardless of differences; and working together to contribute to a thriving class, school and local community. We strive to provide a learning environment that promotes and develops each child to their 'BEST SELF'.

### **Aims**

Through our broad and exciting curriculum offer we aim to:

- Foster a lifelong love for learning.
- Create a safe environment where children feel confident and brave to give unfamiliar things a go - embracing and grasping every learning opportunity.
- Along the way provide challenges that push learners out of their comfort zone, so that they experience struggle, recognise that this is an important part of growing and show resilience to overcome challenges.
- Through high expectations, encourage children to have high aspirations in their learning and future
- Promote and reward positive behaviours and actions, encouraging children to always show respect so that they keep themselves and others safe.

## Developing responsible, respectful and active citizens (Citizenship and British Values)

	By the end of EYFS at Thurgoland CE Primary:	By the end of Year 1 at Thurgoland CE Primary:	By the end of Year 2 at Thurgoland CE Primary:	By the end of Year 3 at Thurgoland CE Primary:	By the end of Year 4 at Thurgoland CE Primary:	By the end of Year 5 at Thurgoland CE Primary:	By the end of Year 6 at Thurgoland CE Primary:
<b>Knowledge and understanding about becoming informed citizens</b>	I know the school rules and core values so that I can show what is right and wrong.	I know the difference between fair and unfair so that I can understand consequences and rewards for misbehaving or following the school rules.	I know what empathy is so that I can show concern for others and the environment.	I know how I can take responsibility for my own behaviours so that I behave even when an adult is not there and can apply this to topical issues in society.	I know how to find answers to simple questions on topical issues and problems using a range of sources so that I can give information or advice.	I know about, and have sound understanding of, current topics and issues.	I know about, and have sound understanding of, current topics and issues so that I can apply my knowledge of rights and responsibilities, democracy.
<b>Skills of enquiry and communication</b>	I know how to respond to simple questions. I know it is positive to listen to the views of others.	I know my own views so that I can share my ideas in pairs and to the class.	I know my own views so that I can take part in simple discussions and make real choices.	I know about issues that affect myself and society so that I can talk and write about my opinions.	I know how to use the Internet to research so that I can discuss and debate topical issues, problems and events.	I know about social and moral dilemmas that affect myself and others so that I can take part in simple discussions and debates.	I know about social and moral dilemmas that affect myself and others so that I can, through group and class discussion and debate, present and develop ideas and views and develop a plan of action.
<b>Skills of participation and responsible action</b>	I know how to ask for help. I know how to make choices.	I know how to make real choices so that I can play and work cooperatively.	Contribute to the local community by taking and sharing responsibility.	Participate in citizenship activities that develop skills to make their own contribution in the future.	Take part in citizenship activities and resolve differences by exploring alternatives and making choices. Meet and talk with different adults from the community.	Take part in group and decision-making activities, demonstrating responsibility in their attitudes to themselves and others.	Communicate their findings and experiences with others and make suggestions for improvements or changes.

## **British Values**

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

At Thurgoland CE Primary School, we develop and promote British Values through our value led school ethos, prioritising the wellbeing and personal development of our children, but also by threading these core values through our wider curriculum, particularly in Geography, History, RE and RSHE.

This enables our children to become well rounded, respectful members of the society, who treat others with respect, and leave our school fully prepared for life in modern Britain, regardless of background.

Pupils are encouraged to be respectful of all faiths, cultures and race, whilst being tolerant of other people's views. They understand that people may hold different views about what is right and wrong, but ultimately all people living in Britain are subject to its law.

The key British Values are:

Democracy

Rule of Law

Individual Liberty

Mutual Respect

Tolerance of those with different faiths and beliefs

The curriculum maps below show where and when we embody British Values:

	Whole School	By the end of EYFS at Thurgoland CE Primary:	By the end of Year 1 at Thurgoland CE Primary:	By the end of Year 2 at Thurgoland CE Primary:	By the end of Year 3 at Thurgoland CE Primary:	By the end of Year 4 at Thurgoland CE Primary:	By the end of Year 5 at Thurgoland CE Primary:	By the end of Year 6 at Thurgoland CE Primary:
<b>Democracy</b>	<p>School council elections and meetings</p> <p>Children have opportunities for their views to be heard through regular PSHE and English lessons which particularly promote discussion</p> <p>Subject leaders all take account of pupil views and when collating evidence relating to their subject area.</p> <p>Children complete classroom jobs e.g active travel ambassadors</p> <p>Assembly about Democracy/school Council.</p>	<p>I know how to take turns.</p> <p>I know what I like so that I can take part in class choice votes e.g. story times, wet play equipment etc.</p> <p>I know what my interests are so I can follow them in child choice activities- continuous provision.</p> <p>I know in PE sometimes I can choose my learning e.g. choosing poses in yoga.</p> <p>I know how my community is organised – eg. school, family.</p>	<p>I know how to take turns so that I can share.</p> <p>I know what I like so that I can make my own choices relating to the work I complete, the food choices at lunch, games at playtime etc.</p> <p>I know I will be given the opportunity to vote within class competitions for my 'winner'</p> <p>I know I will be given the opportunity to vote within class competitions for my 'winner' and select who completes classroom monitor jobs and receives a dojo when the class deserves a random dojo.</p> <p>I know how my community is organised – eg. school, family</p> <p>I know some facts about Britain's political system –</p>	<p>I know how to take turns so that I take care of resources and understand that the classroom is mine to take care of, together.</p> <p>I know I will be given the opportunity to vote within class competitions for my 'winner' and select who completes classroom monitor jobs and receives a dojo when the class deserves a random dojo.</p> <p>I know that when completing group/paired work everybody should put in an equal amount of effort.</p>	<p>I know how to take turns so that classroom jobs are shared equally.</p> <p>I know what my Interests and strengths are so that I can follow them to make choices relating to the work and challenge level they complete, the food choices at lunchtime and games they play at play time.</p> <p>I know how wider society is organised – eg. parliament, places of worship, police, NHS.</p> <p>I know of historical events or periods that explain</p>	<p>I know my views for and against relevant topics so that I can take part in discussions and debates e.g. in persuasive writing units .</p> <p>I know that I will need to auditions for parts in class assemblies.</p> <p>I know that in year 4, I will be able to apply to be a 'School Librarian'."</p> <p>I know how wider society is organised – eg. councils, courts, charities</p> <p>I know historical facts about Britain's fundamental values so that I can explain how these values</p>	<p>I know that I have a right to be heard and that my views matter.</p> <p>I know that during group tasks we ensure that everyone has a role to play and that these must be shared.</p> <p>I know that when taking part In class debates, every voice must be heard.</p> <p>I know that in year 5, I will be able to apply to be a 'wellbeing Champion.'</p> <p>I know, and have opinions, about the way society is organised at a variety of levels.</p> <p>I know how British history</p>	<p>I know that in year 6, I will be able to apply to be a 'Sports Leader' and Tuck Shop Leader.</p> <p>I know of different historical events or periods so that I can explain fundamental values – Romans, Saxon Christianity, Magna Cart, Tudor religion, slave trade, empire, Victorian reforms, WW2.</p> <p>I know, and can reflect, on my own, and others', opinions about the way society is organised at a variety of levels.</p> <p>I know, and can show sensitivity, in explaining the range of</p>

