The Heath Academy Trust

Spiritual, Moral, Social and Cultural Development Learning Sequence

Curriculum intent statement- SMSC

This SMSC progression map outlines how children develop these vital personal, emotional, and societal skills from Early Years (EYFS) to Year 4 at St James'. The curriculum is rooted within teachings around our core vision and values ensuring the impact enables children to "make great choices" about their lives and others and are enable to "be their best" whilst championing and supporting others to do the same. Encouraging children to think carefully about the decisions they make ensures children grow into responsible citizens through progressive, age-appropriate teaching and learning.
These objectives, skills and questions will be taught through a variety of approaches including lesson time, worship and discreet opportunities as topics arise.

	EYFS	KS1	Lower KS2
Spirituality *"How I explore, reflect, share and grow into the person I want to be."*	Children express their feelings, talk about special people, and show fascination with the natural world.	Pupils recognize the difference between right and wrong, and learn to reflect on their own actions and experiences.	Children explore profound questions about meaning, express their own beliefs, and show respect for the differing faiths and perspectives of others.
Children will consider things through the lens of the following questions:			
Self	How does this make me feel?	How does this make me feel? What is my relationship with this? How does this affect me as a person?	How does this make me feel? How does this connect with me? What is my relationship with this? How does this affect me as a person? Does this shape a thought/ opinion/ action? Is this identity forming?
Others	How might this make others feel?	How might this make others feel? Is this fair to others?	Are there other people in this? How might this make others feel? What responsibility do I have for supporting others? Is this fair to others? Where is the space for growing relationships and action?

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World	Is there anything I can do to help?	Is this important to our planet? Is this something wonderful/ exciting/ sad/ worrying? What can I do to help the planet?	Is this important to our planet and its beauty? Is this something wonderful/ exciting/ sad/ worrying? What impact does this have on the world? Does this help me appreciate our world more? Is there anything I can do to help? Is there a need for action/ response?
Beyond	Could this mean anything more?	Could this mean anything more? Is there deeper meaning within this? Is there more to discover? If so, where do I go?	Could this mean anything more? Is there deeper meaning within this? Is there mystery here? What is unknowable? Why is this? Does it point to something beyond us? Does it create 'big/ultimate' questions? Is there more to discover? If so, where do I go? Can I stay curious?
Big questions within the curriculum	Do you want to be friends? Why is it important to have different types of weather? Do the world's tiniest creatures have the biggest jobs? What is your story?	When a big storm hits a castle, how do the people inside stay calm and warm? Do animals have the same feelings as humans? What makes a tree happy and grow big and strong? How can we make a house a home? What is your super power? What makes our world wonderful?	Why is discovery important? What makes someone a hero? Should everybody and everything be treated fairly? If you could, would you travel back in time? This is your view as your land in the Rainforest. What do you think? If you were building a road through life, what choices would you make?

