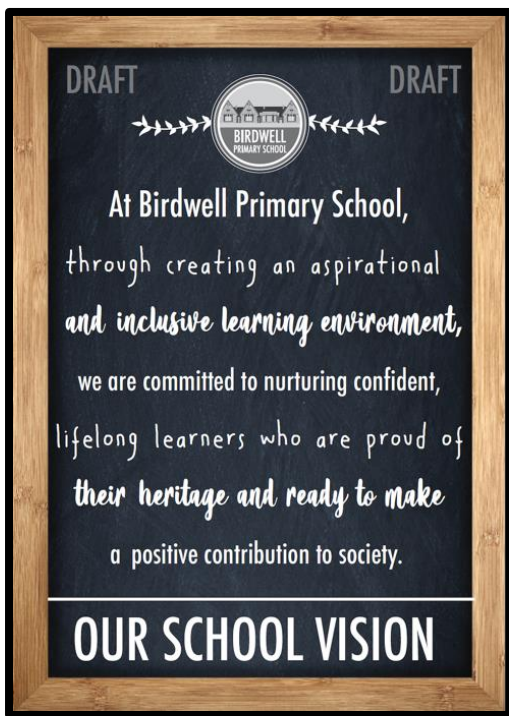




SMSC Progression

'We're Respectful; We're Ambitious; We're Proud. We're Birdwell'



Overview

The purpose of the Birdwell Primary School SMSC Progression Document is to provide a comprehensive framework for tracking and monitoring the development of our students' personal, social and emotional skills, as well as their understanding of spiritual, moral, social, and cultural values.

Aligned with our school vision and school context, this document outlines our commitment to delivering a holistic education that goes beyond academic achievements. It serves as a roadmap for our school, guiding us in implementing a curriculum that promotes the well-rounded development of our students and prepares them for life in modern Britain so that they are ready to make a positive contribution to society.

By referring to the guidance, we ensure that our SMSC Progression Document reflects the expectations set by school leaders following feedback from all stakeholders within our school community. It highlights the importance of a curriculum that fosters character development, resilience and well-being, while also equipping our students with the skills and knowledge to become responsible, respectful and active citizens in society.

To achieve this vision, we have outlined specific steps to progression in SMSC. These steps are designed to ensure that students gradually develop their skills, knowledge and values across all aspects of SMSC throughout their time at Birdwell.

Foundation Stage (Early Years):

- Explore self-identity and emotions through activities that encourage self-expression and self-awareness.
- Foster positive relationships with peers and adults, promoting empathy and understanding.
- Introduce basic concepts of diversity, fairness, and respect for others.

Key Stage 1:

- Develop a sense of personal values, ethical decision-making, and understanding of right and wrong.
- Explore different beliefs, cultures, and traditions, fostering respect for diversity and promoting inclusivity.
- Encourage responsible behaviour and the importance of contributing to the community.

Key Stage 2:

- Deepen understanding of personal values and their impact on decision-making and relationships.
- Engage in critical thinking and ethical discussions, considering different perspectives and moral dilemmas.
- Investigate global issues, promoting awareness of social justice, human rights, and sustainable development.

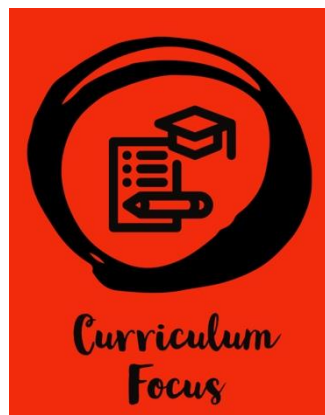
In summary, the Birdwell Primary School SMSC Progression Document serves as a guiding document for our school's commitment to promoting the personal, social and emotional development of our students. It reflects the expectations set out by our community, personalised to its context and outlines our strategies for enhancing life skills and supporting students for the next step of their journey both in and outside of school.

Key Concepts

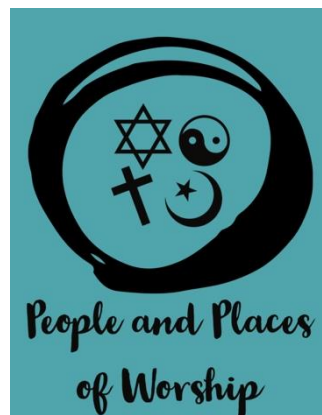
At Birdwell Primary School, we are committed to nurturing confident, lifelong learners who are proud of their heritage and ready to make a positive contribution to society. In order to achieve this, we have five key areas of experience that enrich children's life experiences, broaden their horizons and motivate their aspirations. By providing a rich diet of experiences for students as part of our school offer, we nurture the whole child and provide the 'Bright Beginnings' on the journey to adulthood.