			<p>eg. the King, Prime Minister.</p>	<p>I know I will be able to share my views so that when the teacher completes the 'wave' I share my view / answer.</p> <p>I know how my community is organised – eg. school, family.</p> <p>I know facts about Britain's parliamentary system, past and present – eg. Guy Fawkes, Lord Shaftesbury</p> <p>I know the name of the current Prime Minister.</p>	<p>fundamental values –Victorian reforms.</p>	<p>appear in other cultures too.</p> <p>I know of different historical events or periods so that I can explain fundamental values – Romans, Saxon Christianity, Magna Cart, Victorian reforms.</p>	<p>and geography has shaped our parliamentary system and our fundamental values.</p> <p>I know of different historical events or periods so that I can explain fundamental values – Romans, Saxon Christianity, Magna Cart, Tudor religion, Victorian reforms.</p>	<p>influences that have come together to shape Britain's parliamentary system and its fundamental values.</p>
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<b>Rule of law</b>	<p>Thurgoland Values, school and class rules are explicit, clear and followed.</p> <p>Language of choice and consequence used throughout school and our school values are rewarded through Class Dojos.</p> <p>Daily routines are in place and shared.</p> <p>Outdoor rules e.g. trim trail and Forest School rules.</p> <p>Curriculum safety rules e.g. PE and DT.</p> <p>Safety discussions are held regularly to promote self-care, for example, when in the classroom, school woods or an educational visit.</p> <p>Be bright Be Seen week.</p> <p>Water safety.</p> <p>Safety rules during Bonfire Night.</p> <p>Rules of Christianity (RE).</p>	<p>I know of rules covered through a variety of stories.</p> <p>I know some P.E. Rules - Moving around safely/moving equipment safely.</p> <p>I know some outside area rules- Moving around the role play road track the correct way.</p> <p>I know how to safety on the climbing equipment e.g. trim trail.</p> <p>I know how to care for plants and animals In the provision.</p> <p>I know, and understand, clear boundaries and consequences.</p>	<p>I know I have a right to an education and so that I understand the responsibility to follow rules.</p>	<p>I know I have a right to an education and so that I understand the responsibility to follow rules to support other's education.</p>	<p>I know I have a right to an education and so that I understand the responsibility to follow rules to support other's education, developing my sense of self and worth across the curriculum and within my own life.</p>	<p>I know the school rules and Importance of following them so that I can contribute to discussions on why it is important to follow the rules.</p>	<p>I know that in year 5 an MP will visit.</p>	<p>I know how to create a set of rules and expectations so that I take ownership of my learning behaviours. This is displayed within the classroom alongside the consequences which are consistently applied.</p>
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	Assembly about Rule of Law.							
<b>Individual liberty</b>	<p>Extra curricular club offer.</p> <p>Express views through pupil voice.</p> <p>RSHE, RE and History Lessons.</p> <p>Celebrating personal 'aiming high' goals and achievements.</p> <p>Weekly celebration assembly.</p> <p>Positive comments In feedback and marking.</p> <p>Assembly about Individual Liberty.</p> <p>Mental health awareness and how to promote / maintain own mental health of self and others through explicit assemblies, awareness days, class tasks etc.</p>	<p>I know what my interests are so I can follow them in child choice activities- continuous provision, meal choices, snack choices.</p> <p>I know that when I show the 5 core values I can receive Individual dojos for praise.</p> <p>I know when I am proud of my achievements so that I can share Individual 'wow' moments with the class.</p> <p>I know my teacher will set me Individual challenges through Continuous provision –verbal.</p>	<p>I know how to make safe choices when taking part in challenging tasks, inside and outside of the classroom.</p> <p>I know that in Year 1, I will have the opportunity to take part in extra curricular clubs.</p> <p>I know I have the right to choose who to work with at times and who to engage with at play time.</p> <p>I know my teacher will set me Individual challenges through Continuous provision –verbal.</p>	<p>I know I have the opportunity to make choices based on what I eat, who I play with etc.</p> <p>I know I can sometimes make my own choices about the level of work I complete based on how confident I feel.</p> <p>I know I have the right to choose who to work with at times and who to engage with at play time.</p> <p>I know my teacher will set me Individual challenges through Continuous provision –verbal.</p>	<p>I know I can make my own choices about the level of work I complete based on how confident I feel.</p> <p>I know I will be responsible for my own equipment and resources so that I look after these resources and ensure they stay in good condition.</p>	<p>I know I can choose my own level of work during lessons.</p> <p>I know I will have opportunities to share views and opinions about topics of discussion in class.</p>	<p>I know how to take ownership of all the resources In the school.</p>	<p>I know I am a resilient learner so that I am confident to push myself In learning and make mistakes.</p>

		<p>I know that when 'Buttons the Bear' comes on an adventure with me, I can share our experiences through a diary.</p> <p>Children have the opportunity to take risks in the outdoor area and during physical exercise.</p> <p>I know that when I am taking part in carpet time I can express my own opinions and feelings.</p>						
<b>Mutual Respect (including tolerance of different faiths)</b>	(Diwali- Hinduism HannukahJudaism. Church visits – Christianity. Chinese New Year. Role-play areas, books and teaching materials used to tackle gender stereotypes.	<p>I know everyone in my class will be encouraged to take turns so that we listen, and value the opinions of everyone.</p> <p>I know about the similarities and differences between myself and others.</p>						

		I know about different countries and my traditions linked to topics.						
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## Wider Opportunities

	Autumn	Spring	Summer
<b>Whole school</b>	Be Your Best Self Rewards Initiative (raffle and cinema visit) Remembrance Service School council meetings Rocksteady Bands including performance Music lessons including Christmas performance Extra-curricular clubs Weekly class visits to the library Collective worship Walk to school events and class leaders Police visit Road safety week Compass Be workshops Class Friday feast fundraising Harvest festival at Church Celebration worship In Church Diwali Festival of Lights Including Indian drumming visitor and themed meal Children In Need Times Tables Rockstar Day School choir performance alongside Bolsterstone Male Voice Choir	Be Your Best Self Rewards Initiative (raffle and egg rolling) School council meetings Thurgoland's Got Talent Rocksteady Bands including performance Music lessons Extra-curricular clubs Weekly class visits to the library Collective worship Walk to school events and class leaders Compass Be workshops Celebration worship In Church Art festival Including choir performance at Wortley Church Chinese Themed Dinner Number day - dress as your favourite number Safer Internet week World book day and events Including book fayre Sport relief Ramadan feast themed meal Easter Bonnet Parade	Be Your Best Self Rewards Initiative (100 club specia event) School council meetings and votes Rocksteady Bands including performance Music lessons including end of year performance Money week and enterprise Extra-curricular clubs Weekly class visits to the library Collective worship Walk to school events and class leaders Compass Be workshops Class Friday feast fundraising Celebration worship In Church British Tea Party themed lunch Science investigation fayre Sports Day
<b>Class R</b>	Class leader roles Dentist visitor Various visitors from a range of professions Class voting for weekly golden time Indian drumming workshop with parents Christian Author visitor for story times	Class leader roles Various visitors from a range of professions Class voting for weekly golden time Mayfield Alpaca farm visit	Class leader roles Various visitors from a range of professions Class voting for weekly golden time Kirklees Light Railway visit Class R field trip to a local stream

	Role as sheep or angel in nativity performance		
<b>Class 1</b>	Class leader roles Choir for Nativity performance Christian Author visitor for story times Local village walk	Class leader roles Toy experience day (history) Yorkshire Wildlife Park (geography)	Class leader roles Seaside visit (geography)
<b>Class 2</b>	Class leader roles Main roles in Nativity performance Christian Author visitor for story times	Class leader roles Yorkshire Sculpture Park visit (art)	Class leader roles Victorian Classroom experience (history) Seaside visit (geography)
<b>Class 3</b>	Class leader roles Swimming lessons Stone Age visit to Murton Park (history)	Class leader roles Swimming lessons Egyptian play performance	Class leader roles Mini London Marathon Local Area Walk (history)
<b>Class 4</b>	Worship Leaders Librarian application and recruitment process Roman visit to Murton Park (history)	Worship Leaders Librarian roles Weston Park Museum (history)	Worship Leaders Librarian roles Mini London Marathon Sheffield Cathedral and Mosque visit (RE)
<b>Class 5</b>	Worship Leaders Peer mediators and wellbeing champions York chocolate factory visit (history)	Worship Leaders Peer mediators and wellbeing champions Young voices visit (music) Tudor experience day (history) Visit from local MP	Worship Leaders Peer mediators and wellbeing champions Mini London Marathon Castleton visit (geography) Bikeability Opera North performance (music)
<b>Class 6</b>	Worship Leaders Sports Leaders Local river visit (geography) Y6 residential (PD) Y6 Evacuee experience (history) Leading children in need activities Crucial Crew	Worship Leaders Sports Leaders Young voices visit (music)	Worship Leaders Sports Leaders Mini London Marathon Y6 drama and music production Leavers assembly

## **Extra-Curricular Activities Overview**

We run a variety of extra-curricular clubs for children in Years 1 - 6. The choice of clubs changes half termly and we aim to provide a range of clubs that will appeal to different children so that every child can find a club that interests them. Our School Council members feedback suggestions and voting opportunities for the clubs that our pupils would like and staff are keen to follow the interests and talents of our children.

Examples of clubs include: Choir, DT, Comic Book Adventures, DQ Dance Club, Taekwondo, Let's Get Cooking, Dodgeball, Running Club, Football Clubs for all ages, Lego & ICT Club, Arts & Crafts for all ages, Gardening Club, Languages, Rocksteady Music and Coding Club .

In order to provide the children with opportunities to attend inter-school competitions, we run clubs in co-operation with our partner schools within the Penistone Cluster through Penistone4Sport. We also work with external organisations such as The RFU, Cricket All Stars, Rotherham Hockey Club, Barnsley Youth Choir and Active Fusion.

See example clubs timetable by following this [link](#).