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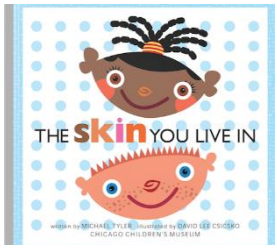
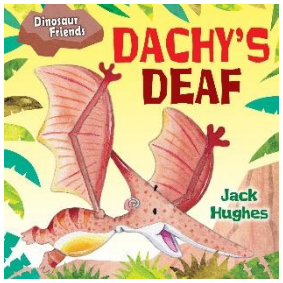
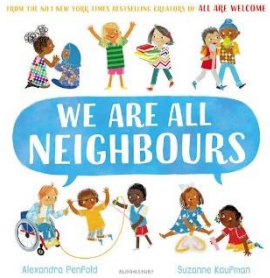
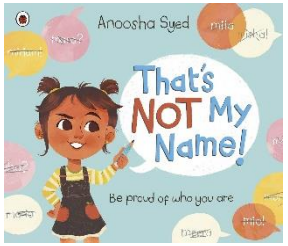
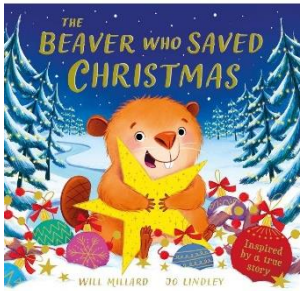
Moral *Focuses on understanding right from wrong, consequences, and ethical reasoning.*	Begins to understand the rules of the classroom and how to share.	Understands why rules are needed and begins to regulate their own behaviour accordingly.	Explores increasingly complex moral dilemmas, understands the broader laws of society, and debates issues of justice and fairness
Social *Focuses on teamwork, relationships, and participating in the community.*	Develops friendships, learns to co-operate during play, and talks about emotions.	Participates in group tasks and understands the importance of helping others e.g. charity drives, courageous advocacy.	Takes on leadership roles e.g. School Parliament leads, Sports leaders; some understanding of democracy, and learning to resolve conflicts peacefully
Cultural *Focuses on understanding, accepting, and celebrating diversity.*	Celebrates different cultural and religious festivals e.g. Christmas, Diwali, Chinese New Year) through stories, food, and music.	Learns about their own local community and appreciates differences in appearances, languages, and lifestyles.	Explores Britain's democratic heritage, challenges stereotypes, and learns about different traditions and cultures in modern Britain
British values			
Democracy	Taking turns, sharing resources, and voting on class stories or activities using hands up.	Understanding group decision-making, running class councils, and learning about how rules are made.	Understanding the UK voting system, debating local/national issues, and the impact of citizens' voices.
Rule of Law	Learning classroom boundaries, the need for rules, and the difference between right and wrong.	Understanding why laws exist in wider society, consequences of actions and how laws protect us.	Exploring the justice system, human rights and making responsible choices increasingly independently.
Individual Liberty	Making safe personal choices, expressing feelings, and recognizing uniqueness.	Building self-esteem, challenging stereotypes, and understanding the freedom to have one's own opinions.	Tackling peer pressure, exercising personal freedoms safely within the law, and understanding responsibility.

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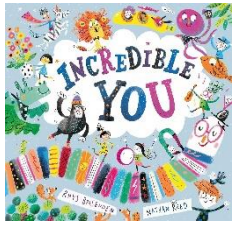
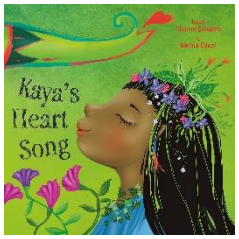
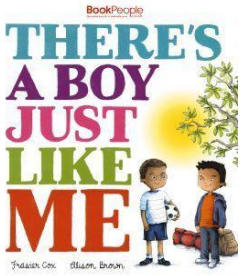
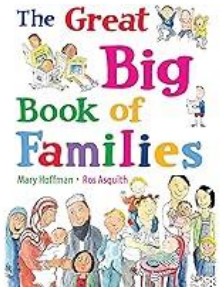
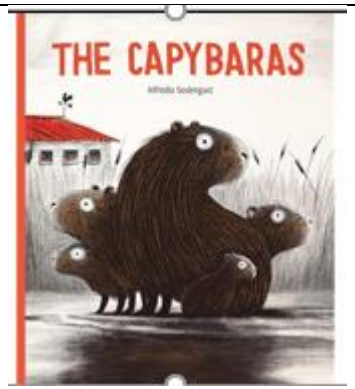
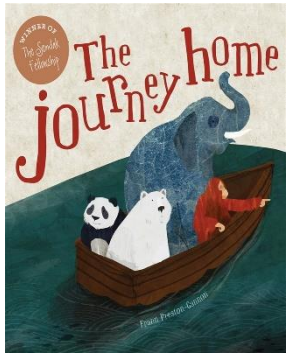
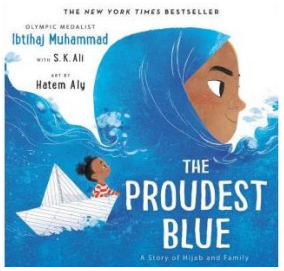
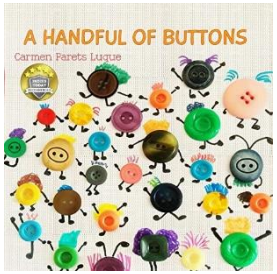
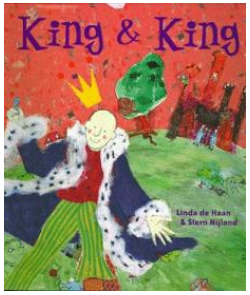
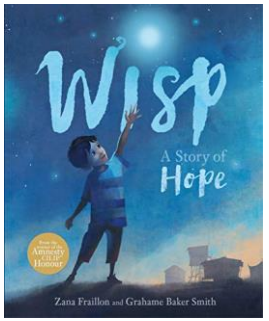
Mutual Respect & Tolerance (Compassion)	Recognising similarities/differences (likes, gender, families), learning to be kind, and celebrating diversity.	Exploring diverse communities, different cultural festivals, and learning about various religions and beliefs.	Combating prejudice, actively respecting all protected characteristics, and learning about global citizenship.
Protected characteristics	Understanding their own family make up and different physical appearances	Introducing different types of families, further understanding of physical appearances, and basic gender differences.	Recognizing discrimination, understanding disabilities, and exploring diverse cultural and religious backgrounds.

