

SMSC Progression Ladder

SPIRITUAL

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Emotional Literacy	Emotional Literacy	Emotional Literacy	Emotional Literacy	Emotional Literacy	Emotional Literacy
Start to recognise or explain how they and others are feeling.	Recognise and explain how they and others are feeling.	Begin to recognise the possible impact of their and others' feelings (eg starting to show concern for others).	Recognise the possible impact of their and others' feelings (eg showing concern).	Recognise the impact of their and others' feelings and start to modify behaviour where appropriate (eg compassion and empathy).	Recognise the impact of their and others' feelings and modify behaviour where appropriate.
Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment	Enjoyment
Show signs of enjoyment.	Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others.	Identify and describe experiences that they like and dislike.	Describe experiences that they enjoy, and start to describe the same for others.	Start to alter their behaviour to make allowances for others' likes and dislikes.	Explain how their own enjoyment might affect that of others.
Creativity	Creativity	Creativity	Creativity	Creativity	Creativity
Engage in creative/imaginative experiences (with some support).	Start to initiate creative/imaginative experiences (with reduced support).	Independently initiate and participate in creative/imaginative experiences.		Start to understand how creative/imaginative experiences can inform their perspective on life.	Explain how creative/imaginative experiences inform their learning and their perspective on life.
Reflectiveness	Reflectiveness	Reflectiveness	Reflectiveness	Reflectiveness	Reflectiveness
With support, recount events to reflect on experiences and learning.	Reflect on experiences and learning by recounting events (i.e. without much support).	Reflect on experiences and learning by expressing opinions.	Reflect on experiences and learning by expressing opinions and listening to those of others.	Show an interest in reflecting on their and others' experiences and learning.	Reflect on their own and others' experiences and learning, and suggest reasons for the differences.
Beliefs and Values	Beliefs and Values	Beliefs and Values	Beliefs and Values	Beliefs and Values	Beliefs and Values
Verbalise some of their own beliefs, religious or otherwise.	Verbalise their own beliefs and distinguish between those that are religious and those that are not.	Describe their own beliefs and start to put them into religious and ethical contexts.	Describe their own beliefs coherently and put them into a religious or ethical context.	Be reflective about their own beliefs/values and ideas, religious or otherwise, explaining how they inform their perspective on life.	Be reflective about their own beliefs/values and ideas, and those of others, explaining how they inform perspectives.
Insight vs Knowledge	Insight vs Knowledge	Insight vs Knowledge	Insight vs Knowledge	Insight vs Knowledge	Insight vs Knowledge
Demonstrate an awareness that other people have knowledge.	Demonstrate a respect for other people's knowledge.	Start to show awareness of other people's insights.	Show respect for other people's insights.	Show an interest in other people's insights.	Explain the difference between knowledge and insights.
Respecting Others	Respecting Others	Respecting Others	Respecting Others	Respecting Others	Respecting Others
Start to show respect through their actions (eg following school or class rules).	Demonstrate respect for others (eg by choosing to help each other).	Consistently show respect for others through their manners and actions.	Demonstrate good manners and start to cope with / compensate for non-reciprocation.	Demonstrate good manners and sensitively deal with others' lack of manners.	Start managing other people's insensitivity in appropriate and courteous ways.
Perseverance	Perseverance	Perseverance	Perseverance	Perseverance	Perseverance
With support, tackle a challenge until it is resolved.	Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved.		Demonstrate persistence in tackling a challenge, eg by overcoming more than one set-back.	Persist in tackling challenges, and start to help others do so in sensitive ways.	Demonstrate persistence and help others do so in a sensitive way.
Challenge	Challenge	Challenge	Challenge	Challenge	Challenge
		Start to recognise things that might 'constrain the human spirit' eg low aspirations, lack of self-confidence.	Recognise things that might 'constrain the human spirit'.	Start to challenge things that might 'constrain the human spirit' eg low aspirations, lack of self-confidence.	Sensitively challenge things that might 'constrain the human spirit'.

MORAL

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Right and Wrong	Right and Wrong	Right and Wrong	Right and Wrong	Right and Wrong	Right and Wrong
With support, make choices based on an understanding of right and wrong.	Make choices based on an understanding of right and wrong.	Explain the difference between right and wrong (in context).	Start to reason about right and wrong in the abstract.	Explain how moral codes may differ between cultures; start to use this knowledge to reason about moral dilemmas.	Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this.
Follow the school or class rules.	Start to develop their own principles.	Act according to their own principles and accept that other people's views and choices may be different from their own.	Explore their own and others' views (eg by forming and expressing opinions).	Often act according to their own principles in areas that are considered right by some and wrong by others.	Confidently act according to their own principles in areas that are considered right by some and wrong by others.
Consequences	Consequences	Consequences	Consequences	Consequences	Consequences
Recognise that their actions may have negative consequences.	Recognise that their actions have negative and positive consequences.	Recognise the consequences of behaviour (theirs and others') and use this knowledge to start to manage their own behaviour.	Use their knowledge of consequences to manage and adapt their own behaviour.	Explain the consequences of their and others' actions, and start to compensate for other people's behaviour.	Lead a considerate style of life and explain what this means.
Respecting Others	Respecting Others	Respecting Others	Respecting Others	Respecting Others	Respecting Others
Start to demonstrate an awareness of, and respect for, others' needs, interests and feelings, as well as their own.	Show respect by starting to explain other people's needs, interests and feelings, as well as their own.	Start to recognise how people can show respect for the needs, interests and feelings of others.	Recognise and explain how people demonstrate respect for the needs, interests and feelings of others.	Begin to cope with and compensate for other people's lack of respect.	Sensitively cope with and compensate for other people's lack of respect.

SOCIAL

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social Skills	Social Skills	Social Skills	Social Skills	Social Skills	Social Skills
Show awareness that different behaviour might be needed in a religious setting.	Demonstrate awareness of the 'rules' for behaviour in a religious setting.	Start to modify their behaviour to follow the 'rules' of a religious settings.	Modify their behaviour appropriately for different religious settings, and explain why they are doing so.	Modify everyday behaviour to respect/include peers and strangers.	Show an interest in, and explain, how diverse communities and societies function.
Where possible, play with pupils from different religious, ethnic and socio-economic backgrounds, perhaps with encouragement.	Where possible, play and socialize with pupils from different religious, ethnic and socio-economic backgrounds.		Start to modify everyday behaviour to respect/include friends from different religious backgrounds.		
Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration
With some support, cooperate with others in shared activities.	Cooperate with others in a range of shared activities.	Work as part of a team, showing an awareness of conflict and how it might be resolved.	Use their knowledge of others' views, opinions, personal qualities and social skills to work successfully in a team, and start to work on resolving conflicts.	Relate to other people's opinions, qualities and skills, and work towards consensus.	Relate to others and work towards consensus by adapting behaviour and speech (eg facilitating / 'uniting' interactions).
Good Citizenship	Good Citizenship	Good Citizenship	Good Citizenship	Good Citizenship	Good Citizenship
With support, participate in activities that contribute to the school (eg litter picking).	Participate in activities that contribute to the school and wider community.	Start to reflect on their own impact in the community (eg waste, noise, carbon footprint).	Explain their own impact in the community and start to make adjustments to their own behaviour in response to this.	Adjust their own behaviours to lessen their negative impact in the community (eg use of plastic).	Reflect on their own contribution to society 'and to the world of work'.
Accepting Advice	Accepting Advice	Accepting Advice	Accepting Advice	Accepting Advice	Accepting Advice
Follow the advice of others.	Willingly accept and follow advice, but start to appreciate that some advice might not be so useful.	Begin to seek advice and make an informed choice about whether to follow it.	Seek advice but make an informed choice about whether to follow it.	Start to be able to explain about skill-levels and authority of advice-givers.	Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers.
Challenging Others	Challenging Others	Challenging Others	Challenging Others	Challenging Others	Challenging Others
Start to challenge other people's values and opinions.	Challenge other people's values and opinions, being polite when doing so (with support).	Be polite when challenging others' values and opinions (i.e. without support).	Show awareness of the cultural and religious context for others' values and opinions, adjusting their style of challenge accordingly.	Challenge others' values and opinions sensitively, and show an awareness of when it might not be necessary or appropriate to do so.	n/a
Respect for Environment	Respect for Environment	Respect for Environment	Respect for Environment	Respect for Environment	Respect for Environment
Demonstrate respect for property; start to show respect for people, living things and the environment.	Demonstrate respect for people, living things, property and the environment.	Start to show awareness of the difference between rights and responsibilities.	Recognise ways in which people are able to demonstrate respect for people, living things, property and the environment.	Appreciate individuals' rights and responsibilities in a wider social setting.	Explain how rights and responsibilities might differ from one cultural context to another.