## Preparing pupils for the next phase of education (Careers information, advice and guidance)

	By the end of EYFS at Thurgoland CE Primary:	By the end of KS1 at Thurgoland CE Primary:	By the end of KS2 at Thurgoland CE Primary:
<b>Grow throughout life</b>  <b>"We can help learners to take the initiative for what they do, to believe in themselves and to be increasingly responsible for their own progress."</b>	<p>I know of people who can help me</p> <p>I know how it feels when I have learnt something new</p> <p>I know how to give it a go so that I can try something new</p> <p>I know and can recall what they have experienced and achieved</p> <p>I know all about me so that I can feel positive about who I am</p>	<p>I know, and am confident, to request help from other people</p> <p>I know how to take feedback so I am able to recognise my successes in learning</p> <p>I know how to challenge myself</p> <p>I know how to reflect on an experience so that I can explore what I have achieved</p> <p>I know that some people have different identities and backgrounds so that I can feel positive about people whose identities and backgrounds are different to mine</p>	<p>I know, and can explain, how I acted on help</p> <p>I know what I need to learn next so that I can be successful in my learning</p> <p>I know how to aim high so that I am willing to take on challenges that help me to grow</p> <p>I know how to record and comment on what I have experienced and achieved</p> <p>I know how to relate to people whose identities and backgrounds are different to theirs so that I have a diverse friendship group</p>
<b>Explore possibilities</b>  <b>"Widening children's horizons beyond the jobs that their family members do or that are portrayed in the media is vital to ensure children aim high."</b>	<p>I know what I have done so that I can describe tasks I have carried out</p> <p>I know of jobs that help the school to run</p> <p>I know jobs that involve harvesting, making, providing a service or finding out so that I can identify jobs that I think are similar</p> <p>I know what the clothes and equipment people use in their jobs are for</p> <p>I know subjects and topics that I am learning about</p>	<p>Be aware that jobs are made up of tasks</p> <p>Know what people do whose jobs involve caring for children and keeping them safe</p> <p>I know that there are various jobs in different sectors so that I can explain my views about similarities and differences between jobs</p> <p>I know similarities and differences between men's and women's work clothes</p> <p>I know what subjects / topics I am learning about so that I can explain what I am gaining from the different subjects and topics</p>	<p>Know what tasks they would like and like least about particular jobs so that they can explain their aspirations</p> <p>I know what tasks are involved in various jobs so that I am able to design a scheme for classifying a set of jobs</p> <p>I know about different jobs so that I am able to explain what interests me about particular jobs</p> <p>I know the connection between uniforms and status</p> <p>I know that the subjects and topics that I take further can lead to qualifications and making progress in my careers.</p>

<p><b>Managing Career</b></p> <p><b>"Children's experiences at Thurgoland CE Primary School of planning and reflection lay the foundations of later career management behaviours."</b></p>	<p>I know how to take part in work-based role-plays so that I have positive experiences</p> <p>I know different possibilities about who I could possibly become</p> <p>I know that when I struggle in learning to keep going and not give up</p>	<p>I know that people like to choose the work they do so that I aspire to do the same</p> <p>I know what I am going to learn next so that I can look forward to future learning</p> <p>I know a goal or target I am working towards</p> <p>I know what it means to be proactive so that I try different approaches to solving challenges</p> <p>I know that decisions can have unexpected consequences</p>	<p>I know that choice and opportunity make careers possible</p> <p>I know, and can recognise, my achievements when I have learnt something new even if I found it difficult initially</p> <p>I know how to make a step-by-step plan so that I can achieve something I would like to be able to do</p> <p>I know how to weigh up the pros and cons of a choice they are thinking of making so that I make balanced decisions</p>
<p><b>Create opportunities</b></p> <p><b>"At Thurgoland CE Primary, we can lay the foundations of initiative and enterprise by encouraging children to show initiative, take the lead and suggest what they would like to learn and do."</b></p>	<p>I know how to invent imaginary jobs</p> <p>I know that other people can meet my needs</p> <p>I know how to participate in social play involving imagined workplaces</p> <p>I know how to carry out a delegated task</p> <p>I know what a visitor told me about their job so that I can explain it</p>	<p>I know jobs that are just coming into being</p> <p>I know what my needs are so that I can ask for support</p> <p>I know what I want to achieve so that I can plan to be successful</p> <p>I know how to be a good team player so that I can make a positive contribution in group activities or role play</p> <p>I know how to ask questions so that I can ask visitors about their jobs</p>	<p>I know a range of possible new jobs that might be needed in the future</p> <p>I know my needs so that I can work in partnership with known adults and independently</p> <p>I know what I have achieved and my next steps so that I can be a reflective learner</p> <p>I know the requirements of different roles so that I can successfully take on these roles, including as a leader when required</p> <p>I know how to run a business so that the business makes a profit</p>
<p><b>Balance Life and Work</b></p> <p><b>"A career, in its widest sense, is made up of all the roles that people have in their lives. These different roles interact with each other and wax and wane as across the life span. Holding these roles in balance is important in achieving personal health and wellbeing."</b></p>	<p>I know the different types of work in the home</p> <p>I know when I have done something to help others</p> <p>I know that people do paid work for financial and other rewards</p> <p>I know the difference between work and rest</p> <p>I know health and safety rules at school</p>	<p>I know the contribution I make to the work that is done at home</p> <p>I know about the role of a volunteer so that I can be a helpful volunteer</p> <p>I know the rewards I would like to get from paid work</p> <p>I know that overwork is harmful to people's health</p> <p>I know how I can keep safe at school</p>	<p>I know what the term division of labour means so that I am able to explain the idea of division of labour with reference to the work that is done in the home</p> <p>I know what charities do and how I can be a charity worker so that I can volunteer in an area I care about</p> <p>I know that people seek different rewards when considering paid work that they would like to do</p>

	<p>I know that going to work and coming home is the same as going to school and coming home</p> <p>I know when someone is given work that is unfair</p> <p>I know how to use money</p>	<p>I know what happens in the first few days when people start work</p> <p>I know that I, and others, can play a part in helping to ensure that people are treated well at work</p> <p>I know how money can be earned</p>	<p>I know that imbalances between people's life and work affects their wellbeing</p> <p>I know how to, so that I can, keep myself and others safe at school</p> <p>I know that people's work needs change during their lives</p> <p>I know unfair barriers to opportunity so that I can challenge them</p> <p>I know about saving, spending and budgeting so that I can make informed decisions</p>
<p><b>Seeing the bigger picture</b></p> <p><b>"Thurgoland CE Primary School helps learners to begin to develop the information processing skills they need to manage their careers and the challenges of climate change to their own careers."</b></p>	<p>I know when work is depicted in a story</p> <p>I know the difference between stories about work and factual information about work</p> <p>I know that working life was different in the past</p> <p>I know scientific and technological aids that people use in their work</p> <p>I know examples of jobs that people do outdoors</p>	<p>I know how work is depicted in different stories</p> <p>I know that the way that work is shown is not always accurate/reliable</p> <p>I know how working life is changing for people now</p> <p>I know how scientific and technological aids help people do their work</p> <p>I know work practices in the school environment that promote sustainability</p>	<p>I know what the author is encouraging me to think about when work is a theme in a story so that I can infer meaning</p> <p>I know that the way that work is shown is not always accurate/reliable so I can make my own judgements</p> <p>I know about trends that hint at how working life may change for them by the time they embark on their careers</p> <p>I know the benefits and possible drawbacks of scientific and technological developments so that I can analyse the effect on how people do their work</p> <p>I know of jobs and ways of working that help to protect the environment</p>