Reading spine books that help support and promote SMSC learning:

EYFS Disability, Race Ethnicity, Diversity				
EYFS Justice and responsibility				

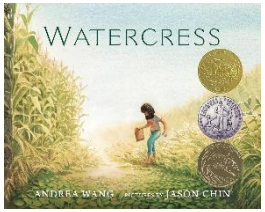
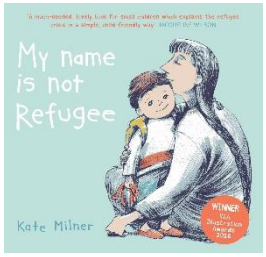
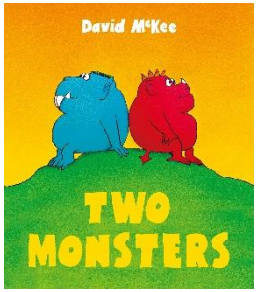
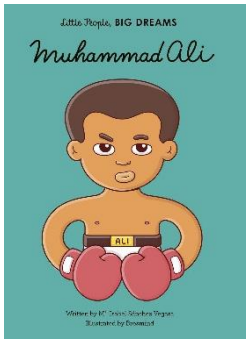
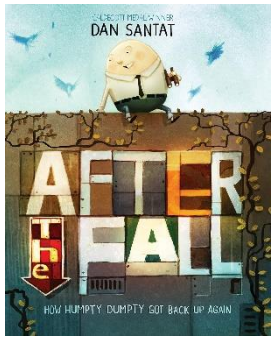
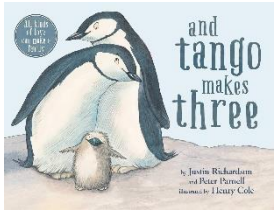
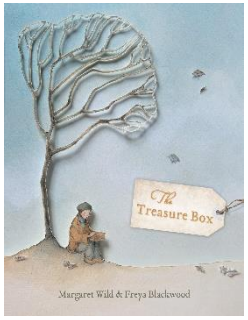
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Year One Disability, Race Ethnicity, Diversity, Sexual Orientation, Pregnancy and Maternity.				
Year One Justice and responsibility				
Year Two Religious belief, race, tolerance, ethnicity, marriage, sexual orientation.				

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Year Two Justice and responsibility				
Year Three Gender, gender reassignment, race, equality, faith, age race and ethnicity.				
Year Four Race, ethnicity, disability, sexual orientation, marriage				

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KS2 Justice and responsibility	