



Inspire • Challenge • Achieve

Progression for Spiritual, Moral, Social and Cultural Development (SMSC)

Year Group	Objectives	I can statements	
		Younger Year Group	Older Year Group
Pre-School & Reception	<p>Children should be taught:</p> <p>Me, you and us – personal responsibility, feelings, behaviour, school rules, personal space and consent. Respect, manners, courtesy</p> <p>Healthy me – mental health, healthy eating, bullying and healthy Looking after ourselves and the world around us– Medicine, online, stranger danger, road safety and water safety, vaccinations, sun safety, environment. Relationship. Changes and growing up – Transition, growing up, baby to now, independence, appropriate touching, PANTS.</p>	<ul style="list-style-type: none"> • I can listen attentively in a range of situations. • I can manage feelings and behaviour. • I can work as part of a group or class and understand or follow the rules. • I can talk about how they and others show feelings. • I can start to play co-operatively, taking turns with others. • I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	

<p>Year 1 & Year 2</p>	<p>Children should be taught:</p> <p>Year 1:</p> <p>All about me, differences in gender – transitions, diverse families, what is fair, similarities and differences in friendships, communities, being unique and being equal.</p> <p>Healthy me – Healthy eating, sleep, illness, relaxation and mindfulness techniques, how to get help (999)/people who help, good feeling and difficult feelings, dental health.</p> <p>Online healthy me – screen time and sleep, turning off screen content when you don't feel comfortable - the uh oh feeling – what to do.</p> <p>Our Values - Secrets and surprises – special times in your life, PANTS, sharing special time with other people. Communities and caring for others?</p> <p>Where does money come from? - What can/can't money buy? Saving money.</p> <p>Year 2:</p> <p>Making choices – impact of their behaviour on themselves and others, making goals.</p> <p>Emotional literacy, mental health, identifying emotions, resilience. Isolation and loneliness.</p> <p>Friendships online – Ways we use the internet, stranger danger online, peer pressure, etiquette online. Sharing information online (who is it safe to share info with – safer strangers)</p>	<ul style="list-style-type: none"> • I can show respect to others. • I can identify and respect the differences and similarities between people. • I can recognise the importance of respecting others, even when they are very different from me. • I can talk about my family and describe why they are important to me. • I can convey manners and courtesy. • I can describe the characteristics of healthy family life. • I can appreciate families, either in school or in the wider world, sometimes look different from my family. • I can describe how important friendships are 	<ul style="list-style-type: none"> • I can begin to understand self-respect and see how this links to their own happiness. • I can celebrate my strengths and set simple but challenging goals. • I can explore the variety of jobs that are available to all people equally. • I can explore how individual people have changed the world. • I can think about what job I would like to do and how it helps the world. • I can understand the importance of basic hygiene. • I can understand how germs are spread. • I can understand the purpose of vaccinations. • I can understand what 'body image' is.
-----------------------------------	--	---	--

Problematic plastic – Protecting the environment – house building vs green spaces. Plastics and reducing plastic waste. Zero waste.

Real world – Aspirations, jobs, careers, respect, stereotypes and jobs – what jobs do we need in our world?

Body Parts – How I'm made. Scientific language, appropriate touching, being comfortable and uncomfortable (secrets), who do you tell? Basic hygiene - illness, differences in body image link to online. Vaccinations

in making me feel happy and secure.

- I can understand why healthy eating is important.
- I can understand basic dental health.
- I can explain the benefits of sleep.
- I can explain the difference between good and difficult feelings.
- I can tell you who I would call on for help.
5 TRUSTED ADULTS
- I can recognise the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
- I can understand that my body belongs to me, and I know there are differences between appropriate and

		<p>inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> • I can explain what I can buy with money. • I can explain what I cannot buy with money. • I can explain what 'saving' means. 	
<p>Year 3 & Year 4</p>	<p>Children should be taught:</p> <p>Year 3:</p> <p>Hazards in the home, road safety, canal safety, basic first aid and emergencies.</p> <p>Healthy relationships – friendship and solving differences, conflict resolution, empathy, personal boundaries, manners, collaboration and compromise, consent to touch.</p> <p>Diverse families within the UK and globally, communities and discrimination, cultural difference, beating stereotypes, traveller children, LAC children, extended families, unmarried parents, children as carers. Marriage – what is it? What is love?</p> <p>Keeping safe online - Age appropriate – games, films, fake news – representations, social media of diversity online.</p> <p>Understanding food labels - the effects for sugar, fuelling ourselves and body parts/body changes (pre puberty).</p>	<ul style="list-style-type: none"> • I can understand boundaries and appropriate ones in friendships with peers and others. • I can acknowledge that my body belongs to me. • I can explain that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • I can explain practical steps that I can take in a range of different contexts 	<ul style="list-style-type: none"> • I can understand the importance of self-respect and how this links to my own happiness. • I can explain the characteristics of friendships, including mutual respect. • I can talk about different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • I can explain how important friendships are

