



Frimley Church of England School

SMSC - Skills and Knowledge Progression



What Frimley offers to its pupils:

	Year 3	Year 4	Year 5	Year 6
Spiritual				
Knowledge	What is Spirituality –introduce concept. Windows, mirrors and doors concept	What is Spirituality? – develop concept Windows, mirrors and doors concept	What is Spirituality? – awareness of Spirituality in others. Windows, mirrors and doors concept	What is Spirituality? – search for meaning. Windows, mirrors and doors concept
Skills	Introduce concept of Spirituality as concept of inner-self and what makes them a unique human-being – begin to explore ways of expressing Spirituality through use of shape, colour and line.	Develop concept of Spirituality – become aware of relationship with the world; develop perception of emotional responses to natural beauty in the world (wonder and awe) – further explore use of art to express emotional response	Become increasingly aware of the concept of Spirituality of others – develop a growing empathy, concern and compassion for how to treat others; use art, poetry and prose to express and explain personal spirituality and develop a critical response to the spirituality of others.	Reach a growing awareness of their place in the world and purpose in life - explore personal experiences, emotional responses, reasons for personal choices. Reach a greater understanding and security in what makes them a unique human-being; find variety ways to express and explain personal spirituality to others.
Moral				
Knowledge	Charities Wider world Pollution Safety Transition School Christian Values- bible stories introduced	Charities Wider world Pollution Safety Transition School Christian Values- bible stories revisited and how can they be applied to our lives developed	Charities Wider world Pollution Safety Transition School Christian Values- bible stories revisited and discussions developed- why are these values important?	Charities Wider world Pollution Safety Transition School Christian Values- bible stories revisited and debates developed- the most important value is Because...
Skills	What is a charity? Wants and needs Life in different countries Lives of children in different countries Stop plastic pollution Risks and safety around fire Why we need money Reflecting – difference from infants to juniors New expectations for Year 4	Why people donate to charity Water crisis around the world Plastic Pollution - our responsibility Risks and safety around water Benefits of saving and how to save Transitioning into Y5 with new peer groups	The plight of others Migration Plastic Pollution – changes in our school Cycle safety Payslips and deductions Budgeting Transitioning in to last year of primary – emotions	The effects of charity donations Reasons for Homelessness Hidden homelessness Challenging stereotypes Plastic Pollution - creating new habits Personal safety and independence Different jobs and salaries Value for money Secondary ready

Social

Knowledge	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe School Christian Values- bible stories introduced and social implications	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe School Christian Values- bible stories revisited and how can they be applied to our lives developed and social implications	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe School Christian Values- bible stories revisited and discussions developed- why are these values important? and social implications	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe School Christian Values- bible stories revisited and debates developed- the most important value is Because... and social implications
------------------	--	---	---	---

Skills	Comparing and exploring Identifying Explaining Recognise Exploring Developing awareness Listen Respond Identify and explain Responsibility Understand Vocabulary	Discussion Questioning recognising Identifying Exploring Compromise Responding Role play Discussion Listen Respond Critical thinking – evaluating Analysing content Strategies Identify rights Vocabulary	Recognising, explaining and self-reflection Inference and deduction Discussion Empathising Negotiation Giving opinions Demonstrating strategies Explaining, giving examples Realise Identify Analysing and reflecting Asking questions Recognise Managing requests Confidence	Respect Giving opinions Inference Explaining Recognise Analysing relationships Making considered decisions Comparing Inference and deduction Role play Expressing opinions Listening to views of others Acceptance Consequence Discussion Debate Apply Critically examine Consider Self-belief Assurance Demonstrating considered decisions
---------------	---	--	---	---

Cultural

Knowledge	An overview of the UK Local study – Frimley Environmental study	An overview of Europe Local study - Greece Volcanoes	An overview of The Americas Regional study - Brazil The Amazon River Environmental enquiry	An overview of the rest of the World Mountains Environmental enquiry Mayan Civilization
Skills	Identify similarities and differences between culture, religions and beliefs Identify the impacts of beliefs and practices on people’s lives	Describe similarities and differences within between religions and beliefs	Explain how and why differences in belief are expressed	Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures

	<p>Demonstrate understanding and make links between cultures, beliefs, stories and practices</p> <p>Ask relevant questions, enquire about cultures, religions and beliefs</p> <p>Identify and understand the importance of religious beliefs and teachings within communities</p> <p>Describe own personal experiences, cultures, beliefs and family traditions – explain what is important to them</p>	<p>Describe the impact of beliefs and practices on individuals, groups and communities</p> <p>Comment and question differences and similarities between cultures, beliefs, stories and practices</p> <p>Suggest answers to some questions raised about cultures, religions and beliefs</p> <p>Describe the key beliefs and teachings of religions studied, connect and make comparisons with other religious/non-religious beliefs</p> <p>Ask/answer questions to/from peers about personal experiences, cultures and beliefs – make reference to knowledge of own and other beliefs</p>	<p>Recognise, explain and ask questions about the impact of beliefs on individuals, groups and communities</p> <p>Explain connections between cultures, beliefs, stories and practices</p> <p>Debate and discuss different questions and answers raised about different religions, cultures and beliefs</p> <p>Explain how some beliefs and teachings are shared/similar for different religions and cultures</p> <p>Explain how some forms of religious expression are used differently by individuals and communities</p> <p>Demonstrate understanding, tolerance and respect to people with different cultures and beliefs</p>	<p>Explain some of the challenges offered by the variety of religions and beliefs and cultures in the contemporary world</p> <p>Use knowledge and terminology to explain religious concepts and beliefs</p> <p>Apply knowledge of different religions, cultures and beliefs to respond to theological questions</p> <p>Compare key beliefs, teachings and practices of different religions and cultures using evidence and knowledge of texts</p> <p>Compare the different ways in which people express their beliefs (religious/non-religious)</p> <p>Explain and understand the difficulties, challenges and conflicts between people with different beliefs and cultures.</p>
British Values				
Knowledge	<p>democracy</p> <p>the rule of law</p> <p>individual liberty</p> <p>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>democracy</p> <p>the rule of law</p> <p>individual liberty</p> <p>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>democracy</p> <p>the rule of law</p> <p>individual liberty</p> <p>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>democracy</p> <p>the rule of law</p> <p>individual liberty</p> <p>mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>
Skills	<p>Introducing the concepts and the vocabulary.</p>	<p>Develop concept of British Values, become aware of relationship with the world and life in Britain.</p>	<p>Become increasingly aware of the concept of British Values and the impact on others – develop a growing empathy, concern and compassion for how to treat others.</p>	<p>Reach a growing awareness of their place in the world and purpose in life and the impact British Values has on this - explore personal experiences, emotional responses, reasons for personal choices.</p>