CULTURAL

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Race, Ethnicity, Faith and Socio-economic background	Race, Ethnicity, Faith and Socio-economic background	Race, Ethnicity, Faith and Socio-economic background	Race, Ethnicity, Faith and Socio-economic background	Race, Ethnicity, Faith and Socio-economic background	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.	Develop understanding of different cultures (race, ethnicity, religion, belief and socio-economic background) eg the range within school.	Show an interest in, and appreciation of, different cultures and practices (race, ethnicity, religion, belief and socio-economic background).	Show respect for other cultures (race, ethnicity, religion, belief and socio-economic background) in words and actions.	Start to understand how cultural influences have shaped their own and others' heritage.	Explain how cultural influences shape people's heritage, both in context and in the abstract.
World View	World View	World View	World View	World View	World View
Recount some facts (that have been given to them) about towns, cities and countries beyond their own.	Independently recount facts about towns, cities and countries beyond their own.	Compare and contrast facts about different places and start to recognize that place is not the same as ethnicity or race.	Recall and compare facts about different places, and explain how these can both reflect and disguise ethnicity, faith and race.	Start to understand how the 'emerging world culture of shared experiences' (eg through TV and internet) is changing communities around the world.	Explain how the 'emerging world culture of shared experiences' (eg through TV and internet) is changing world communities.
Art, Music, Sport	Art, Music, Sport	Art, Music, Sport	Art, Music, Sport	Art, Music, Sport	Art, Music, Sport
Express opinions about artistic, musical, sporting and other cultural experiences.	Start to reflect on artistic, musical, sporting and other cultural experiences, and accept that other people's views might be different.	Start to verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.	Accurately verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.	Show sensitivity towards other people's views and opinions about artistic, musical, sporting and other cultural experiences.	
Disability, Gender, Sexual Orientation	Disability, Gender, Sexual Orientation	Disability, Gender, Sexual Orientation	Disability, Gender, Sexual Orientation	Disability, Gender, Sexual Orientation	Disability, Gender, Sexual Orientation
Show an awareness of disability and gender.	Show an awareness of, and respect for, disability and gender and sexual orientation (in a primary-appropriate way, eg talking about same-sex marriage).	Recognise ways in which people can demonstrate respect for disability, gender and sexual orientation.	Start to challenge the behaviour of individuals that might negatively impact on minorities.	Challenge the behaviour of individuals and some groups if it might negatively impact on minorities.	Sensitively challenge individuals or groups whose behaviour might have a negative impact on minorities, but recognise that it might not be appropriate for them to speak 'for' someone else.
British Values	British Values	British Values	British Values	British Values	British Values
Show some understanding of how their community is organized (eg family, school).	Demonstrate a knowledge of how their community is organized (eg family, school, town).	Understand how wider society is organised (eg parliament, police, places of worship, the NHS).	Understand how wider society is organised (eg councils, courts, charities and third sector).	Express opinions about the way society is organised at a variety of levels.	Reflect on their own and others' opinions about the way society is organised at a variety of levels.
Recount some facts about Britain's political system (eg the queen, the prime minister).	Recount facts about Britain's parliamentary system, past and present (eg Guy Fawkes, Lord Shaftesbury, naming the current prime minister).	Start to select from historical that explain fundamental values (eg Romans, Saxon Christianity, Magna Carta, Tudor religion, slave trade/empire, Victorian reforms, Suffragettes, WW2, Windrush).	Recall historical facts about Britain's fundamental values, and explain that these values appear in other cultures too.	Explain how British history and geography has shaped our parliamentary system and our fundamental values.	Show sensitivity in explaining the range of influences that have come together to shape Britain's parliamentary system and its fundamental values.