



Boyne Hill Infant and Nursery School - Knowledge & Skills Progression Overview

Spiritual, Moral, Social and Cultural Development & Fundamental British Values

Purpose: High quality SMSC and the promotion of British values supports the development of empathy, deeper spirituality, connection of pupils with their communities and develops their core values. It creates opportunities for pupils to learn and practise human virtues and values.

Aims: To support the spiritual, moral, social and cultural development of pupils, as set out in section 78 of the Education Act 2002 and to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, in an age appropriate way. To encourage an understanding of the meaning and significance of faith by promoting our Christian values and through the experiences we offer to all our pupils. To develop attitudes and beliefs that will make them well-rounded, tolerant, respectful, open-minded and informed future citizens.

Intent: At Boyne Hill, SMSC is not taught as a discreet subject in itself but pervades all aspects of learning and behaviour, being integrated into the PSHE curriculum and across all aspects of school life. The freedom to hold faiths and beliefs different to our own is protected in law and thus our pupils are always encouraged to and expected to regard people of all faiths or of none, of all races and of all cultures with respect and tolerance. We teach pupils that all people living in England are subject to its law, regardless of their different views about what is right and wrong and we expect all pupils to be good role models for each other, encouraged through high expectations of behaviour both in and outside of school. The voice of the child is valued and encouraged, promoting democracy at every opportunity.

Spiritual Development	<ul style="list-style-type: none"> • Having a sense of self. • Valuing experiences that go beyond themselves. • Awe and wonder in being transported through an act of worship. • Understanding their strengths and weaknesses. • Developing qualities and attitudes to foster their own lives.
Moral Development	<ul style="list-style-type: none"> • Understanding recognising the differences between right and wrong. • Understanding action and consequence. • Showing concern for others. • Being interested in and offering views about moral and ethical issues.
Social Development	<ul style="list-style-type: none"> • Understanding that they belong to families and communities. • Adapting their social skills in different contexts, including with peers from different religious, ethnic and socio-economic backgrounds. • Cooperating well with others and being able to resolve conflicts effectively.
Cultural Development	<ul style="list-style-type: none"> • Understanding and appreciating their own cultural heritage. • Being willing to participate in and respond to art, music, sport, dance and other cultural opportunities. • Being interested in, respecting and celebrating cultural diversity.
Democracy	<ul style="list-style-type: none"> • A democracy is a government run by the people. Each citizen has a say (or vote) in how the government is run.
The Rule of Law	<ul style="list-style-type: none"> • Rule of law is a legal maxim that suggests that no one is above the law and governmental decisions must be made only by applying known legal and moral principles.

Individual Liberty	<ul style="list-style-type: none"> • The freedom to choose who we play with, what we eat, what we talk about etc. We learn that although we have freedom, we have to follow rules that exist to keep everyone safe.
Mutual Respect & Tolerance	<ul style="list-style-type: none"> • A shared feeling that something or someone is good, valuable or important and respecting the people who keep us safe. Caring for each other's thoughts and feelings. • Being willing to tolerate opinions or behaviours that are different to our own.

Spiritual Development

FS1	FS2	Year 1	Year 2
Respond to the world around them.	Talk about what is important to them.	Explain why something is important to them.	Compare their own experiences with those of other people.
Show how they feel about different experiences.	Talk about what is important to other people.	Explain why something is important to other people.	Say what has an effect on their life.
Talk about people who are special to them.	Talk about what they feel puzzling and interesting.	Ask questions about their own thoughts and feelings.	Ask important questions about religion and belief.
	Understand that some questions are so puzzling they are difficult to answer.	Answer questions about other people's thoughts and feelings.	
	Talk about what makes people special.	Understand that other people have feelings too.	

Moral Development

FS1	FS2	Year 1	Year 2
Follow age appropriate rules.	Talk about important values.	Say what they think is right and wrong.	Describe why they think something is right or wrong.
	Suggest rules for making school a safe place.	Say what other people think is right and wrong.	Describe why other people think something is right or wrong.
	Describe people who can help me.	Explain why rules are important.	

Social Development

FS1	FS2	Year 1	Year 2
Talk about their own experiences.	Talk about their own feelings and experiences.	Be thoughtful and caring when they listen to other people's thoughts and feelings.	Empathise with the views of others.
Find and tell an adult if they are worried or hurt.	Share and take turns.	Contribute to a class discussion.	Compare their own and other people's answers to important questions.