These experiences encourage children to build an enduring connection with the world around them, building up essential skills that will stay with children for life.



Educational visits have substantial benefits to the education and development of children. For many, they offer opportunities to enrich learning experiences



Visits that build on the children's understanding of the range of faiths and cultures that comprise our society.

A fundamental British Value to build a mutual respect of other religions and cultures.



Attending live performances exposes children to new crowds and environments. It helps to develop a sense of belonging and build emotional intelligence and appreciation for performance.



Building community and social connections within our locality assists in boosting children's confidence whilst interacting with others who differ from them in age, belief, occupation and a myriad of other ways

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throughout the school pupils show spiritual development by their:	<ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • Knowledge of, and respect for, different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 						
Spiritual	<p>I enjoy taking part in family customs e.g. birthdays.</p> <p>I show an interest in other people's lives.</p> <p>I can talk about what makes me unique.</p> <p>I know about similarities and differences between me and other people.</p> <p>I can describe myself in positive terms.</p>	<p>I am beginning to understand what a belief is.</p> <p>I can talk about my own beliefs.</p> <p>I have a sense of self.</p> <p>I can name some religions.</p> <p>I can name some holy books</p> <p>I can talk about my own strengths and weaknesses.</p> <p>I can talk about how we are all different.</p>	<p>I can talk about my own beliefs.</p> <p>I can be reflective about my own beliefs.</p> <p>I can talk about other people's beliefs and how they might be different to mine.</p> <p>I can talk about the stories from holy books and explain why these stories are important to different religions.</p> <p>I can discuss other people's faiths.</p> <p>I can talk about my own experiences and can reflect on these.</p>	<p>I can confidently share my own beliefs and compare them to other people's.</p> <p>I can talk about other people's faiths and discuss the similarities and differences between these.</p> <p>I enjoy learning about myself and my family.</p> <p>I can describe the stories and teachings of holy books and begin to make connections between these texts</p> <p>I can talk about experiences in my life and can reflect on these.</p>	<p>I am able to discuss my own beliefs with other people and compare them.</p> <p>I have a wide knowledge of religions and am able to talk about people's faiths and beliefs.</p> <p>I can talk about the similarities and differences between religions.</p> <p>I can compare similarities and differences in my understanding of the stories and teachings of holy books.</p> <p>I have respect for other people's beliefs and faith.</p> <p>I can reflect on experiences in my life.</p>	<p>I can be reflective about my own beliefs.</p> <p>I am able to explain my knowledge of other religions and have respect for them.</p> <p>I understand that we all have different feelings and values and can discuss these.</p> <p>I can explore the stories and teachings of holy books, explaining their relevance to different religious cultures.</p> <p>I show an interest in learning about people around the world.</p> <p>I can reflect on and learn from the experiences in my life and others.</p>	<p>I can reflect on my own beliefs and other people's respectfully.</p> <p>I can show good knowledge and respect for different religions to compare and discuss them.</p> <p>I can show understanding for different people's feeling and values.</p> <p>I can use my understanding of the stories and teachings of holy books to reflecting on my own and others beliefs and values.</p> <p>I am fascinated to learn more about myself, people around me and the world around us.</p> <p>I can reflect on religious stories and teachings, making links with my own lives and ideas</p>

