Progression in SMSC (by year)

YEAR 2

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| Year 2 pupils should | Year 2 pupils should | |
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| Spiritual: Emotional Literacy | Moral: Right and Wrong | |
| Recognise and explain how they and others are feeling. | Make choices based on an understanding of right and wrong. | |
| Spiritual: Enjoyment | | |
| Express enjoyment in a variety of ways, including an | Start to develop their own principles. | |
| appreciation of the enjoyment of others. | Moral: Consequences | |
| Spiritual: Creativity | Recognise that their actions have negative and positive | |
| Start to initiate creative/imaginative experiences (with reduced support). | consequences. | |
| Spiritual: Reflectiveness | Morat: Respecting others Show respect by starting to explain other people's neer interests and feelings, as well as their own. | |
| Reflect on experiences and learning by recounting events (i.e. without much support). | | |
| Spiritual: Beliefs and Values | | |
| Verbalise their own beliefs and distinguish between those that are religious and those that are not. | | |
| Spiritual: Insight vs knowledge | GAMES FOR SMSC: "CONNECTIONS" | |
| Demonstrate a respect for other people's knowledge. | Play the Connections game [for social skills] Seat the children in a circle, facing inwards, and give the first child a ball of string. They have to choose a child to pass the string to, verbalising a connection that they have with that child (hair colour, religion, first letter of name, etc). | |
| Spiritual: Respecting Others | | |
| Demonstrate respect for others (eg by choosing to help each other). | | |
| Spiritual: Perseverance | | |
| Demonstrate a willingness to tackle problems/ challenges until they are resolved/achieved. | The second child then does the same to a third child. Soon all the children are connected together with a web of string, showing how we | |
| Spiritual: Challenge | are all connected to each other socially – and, therefore, to each other's social networks | |
| n/a | outside the school (family, community etc). | |

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| SOCIAL | CULTURAL | | |
|---|---|--|--|
| | \checkmark | | |
| Year 2 pupils should | Year 2 pupils should | | |
| Social: Social skills | Cultural: Race, Ethnicity, Faith and Socio-economic | | |
| Demonstrate awareness of the 'rules' for behaviour in a religious setting. | background Develop understanding of different cultures (race, ethnicity, religion, belief and socio-economic background) eg the range within school. | | |
| Where possible, play and socialize with pupils from different religious, ethnic and socio-economic backgrounds. | | | |
| | Cultural: World view | | |
| Social: Collaboration | Independently recount facts about towns, cities and countries beyond their own. | | |
| Cooperate with others in a range of shared activities. | Cultural: Art & music | | |
| Social: Good citizenship | Start to reflect on artistic, musical, sporting and other | | |
| Participate in activities that contribute to the school and wider community. | cultural experiences, and accept that other people's views might be different. | | |
| Social: Accepting advice | Cultural: Disability, Gender, Sexual Orientation | | |
| Willingly accept and follow advice, but start to appreciate that some advice might not be so useful. | Show an awareness of, and respect for, disability and gender and sexual orientation (in a primary-appropriate way, eg talking about same-sex marriage). | | |
| Social: Challenging others | Cultural: British values | | |
| Challenge other people's values and opinions, being polite when doing so (with support). | Demonstrate a knowledge of how their community is organised (eg family, school, town). | | |
| Social: Respect for the environment | | | |
| Demonstrate respect for people, living things, property and the environment. | and present (eg Guy Fawkes, Lord Shaftesbury, naming the current prime minister). | | |
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| NOTES | | | |
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