St Columba's Social, Moral, Spiritual and Cultural Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spiritual	**Children are taught to:** Understand the importance of collective worship / circle time/ Taking it in turns to talk and listen to others.	**Children are taught to:** Be reflective about their own beliefs (religion or otherwise) and perspective on life through: • Whole school collective worship • Advent liturgies. Knowledge of and respect for, different people's faiths, feelings and values through: • Other faith week. Sense of enjoyment and fascination in learning about themselves, others and the world around them through: • Geography lessons • Creation in RE Use of imagination and creativity in their learning linked to SMSC. Willingness to reflect on their experiences.	**Children are taught to:** Be reflective about their own beliefs (religion or otherwise) and perspective on life through: • Whole school collective worship • Advent liturgies. • Harvest Festival • RE Curriculum Knowledge of and respect for, different people's faiths, feelings and values through: • Other faith week. Sense of enjoyment and fascination in learning about themselves, others and the world around them through: • Geography lessons • Nurture Curriculum Use of imagination and creativity in their learning linked to SMSC. Willingness to reflect on their experiences.	**Children are taught to:** Be reflective about their own beliefs (religion or otherwise) and perspective on life through: • Whole school collective worship • Advent liturgies. • Class Mass • RE Curriculum Knowledge of and respect for, different people's faiths, feelings and values through: • Other faith week. Sense of enjoyment and fascination in learning about themselves, others and the world around them through: • Geography lessons • Nurture Curriculum Use of imagination and creativity in their learning linked to SMSC. Willingness to reflect on their experiences.	**Children are taught to:** Be reflective about their own beliefs (religion or otherwise) and perspective on life through: • Whole school collective worship • Advent liturgies. • Easter Production • RE Curriculum Knowledge of and respect for, different people's faiths, feelings and values through: • Other faith week. Sense of enjoyment and fascination in learning about themselves, others and the world around them through: • Geography lessons • Nurture Curriculum Use of imagination and creativity in their learning linked to SMSC. Willingness to reflect on their experiences.	**Children are taught to:** Be reflective about their own beliefs (religion or otherwise) and perspective on life through: • Whole school collective worship • Advent liturgies. • Carol Service • RE Curriculum • Remembrance Week Mass Knowledge of and respect for, different people's faiths, feelings and values through: • Other faith week. Sense of enjoyment and fascination in learning about themselves, others and the world around them through: • Geography lessons • Nurture Curriculum Use of imagination and creativity in their learning linked to SMSC. Willingness to reflect on their experiences.	**Children are taught to:** Be reflective about their own beliefs (religion or otherwise) and perspective on life through: • Whole school collective worship • Advent liturgies. • Carol Service • RE Curriculum • Anti Knowledge of and respect for, different people's faiths, feelings and values through: • Other faith week. • Antibullying Week Sense of enjoyment and fascination in learning about themselves, others and the world around them through: • Geography lessons. • Reception Buddies. Use of imagination and creativity in their learning linked to SMSC. Willingness to reflect on their experiences.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Moral	**Children are taught to:** Establishing class rules and routines. Turn taking gams. Caring for school environments (class and grounds). Stickers, reward & star of the week introduced. Consequences to behaviours explained. Introduce house points. Be proud of achievements.	**Children are taught to:** Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing to, respect the civil and criminal law of England. • Health Week Understanding of consequences of their behaviour and actions. • Behaviour Policy • Virtues • Consequences checklist Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the different viewpoints of other on these issues. • Oracy • RE Curriculum	**Children are taught to:** Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing to, respect the civil and criminal law of England. • Health Week Understanding of consequences of their behaviour and actions. • Behaviour Policy • Virtues • Consequences checklist Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the different viewpoints of other on these issues. • Oracy • RE Curriculum	**Children are taught to:** Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing to, respect the civil and criminal law of England. • Health Week Understanding of consequences of their behaviour and actions. • Behaviour Policy • Virtues • Consequences checklist Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the different viewpoints of other on these issues. • Oracy and debating sessions. • RE Curriculum	**Children are taught to:** Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing to, respect the civil and criminal law of England. • Health Week Understanding of consequences of their behaviour and actions. • Behaviour Policy • Virtues • Consequences checklist • Online Safety Talk Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the different viewpoints of other on these issues. • Oracy and debating sessions. • RE Curriculum • Discuss Edison Lightbulb.	**Children are taught to:** Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing to, respect the civil and criminal law of England. • Health Week • RE Commandment and inspirational people. • Crime and punishment Understanding of consequences of their behaviour and actions. • Behaviour Policy • Virtue • Consequences checklist • Online Safety Talk • PCSO Workshops Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the different viewpoints of other on these issues. • Oracy and debating sessions. • RE Curriculum	**Children are taught to:** Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing to, respect the civil and criminal law of England. • Health Week • Justic Unit Understanding of consequences of their behaviour and actions. • Behaviour Policy • Virtue • Consequences checklist • Online Safety Talk • PCSO Workshops Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the different viewpoints of other on these issues. • Oracy and debating sessions. • RE Curriculum