## **Spiritual, moral, social and cultural development**

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. SMSC 'at the heart' of school development. It requires us to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

This document provides a sequenced framework of SMSC skills, concepts and knowledge for pupils. It also includes intent statements for each curriculum subject so that we can show how SMSC is supported in all subjects. Space is provided for schools to show how the following are used to support the teaching of SMSC: Software, websites and texts that can be used in teaching SMSC/Topic and cross curriculum opportunities/Cultural Capital opportunities to support learning in SMSC

***Spirituality*** is about seeking a meaningful connection with something bigger than oneself, which can result in positive emotions, such as peace, awe and wonder.

*In Christian language, Jesus describes spirituality like the wind – we cannot see it, but we can feel its impact.*

*At Thurgoland, spirituality sits at the heart of our Christian vision. Rooted in the Parable of the Mustard Seed, we believe that everyone holds the potential to grow, and that growth takes time, care, and the right conditions. Our role as adults is to help create those conditions so that everyone can become their best self to make the world a better place.*

The *spiritual development* of pupils is shown by their:

ability to be reflective about their own beliefs (religious or otherwise) and perspective on life  
knowledge of, and respect for, different people's faiths, feelings and values.  
sense of enjoyment and fascination in learning about themselves, others and the world around them.  
use of imagination and creativity in their learning  
willingness to reflect on their experiences

The *moral development* of pupils is shown by their:

ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England

understanding of the consequences of their behaviour and actions

interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The *social development* of pupils is shown by their:

use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The *cultural development* of pupils is shown by their:

understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  
understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

ability to recognise, and value, the things we share in common across

cultural, religious, ethnic and socio-economic communities

knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity - this is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

SMSC intent within subjects				
	Spiritual	Moral	Social	Cultural
English	English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.	English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.	English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.	English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.
Mathematics	Mathematics supports pupils' spiritual development by helping them to develop deep thinking and questioning about the way in which the world works. Through mathematics, children gain an appreciation of the richness and power of mathematics in our everyday lives.	Mathematics supports pupils' moral development through discussion about mathematical understanding and challenging assumptions, supporting children to question information and data that they are presented with. Mathematics helps children to understand and use rigorous and logical arguments, and to discourage them from jumping to conclusions when trying to determine the truth.	Mathematics supports pupils' social development by promoting self-esteem and building self-confidence. Mathematics encourages collaborative learning by listening and learning from each other, and through paired discussion and working with partners. We help pupils develop a mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. We plan events and challenges for increased pupil involvement.	Mathematics supports pupils' cultural development by developing an appreciation that mathematics, its language and symbols have developed from many different cultures around the world, for example, Egyptian, Indian, Islamic, Greek and Russian. Through mathematics we investigate and research cross cultural patterns, for example tessellation.
Science	Science supports spiritual development by providing many opportunities for children to think and spend time reflecting on the amazing wonders which occur in our natural world.	Science supports moral development by showing children that different opinions need to be respected and valued. There are many moral and ethical issues that we cover in science including discussions	Science supports social development by exposing children to the power of collaborative working in the science community which has led to some amazing and life changing breakthroughs in medicine. When undertaking	Science supports cultural development by looking at how scientists from a range of cultures have had a significant impact globally. It also helps children to understand how important science is to the economy and culture of the UK.

		about environmental and human issues.	experiments and research children work collaboratively.	
<b>Computing</b>	Computing supports spiritual development by looking at how IT can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems.	Computing supports moral development by looking at how IT developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.	Computing supports social development by completing group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber-bullying.	The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones can't.
<b>Music</b>	Music supports spiritual development through the experience and emotion of responding to, performing, listening to and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings, we nurture their confidence to do this by creating a supportive environment.	Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and dramas/presentations from other children and also of visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined, we encourage pupils to reflect upon this. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work.	Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks, we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.	Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a

				wide variety of instruments from around the world to enrich the cultural experiences of our children.
<b>Design Technology</b>	DT supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk-taking in analysing, designing and manufacturing a range of products. It instilled a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'.	DT supports moral development by raising awareness of moral dilemmas by encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers.	DT supports social development by providing opportunities to work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues eg. encouraging girls to use equipment that has been traditionally male dominated.	DT supports cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.
<b>Art and Design</b>	Art supports spiritual development by introducing children to the work of great artists and experiencing wonder and awe at the achievements of their great works of art. They also experience great admiration and respect for their peers'	Art supports moral development by encouraging mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others through understanding how their comments can build up or destroy another's self- belief.	Art supports social development because children are frequently required to work collaboratively in pairs, groups or teams, requiring cooperation and communication, linking to the values of trust and compassion.	Art supports cultural development by enabling children to study art involving various cultures and civilisations from around the world. This leads to a greater understanding of different ways of life and a respect for cultures that are very different from our own and how

	work when they see the level of achievement and progress.			they can enrich our own lives. The fusion of artwork between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work, developed by a deeper understanding of cultures.
PE	PE supports spiritual development by increasing knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through dance and sports such as gymnastics, pupils are creative, expressing feelings and emotions in their performances. Allowing pupils reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.	PE supports moral development by encouraging pupils to live a healthy lifestyle and promoting healthy living. Pupils develop the ability to tell the difference between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils supports the importance of abiding by rules.	SPE supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, cooperation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.	PE supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own, such as [example]. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other cultures and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture may affect which sports different nations excel at and how cultural traditions can affect which sports men and women participate in.
Geography	Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of	Geography supports moral development by looking at a range of moral issues, such as how the development of cities has put pressure on wildlife. We cover the moral issues of an ever-increasing population and	Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference	Geography supports cultural development by helping children to understand different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human

	<p>Geography and how small changes in climate can have far-reaching consequences. Understand that all life is linked together and create the processes that make Earth the only known inhabited planet.</p>	<p>the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of global warming.</p>	<p>by making small changes to their lifestyles.</p>	<p>issues. Children look at different places and are introduced to their customs and traditions, allowing pupils to develop their humility and an understanding of the world as a global community.</p>
<b>History</b>	<p>History supports spiritual development by helping children develop a sense of curiosity and mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and to aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.</p>	<p>History supports moral development by asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind those decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.</p>	<p>History supports social development by exploring the similarities and contrasts between past and present societies. Pupils are made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.</p>	<p>History supports cultural development by encouraging children to gain an understanding of, and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.</p>

<b>Languages</b>	<p>Languages support spiritual development by exploring new language, culture and vocabulary. Children are encouraged to express themselves in the target language. They are taught to accept and embrace other languages and cultures through the teaching of languages. In relation to this, pupils are educated on the religious beliefs of the people in countries of the language they are learning.</p>	<p>Languages support moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures. Pupils are encouraged to show empathy and understanding to others and learn about right from wrong and the choices historical figures from different cultures have made.</p>	<p>Languages support social development by encouraging a collaborative approach to learning. Children regularly converse in the target language. They are encouraged to experiment with language and learn from their mistakes.</p>	<p>Languages support the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world. Pupils are encouraged to discuss and challenge stereotypes within a national and international context.</p>
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SMSC – progression overview			
Spiritual	EYFS / Year 1	Year 2	Year 3
	<p><b>Emotional Literacy</b> I know how I am feeling so that I can use words to explain this</p> <p><b>Enjoyment</b> I know when I am enjoying something</p> <p><b>Creativity</b> I know how to engage in creative or imaginative experiences (with some support)</p> <p><b>Reflectiveness</b> I know how to reflect on experiences and learning so that I can recount events with support</p> <p><b>Beliefs and values</b> I know how to verbalise some of my own beliefs – religious or otherwise</p>	<p><b>Emotional Literacy</b> I know how I am feeling so that I can use words to explain this</p> <p>I know how others are feeling so that I can use words to explain this</p> <p><b>Enjoyment</b> I know how to show appreciation of the enjoyment of others</p> <p><b>Creativity</b> I know how to engage in creative or imaginative experiences (with less support)</p> <p><b>Reflectiveness</b> I know how to reflect on experiences and learning so that I can recount events</p> <p><b>Beliefs and values</b> I know how to verbalise my own beliefs and distinguish between those that are religious and those that are not</p>	<p><b>Emotional Literacy</b> I know, and begin to recognise, the possible impact of mine, and others', feelings – eg. starting to show concern for others</p> <p><b>Enjoyment</b> I know what I like and dislike so that I can describe experiences that I like and dislike</p> <p><b>Creativity</b> I know how to independently engage in creative or imaginative experiences</p> <p><b>Reflectiveness</b> I know how to reflect on experiences so that I can express opinions</p> <p>I know how to reflect on learning so that I can express opinions</p> <p><b>Beliefs and values</b> I know how to describe my own beliefs and start to put them into religious and ethical contexts</p>
Spiritual	Year 4	Year 5	Year 6
	<p><b>Emotional Literacy</b> I know, and can recognise, the possible impact of mine, and others', feelings – eg. showing concern for others</p> <p><b>Enjoyment</b> I know how to describe the experiences that others enjoy (with some support)</p> <p><b>Creativity</b> N/A</p> <p><b>Reflectiveness</b> I know how to actively listen to experiences / learning of others so that I can express opinions</p> <p><b>Beliefs and values</b> I know how to describe my own beliefs coherently and put them into religious and ethical contexts</p>	<p><b>Emotional Literacy</b> I know, and can recognise, the possible impact of mine, and others', feelings so that I can start to modify behaviour where appropriate – eg. compassion and empathy</p> <p><b>Enjoyment</b> I know mine, and others', likes and dislikes, so that I can start make allowances by altering my behaviour</p> <p><b>Creativity</b> I know how to start to understand how creative/imaginative experiences can inform their perspective in life</p> <p><b>Reflectiveness</b> I know how to, and start to show, an interest in reflecting on mine, and others', experiences and learning</p> <p><b>Beliefs and values</b> I know how to describe my own beliefs coherently and put them into religious and ethical contexts so that I can explain how they inform my perspective on life</p>	<p><b>Emotional Literacy</b> I know, and can recognise, the impact of mine, and others', feelings so that I can to modify behaviour where appropriate – eg. compassion and empathy</p> <p><b>Enjoyment</b> I know, and can explain, how my own enjoyment might affect that of others</p> <p><b>Creativity</b> I know how creative/imaginative experiences inform my learning and my perspective on life</p> <p><b>Reflectiveness</b> I know how to reflect on my own, and others', experiences and learning so that I can suggest reasons for the differences</p> <p><b>Beliefs and values</b> I know how to be reflective about my own beliefs/values and ideas, and those of others so that I can explain how they inform perspectives</p>