<p>Throughout the school pupils show their moral development by their:</p>	<ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives • Recognise legal boundaries and, in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 						
<p>Moral</p>	<p>I can respond and follow simple instructions.</p> <p>I know the school core values.</p> <p>I understand why we follow instructions in school.</p> <p>I understand why I must follow school values.</p>	<p>I am beginning to recognise the difference between right and wrong.</p> <p>I respect our school's behaviour policy.</p> <p>I know about what rules are and why they are needed</p> <p>I recognise boundaries in my life.</p>	<p>I know the difference between right and wrong in most situations I am in.</p> <p>I respect our school behaviour policy and am able to follow it.</p> <p>I understand the consequences of my own behaviour in accordance with the behaviour policy.</p> <p>I have my own ideas about right and wrong and can express these.</p> <p>I can listen to other people's ideas.</p> <p>I know to look after the school environment by keeping areas tidy and treating it with respect.</p>	<p>I am beginning to learn about different laws of England.</p> <p>I know the consequences of not adhering to the rules and laws in and out of school.</p> <p>I know consequences of following rules can be positive</p> <p>I am interested in finding out about moral issues.</p> <p>I know what I think is right and wrong.</p> <p>I can discuss other people's viewpoints.</p>	<p>I apply the difference of right and wrong to decision in my own life.</p> <p>I am learning about different laws of England and can discuss these.</p> <p>I understand the consequences of my behaviour and actions in all aspects of life.</p> <p>I am beginning to investigate ethical issues.</p> <p>I can appreciate the viewpoints of others on these issues.</p> <p>I know ways of carrying out shared responsibilities for protecting the environment in school and at home</p>	<p>I can explain the difference between right and wrong in situations.</p> <p>I can discuss my knowledge of different laws in England.</p> <p>I know there are human rights, that are there to protect everyone.</p> <p>I understand the consequences of my behaviour and actions in all aspects of life.</p> <p>I am interested in moral and ethical issues and can form my own views on these.</p> <p>I know freedom of expression means we are free to express thoughts and opinion as long as it is within the law.</p>	<p>I can justify my opinion on the difference between right and wrong in situations.</p> <p>I understand that the age of criminal responsibility in England and Wales in the age of 10.</p> <p>I understand the consequences and take responsibility for my behaviour and actions.</p> <p>I can explain ways to manage the changes that are happening in my life (transition to secondary).</p> <p>I understand that different settings will have different rules.</p> <p>I am interested in moral and ethical issues in the world and form my own viewpoints.</p> <p>I know individuals campaign for causes they believe in to protect theirs and others human rights</p>
<p>Throughout the school pupils show</p>	<ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering 						

their social development by their:	<ul style="list-style-type: none"> • Co-operating well with others and being able to resolve conflicts effectively • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs • They develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 						
Social	<p>I can initiate conversations and play.</p> <p>I can explain my own knowledge and understanding.</p> <p>I can ask appropriate questions.</p> <p>I am beginning to be able to solve problems without conflict.</p> <p>I know ways in which we can be kind towards others</p>	<p>I am beginning to interact and work with others.</p> <p>I am beginning to understand how to share and make fair choices.</p> <p>I can play with other children.</p> <p>I know the ways in which I am the same and different to others.</p> <p>I can participate in activities with others.</p> <p>I am beginning to be able to resolve some conflicts without adult support.</p> <p>I take part in the British values activities</p> <p>I can begin to make my own choices.</p> <p>I know that bodies and feelings can be hurt by words and actions</p>	<p>I can interact and work with others.</p> <p>I can work and socialise with others including those from religious, ethnic and socio- economic backgrounds than myself.</p> <p>I am willing to participate in a variety of settings.</p> <p>I am beginning to co-operate with most people.</p> <p>I am resolving some conflicts with limited adult support.</p> <p>I can recall the British values.</p> <p>I am making some of my own choices.</p> <p>I know about how people may feel if they experience hurtful behaviour or bullying</p>	<p>I can effectively socialise with others including those from religious, ethnic and socio-economic backgrounds.</p> <p>I am willing to actively participate in a variety of settings.</p> <p>I am co-operating with others most of the time independently.</p> <p>I am resolving some conflicts independently.</p> <p>I understand, accept and engage with the British Values.</p> <p>I can make decisions for myself with support from an adult.</p> <p>I know about the impact of bullying, including offline and online and the consequences of hurtful behaviour</p>	<p>I can effectively collaborate and work with others including those from religious, ethnic and socio-economic backgrounds.</p> <p>I am willing to engage and participate with a variety of communities and social settings.</p> <p>I can co-operate with other people most of the time without adult help.</p> <p>I can resolve most conflicts independently.</p> <p>I can make decisions for myself within social interactions.</p> <p>I know strategies to respond to hurtful behaviour experienced or witnessed.</p>	<p>I can actively listen and socialise positively with others including adults and children from different religious, ethnic and socio-economic backgrounds.</p> <p>I can engage and participate with a variety of communities and social settings.</p> <p>I can co-operate with adults and children effectively most of the time.</p> <p>I can resolve conflicts only needing adult help in serious situations, fairly and respectfully.</p> <p>I can explain the purpose of the British Values.</p> <p>I can demonstrate a willingness to take part In a wide range of activities</p> <p>I can make decisions and choices for myself.</p> <p>I understand I am responsible for and can make positive decisions and choices for myself.</p> <p>I know what is meant by negotiation and compromise in relationships.</p>	<p>I can initiate positive social interactions with others including adults and children from different religious, ethnic and socio-economic backgrounds.</p> <p>I can engage and contribute to a variety of communities and social settings</p> <p>I can co-operate with adults and children effectively.</p> <p>I can resolve conflicts with my peers effectively, fairly and respectfully.</p> <p>I can justify the purpose of each fundamental British Value and why they are representative of Britain.</p> <p>I demonstrate willingness to participate in discussions, assemblies, group activities and trips.</p> <p>I understand I am responsible for and can make effective decisions and choices for myself.</p> <p>I understand what discrimination means and how to challenge it</p>
Throughout the school pupils show	<ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding cultural influences such as: Literature, Art and Architecture, Music, Dance, Theatre, Film and Cinema, Cuisine, Festivals and Celebrations, Historical Events, Religion and Belief Systems, Fashion and Clothing, Sports and Games, Science and Inventions, Technology and Innovation, Environmental Influences, Social Movements and Activism and Globalisation and Migration. 						