<p>Where does food come from? – Ethical and global – Fairtrade e.g. free range, organic, pesticides, energy drink, caffeine, palm oil deforestation.</p> <p>Year 4:</p> <p>Respect – respect for yourself respect for others – self-esteem, self-confidence. Characteristics of healthy friendships and relationships.</p> <p>Safe home – asking for help and advice. Resisting pressure – anxiety.</p> <p>Mental Health and positive body image - My wonderful body! – links to online photoshopping,</p> <p>Building confidence and challenging stereotypes - Comparing ourselves to others.</p> <p>Current affairs – Newsround – create their own news article and critique – fake news and developing digital criticality and social media.</p> <p>Changes in relationships - Divorce and separation, bereavement, changes linked to puberty and emotions. – Transition – feeling more than friends.</p> <p>Changes in relationships - Divorce and separation, bereavement, emotions. – Transition – feeling more than friends.</p> <p>Sex Education - Changes linked to puberty and associated emotions.</p>	<p>to improve or support respectful relationships.</p> <ul style="list-style-type: none"> • I can identify hazards in the home. (What would you I first?) • I can understand how to be road safe. • I can understand how to be canal/river safe. • I can show basic first aid skills. • I can explain who and how to contact the emergency services. • I can recognise what games are safe and appropriate for my age. • I can recognise what films and TV shows are safe and appropriate for my age • I can explain various foods come from across the world. • I can understand that 	<p>in making us feel happy and secure and how people choose and make friends.</p> <ul style="list-style-type: none"> • I can explain healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • I can start to understand mental wellbeing is a normal part of daily life in the same way as physical health. • I can understand there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)
---	---	---

		<p>economic choices affect individual and communities.</p>	<p>and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> • I can understand that I will experience changes during puberty. • I can understand that I will experience physical changes during puberty. • I can understand that changes for girls will include the menstrual cycle. • I can understand that boys will experience changes. • I can recognise emotional changes for girls and boys during puberty.
<p>Year 4 & Year 5</p>	<p>Children should be taught:</p> <p>Year 4:</p> <p>Respect – respect for yourself respect for others – self-esteem, self-confidence. Characteristics of healthy friendships and relationships.</p>	<p>Year 4 –</p> <ul style="list-style-type: none"> • I can understand the importance of self-respect and how this links to my own happiness. 	<ul style="list-style-type: none"> • I can think about why refugees leave their countries? • I can think about how schools, families,

<p>Safe home – asking for help and advice. Resisting pressure – anxiety.</p> <p>Mental Health and positive body image. My wonderful body! – links to online photoshopping,</p> <p>Building confidence and challenging stereotypes. Comparing ourselves to others.</p> <p>Current affairs – Newsround – create their own news article and critique – fake news and developing digital criticality and social media.</p> <p>Changes in relationships - Divorce and separation, bereavement, emotions. – Transition – feeling more than friends.</p> <p>Sex Education - Changes linked to puberty and associated emotions.</p> <p>Year 5:</p> <p>Responsibilities in school - home and community. Global citizenship –respect refugees (challenging stereotypes and looking at positives as well) and individual rights – un rights of the children. Global sustainability goals. Difference between refugees and immigrants.</p> <p>Money – Mortgages and loan – money in everyday life – managing your money. How is our data used to influence our spending? Tax, interest and debt.</p> <p>First aid – Heartstart CPR, St Johns ambulance volunteers in the</p>	<ul style="list-style-type: none"> • I can explain the characteristics of friendships, including mutual respect. • I can talk about different types of bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • I can explain how important friendships are in making us feel happy and secure and how people choose and make friends. • I can explain healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing 	<p>communities or governments ensure that a child’s human rights are met?</p> <ul style="list-style-type: none"> • I can explain my role in ensuing our own and other’s human rights are met? • I can explain what a community is? • • I can explain what communities I belong to. • I can understand the link between jobs and money. • I can recognise the role of a bank. • I can begin to understand how tax works in the UK. • I can understand how things can be paid for. • I can money has a different value in different countries. To
--	---	--

<p>community, food bank and charities.</p> <p>Democracy, how our country works, government, parliament, laws, freedom of speech and differing opinions, NHS – obesity, exercise and illnesses, increase in aging population. (links to fake news) GDPR/ Public and private information RSE – Puberty – menstruation, changes, brain and body, erections, and how to deal with changes. Dealing with emotions.</p> <p>Independence and personal responsibility – children as carers, responsibility for our data and how it is used.</p> <p>Sex Education - How babies are made and where babies come from.</p>	<p>conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <ul style="list-style-type: none"> • I can start to understand mental wellbeing is a normal part of daily life in the same way as physical health. • I can understand there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • I can understand that I will experience changes during puberty. • I can understand that I will experience physical changes during puberty. • I can understand that changes for girls will include the menstrual cycle. • I can understand that 	<p>understand what volunteer organisations are available to support people in our local community and how to make an efficient call to emergency services.</p> <ul style="list-style-type: none"> • I can understand the concepts of basic first aid. • I can understand the role of St. John’s Ambulance in the community. • I can understand why we have rules and laws. • I can understand that different rules and laws apply in different places and in different situations. • I can explain that marriage represents a formal commitment of two people which is intended to be lifelong. • I can explain how a baby is made.
---	---	---

		<p>boys will experience changes.</p> <ul style="list-style-type: none">• I can recognise emotional changes for girls and boys during puberty.	<ul style="list-style-type: none">• I can acknowledge that this is a choice and I have full control over my body.• I understand how a woman gives birth to a new born child.
--	--	---	---