St. Columba's Catholic Primary School
Every Person is Precious to God

St Columba's Social, Moral, Spiritual and Cultural Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	*Year 4*	Year 5	Year 6
Social	**Children are taught to:** Focus on listening to others and respecting different opinions. Showing care and concern for all living things in our environment. Group time activities. Listening to each 1:1 And in small groups. Planting Beans – How do we think we will look after our plants? Role play occupations – Children's choice of roleplay. Visitors from community and school – talk to them and ask them questions. .	**Children are taught to:** Use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religions, ethnic and socio-economic backgrounds. • Nurture groups. 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. • Harvest collections • Reverse Advent Calendar Acceptance of and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and mutual respect and tolerance for those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute to a life in modern Britain. • Other Faith Weeks • School Virtues • British Values Day.	**Children are taught to:** Use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religions, ethnic and socio-economic backgrounds. • Nurture groups. 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	EYFS	Year 1	Year 2	Year 3	*Year 4*	Year 5	Year 6
Cultural	**Children are taught to:** Identify similarities and differences between each other. Learn about different cultures and event across the year: • Remembrance Day • Christmas • Chinese New Year • Lent • Easter • Church and places of worship. • BAME books in provision.	**Children are taught to:** Understanding and appreciation of the wide range of cultural influences that have shapes their own heritage and that of others. • Geography of a local area. Understanding and appreciation of the range of different cultures in the school and further afield a an essential element of their preparation for a life in modern Britain. • Aspiration Week • School Council • Mini Vinnies • This is me Nurture KS1 Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Other faith weeks • After school clubs Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	**Children are taught to:** Understanding and appreciation of the wide range of cultural influences that have shapes their own heritage and that of others. • Geography of a local area. Understanding and appreciation of the range of different cultures in the school and further afield a an essential element of their preparation for a life in modern Britain. • Aspiration Week • School Council • Mini Vinnies • This is me Nurture KS1 Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Other faith weeks • After school clubs • Diwali Circle Time Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values,	**Children are taught to:** Understanding and appreciation of the wide range of cultural influences that have shapes their own heritage and that of others. • Geography of a local area. Understanding and appreciation of the range of different cultures in the school and further afield a an essential element of their preparation for a life in modern Britain. • Aspiration Week • School Council • Mini Vinnies • Cool Britania Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Other faith weeks • After school clubs Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • School Council Elections	**Children are taught to:** Understanding and appreciation of the wide range of cultural influences that have shapes their own heritage and that of others. • Geography of a local area. • Egyptians Understanding and appreciation of the range of different cultures in the school and further afield a an essential element of their preparation for a life in modern Britain. • Aspiration Week • School Council • Mini Vinnies Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Other faith weeks • After school clubs • Charity Work Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • School Council Elections	**Children are taught to:** Understanding and appreciation of the wide range of cultural influences that have shapes their own heritage and that of others. • Geography of a local area. Understanding and appreciation of the range of different cultures in the school and further afield a an essential element of their preparation for a life in modern Britain. • Aspiration Week • School Council • Mini Vinnies • Knife Crime Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Other faith weeks • After school clubs • Nurture Sessions based on love. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • School Council Elections	**Children are taught to:** Understanding and appreciation of the wide range of cultural influences that have shapes their own heritage and that of others. • Geography of a local area. Understanding and appreciation of the range of different cultures in the school and further afield a an essential element of their preparation for a life in modern Britain. • Aspiration Week • School Council • Mini Vinnies Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Other faith weeks • After school clubs • Nurture Sessions based on love. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and

St Columba's Social, Moral, Spiritual and Cultural Knowledge Progression

		• School Council Elections Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • Sports Day • Tony Bullock Art Days • Trips to the theatre. Interest in exploring, improving the understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect.	and in continuing to develop Britain. • School Council Elections Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • Sports Day • Tony Bullock Art Days • Trips to the theatre. Interest in exploring, improving the understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect.	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • Sports Day • Tony Bullock Art Days • Trips to the theatre. • Recorders Interest in exploring, improving the understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect.	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • Sports Day • Tony Bullock Art Days • Trips to the theatre. Interest in exploring, improving the understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect.	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • Sports Day • Tony Bullock Art Days • Trips to the theatre. Interest in exploring, improving the understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect.	values, and in continuing to develop Britain. • School Council Elections • Parliament Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • Sports Day • Tony Bullock Art Days • Trips to the theatre. Interest in exploring, improving the understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect.