## Progression in SMSC (by year)

YEAR 1

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#### SPIRITUAL

#### Year 1 pupils should

Spiritual: Emotional Literacy

Start to recognise or explain how they and others are feeling.

Spiritual: Enjoyment

Show signs of enjoyment.

#### Spiritual: Creativity

Engage in creative/imaginative experiences (with some support).

Spiritual: Reflectiveness

With support, recount events to reflect on experiences

Spiritual: Beliefs and Values

Verbalise some of their own beliefs, religious or otherwise

### Spiritual: Insight vs knowledge

Demonstrate an awareness that other people have knowledge.

Spiritual: Respecting Others

Start to show respect through their actions (eg following

Spiritual: Perseverance

With support, tackle a challenge until it is resolved.

Spiritual: Challenge

n/a

#### MURAI

#### Year 1 pupils should

Moral: Right and Wrong

With support, make choices based on an understanding of right and wrong.

Follow the school or class rules.

#### Moral: Consequences

Recognise that their actions may have negative

#### Moral: Respecting others

Start to demonstrate an awareness of, and respect for, others' needs, interests and feelings, as well as their

#### **GAMES FOR SMSC: "CORNERS"**

Why not play corners to get children thinking about **morality**?

Label the four corners of the room 'always right', 'always wrong', 'neither' and 'depends' and then give children a set of grey areas to think about (for instance: 'telling the truth').

Assign the children to teams so you can award points for well-verbalised justifications when you ask them why they've run to a certain corner.

You can play this game with all year groups.

# NOTES

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#### SOCIAL

#### Year 1 pupils should

Social: Social ski

Show awareness that different behaviour might be needed in a religious setting.

Where possible, play with pupils from different religious, ethnic and socio-economic backgrounds, perhaps with encouragement.

#### Social: Collaboration

With some support, cooperate with others in shared

#### Social: Good citizenship

With support, participate in activities that contribute to the school (eg litter picking).

Social: Accepting advice

Follow the advice of others.

#### Social: Challenging others

Start to challenge other people's values and opinions.

#### Social: Respect for the environment

Demonstrate respect for property; start to show respect for people, living things and the environment.

#### Year 1 pupils should

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

Start to show an awareness of different cultures (race, ethnicity, religion, belief and socio-economic background) eg within school.

#### Cultural: World view

Recount some facts (that have been given to them) about towns, cities and countries beyond their own.

#### Cultural: Art & music

Express opinions about artistic, musical, sporting and other cultural experiences.

#### Cultural: Disability, Gender, Sexual Orientation

Show an awareness of disability and gender.

#### Cultural: British values

Show some understanding of how their community is organised leg family, school.

Recount some facts about Britain's political system (eg the queen, the prime minister).

## GAMES FOR SMSC: "COLOUR CONNECTIONS"

Play Colour Connections, to help develop children's **cultural understanding**.

Give the children two sets of cards: one with colours on and a second set with cultural descriptions on them. Ask the children to match them up (e.g., clarinet might be paired up with the blue card, because some of the music, you'd hear has a slow and sad feel to it; Picasso's Guernica might link to red because it suggests pain and anger).

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