<p>their cultural development by their:</p>	<ul style="list-style-type: none"> • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 						
<p>Cultural</p>	<p>I can look closely at similarities and differences of the world around me.</p> <p>I am interested in finding out about different cultures.</p> <p>I can show respect for other cultures.</p>	<p>I am beginning to understand the wide range of cultural influences around me and in school.</p> <p>I am beginning to recognise similarities across cultural, religious, ethnic and socio-economic communities.</p> <p>I am willing to participate in sporting and cultural opportunities.</p> <p>I am interested in learning about other faiths and diversity.</p> <p>I know who can help me if I do not feel safe, particularly online.</p> <p>I know some groups are given to us e.g. eye colour and race, some are chosen for us e.g. religion, family and some we can chose e.g. hobbies & friends</p>	<p>I am able to understand some range of cultural influences that have shaped my own life.</p> <p>I am able to understand the range of cultures in my school.</p> <p>I can recognise some things that we share in common across cultural, religions, ethnic and socio- economic communities.</p> <p>I can show some interest in exploring and understanding different faiths and cultural diversity.</p> <p>I know about the different roles and responsibilities people have in their community.</p> <p>I know how to keep myself safe when I am using technology.</p>	<p>I am able to understand a range of cultural influences that have shaped my own life.</p> <p>I understand some other cultural influences that have shaped other people’s lives.</p> <p>I can recognise that we all have things in common across cultural, religious, ethnic and socio- economic communities.</p> <p>I can begin to understand we live in a democratic country.</p> <p>I am willing to participate and respond to artistic, musical, sporting and cultural opportunities.</p> <p>I show interest in different faiths and cultural diversity.</p> <p>I know what living in a community means</p> <p>I can be a good friend and keep my information safe online.</p>	<p>I am able to understand a range of cultural influences that have shaped my own life.</p> <p>I understand other cultural influences that have shaped people around me.</p> <p>I can explain why we have a democratic parliamentary system.</p> <p>I am willing to participate, respond and enjoy some artistic, musical, sporting and cultural opportunities.</p> <p>I can show an understanding of different faiths and cultural diversities.</p> <p>I know the value of diversity in a community</p> <p>I can recognise a dangerous situation in person and online.</p> <p>I know what to do if I recognised a dangerous situation online.</p>	<p>I can understand and appreciate there is a wide range of cultural influences that have shaped my own heritage and that of others.</p> <p>I understand that there are a range of cultures in school and further afield who I will meet in life.</p> <p>I can explain how our democratic parliamentary system operates.</p> <p>I am willing to participate and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>I have respect and positive attitudes towards different religions, ethnic and socio-economic groups.</p> <p>I know about diversity and the benefits of living in a diverse community</p> <p>I know what a digital footprint is.</p> <p>I know what to do if I see something on the internet that makes me feel uncomfortable.</p>	<p>I understand and appreciate the range of different cultures in the school and further afield.</p> <p>I am able to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>I can explain Britain’s democratic parliamentary system and how it shaped our history and values.</p> <p>I can show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>I now about stereotypes and how they can negatively influence behaviours and attitudes towards others</p> <p>I can keep myself safe online.</p> <p>I have strategies for coping with peer pressure.</p> <p>I know what images are portrayed in the media and how they make me feel.</p> <p>I know what an inappropriate image is.</p> <p>I can stay safe on social media.</p>

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