SMSC – progression overview			
	EYFS / Year 1	Year 2	Year 3
	<p><b>Insight and knowledge</b> I know that other people have knowledge</p> <p><b>Respecting others</b> I know school rules and values so that I start to show respect through their actions – following school and class rules</p> <p><b>Perseverance</b> I know that when I find learning tricky, my teachers will help me to be resilient so that I can be successful</p> <p><b>Challenge</b> N/A</p>	<p><b>Insight and knowledge</b> I know that other people have knowledge so that I can show respect for other people's knowledge</p> <p><b>Respecting others</b> I know how ways to help other children / adults so that I demonstrate respect for others</p> <p><b>Perseverance</b> I know that when I find learning tricky, my class friends or teachers will help me to be resilient so that I can be successful</p> <p><b>Challenge</b> N/A</p>	<p><b>Insight and knowledge</b> I know, and can start, to show an awareness of other people's insights</p> <p><b>Respecting others</b> I know how to consistently show respect for others through their manners and actions</p> <p><b>Perseverance</b> I know that struggle and failure is part of learning so that I can demonstrate being resilient by overcoming a set-back</p> <p><b>Challenge</b> I know of some things that things that might constrain the human spirit – eg. low aspirations, lack of self-confidence</p>
Spiritual	Year 4	Year 5	Year 6
	<p><b>Insight and knowledge</b> I know, and have, an awareness of other people's insights so that I can show respect to them</p> <p><b>Respecting others</b> I know what good manners are so that I can show respect</p> <p>I know what non- reciprocity is so that I can cope with it</p> <p><b>Perseverance</b> I know that struggle and failure is part of learning so that I can demonstrate being resilient by overcoming more than one set-back</p> <p><b>Challenge</b> I know of things that might constrain the human spirit</p>	<p><b>Insight and knowledge</b> I know, and have, an awareness of other people's insights so that I can show an interest in them</p> <p><b>Respecting others</b> I know what good manners are so that I can show respect and sensitively deal with others' lack of manners</p> <p><b>Perseverance</b> I know how to help others who are struggling in a sensitive way</p> <p><b>Challenge</b> I know of things that might constrain the human spirit so that I can start to challenge them e.g. low aspirations, lack of self-confidence</p>	<p><b>Insight and knowledge</b> I know about knowledge and insights so that I can explain the difference between them</p> <p><b>Respecting others</b> I know, and can manage, other people's insensitivity in appropriate and courteous ways</p> <p><b>Perseverance</b> N/A</p> <p><b>Challenge</b> I know of things that might constrain the human spirit so that I can sensitively challenge them e.g. low aspirations, lack of self-confidence</p>

SMSC – progression overview			
Moral	EYFS / Year 1	Year 2	Year 3
	<p><b>Right and wrong</b> I know right and wrong choices so that I can start to make the right choices. I know the school and class rules.</p> <p><b>Consequences</b> I know that my actions might have negative consequences.</p> <p><b>Respecting others</b> I know that others people have needs, interests and feelings, as well as my own.</p>	<p><b>Right and wrong</b> I know right and wrong choices so that I can always make the right choices. I know enough about right and wrong to start to develop my own principles.</p> <p><b>Consequences</b> I know that my actions can have negative or positive consequences.</p> <p><b>Respecting others</b> I know that others people have needs, interests and feelings, as well as my own so that I can show respect.</p>	<p><b>Right and wrong</b> I know right and wrong choices so that I can explain the difference between right and wrong (in context).</p> <p>I know how to act accordingly to my own principles and accept that other people's views and choices may be different from mine.</p> <p><b>Consequences</b> I know the consequences of behaviour (mine and others) so that I can start to manage my own behaviour.</p> <p><b>Respecting others</b> I know how people can show respect for the needs, interests and feelings of others.</p>
	Year 4	Year 5	Year 6
	<p><b>Right and wrong</b> I know how to reason about right and wrong in the abstract so that I can explore my own, and others', views by forming and expressing opinions.</p> <p><b>Consequences</b> I know the consequences so that I can manage and adapt my own behaviour.</p> <p><b>Respecting others</b> I know how people can show respect for the needs, interests and feelings of others so that I can explain this to others.</p>	<p><b>Right and wrong</b> I know how moral codes may differ between cultures so that I can start to use this knowledge to reason about moral dilemmas.</p> <p><b>Consequences</b> I know the consequences for mine, and others', actions and start to compensate for other people's behaviour.</p> <p><b>Respecting others</b> I know how to cope with, and compensate for, other people's lack of respect.</p>	<p><b>Right and wrong</b> I know how to make reasoned judgements on moral dilemmas in and out of context so that I can reassess their own values in light of this.</p> <p>I know how to act accordingly to my own principles in areas that are considered right by some and wrong by others.</p> <p><b>Consequences</b> I know how to lead a considerate style of life so that I can explain what this means.</p> <p><b>Respecting others</b> I know how to sensitively cope with, and compensate for, other people's lack of respect.</p>

SMSC – progression overview			
Social	EYFS / Year 1	Year 2	Year 3
	<p><b>Social skills</b> I know that different behaviour might be needed in a religious setting. <i>*Where possible, play with pupils from different religious, ethnic and socio-economic backgrounds (possibly with encouragement).*</i></p> <p><b>Collaboration</b> I know how to cooperate with others in shared activities, with some support.</p> <p><b>Good citizenship</b> I know how I can participate, with support, in activities that contribute to the school – eg. picking up litter.</p>	<p><b>Social skills</b> I know the rules for behaviour in a religious setting. <i>*Where possible, play and socialise with pupils from different religious, ethnic and socio-economic backgrounds.*</i></p> <p><b>Collaboration</b> I know how to cooperate with others in a range of shared activities.</p> <p><b>Good citizenship</b> I know how I can participate in activities that contribute to the school and wider community.</p>	<p><b>Social skills</b> I know the rules for behaviour in a religious setting so that I can start to modify my behaviour to follow the rules of a religious setting</p> <p><b>Collaboration</b> I know how to work as part of a team so that I can show an awareness of conflict when working in a team and how it may be resolved</p> <p><b>Good citizenship</b> I know how I make a difference in the community – eg. waste, noise, carbon footprint so that I can reflect on this.</p>
	Year 4	Year 5	Year 6
	<p><b>Social skills</b> I know how to modify my behaviour appropriately for different religious settings, and explain why they are doing so.</p> <p>I know how I can modify everyday behaviour to reflect and include friends from different religious backgrounds.</p> <p><b>Collaboration</b> I know of others' views, opinions, personal qualities and social skills so that I can successfully work in a team and start to work on resolving conflicts.</p> <p><b>Good citizenship</b> I know, and can explain, my own impact in the community so that I can start to make adjustments to my own behaviour in response to this.</p>	<p><b>Social skills</b> I know how I can modify everyday behaviour so that I can respect/include peers and strangers.</p> <p><b>Collaboration</b> I know of other people's opinions, qualities and skills so that I can respect them.</p> <p><b>Good citizenship</b> I know how I can adjust my own behaviour so that I can lessen my negative impact in the community – eg. use of plastic.</p>	<p><b>Social skills</b> I know how diverse communities and society's function.</p> <p><b>Collaboration</b> I know how to adapt my behaviour and speech so that I can relate to others and work towards consensus e.g. facilitating, uniting.</p> <p><b>Good citizenship</b> I know how I contribute to society and to the world of work.</p>