	Cooperate with others.	Recognise when they feel worried or feel other emotions and know who to go to for help.	
Cultural Development			
FS1	FS2	Year 1	Year 2
Talk about festivals and celebrations that are important to them.	Talk about how others celebrate festivals and celebrations that are important to them.	Say what is important in their local community.	Describe what is important in their local community.
Take part in festivals and celebrations at school.		Say what celebrations and festivals are celebrated in the wider world.	Describe what is important in the wider world.
		Talk about people that inspire them.	Compare what is important in their community and the wider world.
			Explain why certain people inspire them.
Democracy – Social, Moral & Cultural			
FS1	FS2	Year 1	Year 2
Collective decisions about toys to have out inside.	Collective decisions about toys to have out inside and outside.	Beginning of the Autumn term - each class agrees a set of Class Rules and rules for the Jigsaw PSHE Learning Charter..	Beginning of the Autumn term - each class agrees a set of Class Rules and rules for the Jigsaw PSHE Learning Charter...
		Beginning of the Autumn term - voting takes place in each class for the new School Council members.	Beginning of the Autumn term - voting takes place in each class for the new School Council members.
		Classroom debates take place as part of the Spoken Language curriculum.	Classroom debates take place as part of the Spoken Language curriculum.
Impact			
<p>Children work collaboratively in pairs and small groups as well as in whole class situations.</p> <p>The children understand turn-taking, sharing and cooperation and are able to respect the views of others.</p> <p>The children develop their self-esteem and the self-confidence to talk openly and share their opinions, ideas, thoughts and feelings with each other, knowing that their opinion is valued.</p> <p>The children develop their critical thinking and questioning skills.</p>			
The Rule of Law – Spiritual, Moral & Cultural			
FS1	FS2	Year 1	Year 2
Children start to learn the behaviour expectations – turn-taking, sharing etc.	High expectations of behaviour inside and outside of school are promoted through our Attachment Aware Behaviour Policy.	High expectations of behaviour inside and outside of school are promoted through our Attachment Aware Behaviour Policy.	High expectations of behaviour inside and outside of school are promoted through our Attachment Aware Behaviour Policy.

School values promoted through Collective Worship and PSHE.	Road Safety activities learned through play in outdoor area and PSHE.	Beginning of the Autumn term - each class agrees a set of Class Rules and establish a whole school Learning Charter.	Beginning of the Autumn term - each class agrees a set of Class Rules and establish a whole school Learning Charter.
Difference and diversity is explored in PSHE and celebrated through books and stories.	School values promoted through Collective Worship and PSHE.	Visits from Fire Service, Community Wardens and lessons on road safety including the wearing of seatbelts.	Visits from Fire Service, Community Wardens and lessons on road safety including the wearing of seatbelts.
	Difference and diversity is explored in PSHE and celebrated through books and stories.	School values promoted through Collective Worship and PSHE.	School values promoted through Collective Worship and PSHE.
		Difference and diversity is explored in PSHE and celebrated through themed work.	Difference and diversity is explored in PSHE and celebrated through themed work.

Impact

The children are able to articulate why we need to have rules, that they apply to everyone and why it is important to model high standards of behaviour in and outside of school.
 Respect for the laws of the country and those who help us.
 An understanding of what is 'right' and what is 'wrong'.
 The children learn that bullying and racism is not acceptable and will not be tolerated in our school.

Individual Liberty – *Spiritual & Moral*

FS1	FS2	Year 1	Year 2
The children are encouraged to make individual choices in a safe and supportive environment with an awareness of action and consequence.	The children are encouraged to make individual choices in a safe and supportive environment with an awareness of action and consequence.	The children are encouraged to make individual choices in a safe and supportive environment with an awareness of action and consequence.	The children are encouraged to make individual choices in a safe and supportive environment with an awareness of action and consequence.
	Freedom of choice is promoted and encouraged through free-flow activities.	Respect is encouraged for each child's views and ideas in class discussions and during PSHE activities.	Respect is encouraged for each child's views and ideas in class discussions and during PSHE activities.
	Respect is encouraged for each child's views and ideas in class discussions.	Taking greater ownership of learning is promoted through the curriculum so each child has the option to choose their levels of challenge.	Taking greater ownership of learning is promoted through the curriculum so each child has the option to choose their levels of challenge.

Impact

The children demonstrate greater independence of thought and action with increased confidence and higher levels of self-esteem.
 The children are more able to reflect on their differences and understand that everyone can have an opinion, even if it is different from their own.
 Willingness and the confidence to take on greater responsibility, to make decisions and be involved in their own learning and development.

Mutual respect and tolerance of those with different faiths and beliefs - *Spiritual, Social & Cultural*

FS1	FS2	Year 1	Year 2
Similarities and differences between faiths and cultures are explored and celebrated through PSHE, Collective Worship and participation in the learning of different faith festivals such as Diwali and the Lunar New Year.	Similarities and differences between faiths and cultures are explored in PSHE and celebrated through Collective Worship and active participation in the learning of different faith festivals such as Sukkot and the Lunar New Year.	Similarities and differences between faiths and cultures are explored in PSHE and celebrated through Collective Worship, multi-faith assemblies and active participation in the learning of different faith festivals such as Diwali.	Similarities and differences between faiths and cultures are explored in PSHE and celebrated through Collective Worship, multi-faith assemblies and active participation in the learning of different faith festivals such as Eid.
Multi-cultural story books are shared with the children.	The children learn about the school 'friendship bench'.	Friendship and Forgiveness are whole school values that are regularly revisited through Collective Worship and PSHE.	Friendship and Forgiveness are whole school values that are regularly revisited through Collective Worship and PSHE.
	Multi-cultural story books are shared with the children.	Multi-cultural story books are shared with the children.	Multi-cultural story books are shared with the children.
	Difference and Diversity is explored through PSHE and the themes of 'All About Me', 'Festivals & Celebrations' and 'Where do our families come from?'	Difference and Diversity is explored through the themes of 'Who am I and where do I live?' and 'Putting on a Show' and 'Achievers'.	Difference and Diversity is explored through the topics of 'Fairgrounds & Festivals' and 'Reach for the Sky'.

Impact

The children learn about similarities and differences and value each other as individuals.

The children become more aware of themselves and what is important to them.

The children develop their enquiry skills as they begin to make connections between different faiths and cultures.

A more harmonious environment is created through friendship and empathy, being thoughtful and thinking of others.

The children are more able to manage frustration and resolve conflict.