SMSC – progression overview			
Social	EYFS / Year 1	Year 2	Year 3
	<p><b>Accepting advice</b> I know how to follow the advice of others.</p> <p><b>Challenging others</b> I know how to respectfully challenge other people's opinions and values.</p> <p><b>Respect for the environment</b> I know how to show respect for property and the school. I know of ways to show respect for people, living things and the environment.</p>	<p><b>Accepting advice</b> I know that adult will offer advice so that I can willingly accept and follow advice.</p> <p>I know that I can start to appreciate that some advice may not be so useful.</p> <p><b>Challenging others</b> I know how to respectfully challenge other people's opinions and values.</p> <p><b>Respect for the environment</b> I know of more ways to show respect for people, living things and the environment.</p>	<p><b>Accepting advice</b> I know where to go to seek advice and make an informed choice about whether to follow it.</p> <p><b>Challenging others</b> I know the importance of being polite when challenging others' values and opinions.</p> <p><b>Respect for the environment</b> I know the difference between rights and responsibilities.</p>
	Year 4	Year 5	Year 6
	<p><b>Accepting advice</b> I know where to go to seek advice and make an informed choice about whether to follow it.</p> <p><b>Challenging others</b> I know of the cultural and religious context for others' values and opinions.</p> <p><b>Respect for the environment</b> I know ways in which people are able to demonstrate respect for people, living things, property and the environment.</p>	<p><b>Accepting advice</b> I know about skill levels and authority of advice givers.</p> <p><b>Challenging others</b> I know how to challenge others' values and opinions sensitively so that I show an awareness of when it might not be necessary or appropriate to do so.</p> <p><b>Respect for the environment</b> I know individuals' rights and responsibilities in a wider social setting.</p>	<p><b>Accepting advice</b> I know the personal qualities of advice-givers so that I can understand when it is appropriate to ask advice and when it might not be.</p> <p><b>Challenging others</b> N/A</p> <p><b>Respect for the environment</b> I know how rights and responsibilities might differ from one cultural context to another.</p>

SMSC – progression overview			
	EYFS / Year 1	Year 2	Year 3
	<p><b>Race, ethnicity, faith and socio-economic background</b> I know of different cultures within the school.</p> <p><b>World view</b> I know facts that have been given previously, about towns, cities and countries beyond their own.</p> <p><b>Art and music</b> I know about artistic, musical, sporting and other cultural experiences so that I can express opinions</p> <p><b>Disability, gender, sexual orientation</b> I know of gender. I know, have awareness and respect, for disability.</p>	<p><b>Race, ethnicity, faith and socio-economic background</b> I know of different cultures within the school (race, ethnicity, religion, belief, socio-economic background).</p> <p><b>World view</b> I know facts about towns, cities and countries beyond their own so that I can recall them.</p> <p><b>Art and music</b> I know of artistic, musical, sporting and other cultural experiences.</p> <p><b>Disability, gender, sexual orientation</b> I know that other people's views might be different so that I can accept them.</p>	<p><b>Race, ethnicity, faith and socio-economic background</b> I know, show an interest in, and appreciation of, different cultures and practises (race, ethnicity, religion, belief and socio-economic background) cultures within the school.</p> <p><b>World view</b> I know facts about different places so that I can compare and contrast.</p> <p><b>Art and music</b> I know of artistic, musical, sporting and other cultural experiences so that I can speak about other people's Interests.</p> <p><b>Disability, gender, sexual orientation</b> I know, and respect, ways in which people can demonstrate respect for gender and sexual orientation.</p>
Cultural	<p><b>Year 4</b></p> <p><b>Race, ethnicity, faith and socio-economic background</b> I know of different cultures within the school so that I can show respect for other cultures in words and actions.</p> <p><b>World view</b> I know facts about different places so that I can explain how these can both reflect and disguise ethnicity, faith and race.</p> <p><b>Art and music</b> I know of people's reflections on artistic, musical, sporting and other cultural</p>	<p><b>Year 5</b></p> <p><b>Race, ethnicity, faith and socio-economic background</b> I know how cultural influences have shaped their own, and others', heritage.</p> <p><b>World view</b> I know how the emerging world culture of shared experiences is changing communities around the world – eg. TV and the Internet.</p> <p><b>Art and music</b> I know other people's views and opinions about artistic, musical, sporting and other cultural</p>	<p><b>Year 6</b></p> <p><b>Race, ethnicity, faith and socio-economic background</b> I know how cultural influences shape people's heritage, both in context and in the abstract.</p> <p><b>World view</b> I know how the emerging world culture of shared experiences is changing world communities – eg. TV and the Internet.</p> <p><b>Art and music</b> N/A</p> <p><b>Disability, gender, sexual orientation</b></p>

	<p>experiences so that I can articulate these confidently.</p> <p><b>Disability, gender, sexual orientation</b></p> <p>I know enough Information about disability, gender and sexual orientation so that I can challenge the behaviour of individuals that might negatively impact on minorities.</p>	<p>experiences so that I can show sensitivity towards them.</p> <p><b>Disability, gender, sexual orientation</b></p> <p>I know enough Information about disability, gender and sexual orientation so that I can challenge the behaviour of individuals and some groups if it might negatively impact on minorities</p>	<p>I know enough Information about disability, gender and sexual orientation so that I can sensitively challenge individuals or groups whose behaviour might have a negative impact on minorities whilst also recognising that it might not be appropriate for them to speak 'for' someone else.</p>
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