



Children developing spiritually will:

- Recognise the possible impact of their and others' feelings e.g. showing concern.
- Describe experiences that they enjoy, and start to describe the same for others.
- Reflect on experiences and learning by expressing opinions and listening to those of others.
- Describe their own beliefs coherently and put them into a religious or ethical context.
- Show respect for other people's insights.
- Demonstrate good manners and start to cope with/compensate for non-reciprocation.
- Demonstrate persistence in tackling a challenge.
- Recognise things that might 'constrain the human spirit e.g. low aspirations or confidence

Children developing morally will:

- Start to reason about right and wrong in the abstract.
- Explore their own and others' views (e.g. by forming and expression opinions).
- Use their knowledge of consequences to manage and adapt their own behaviour.
- Recognise and explain how people demonstrate respect for the needs, interests and feelings of others.



Year 4



Children developing socially will:





- Modify their behaviour appropriately for different religious settings, and explain why they are doing so.
- Start to modify everyday behaviour to respect/include friends from different religious backgrounds.
- Use their knowledge of others' views, opinion, personal qualities and social skills to work successfully in a team, and start to work on resolving conflict.
- Explain their own impact in the community and start to make adjustments to their own behaviour in response to this.
- Seek advice but make an informed choice about whether to follow it.
- Show awareness of the cultural and religious context for others' values and opinions, adjusting their style of challenge accordingly.
- Recognise ways in which people are able to demonstrate respect for people, living things, property and the environment.

Children developing culturally will:

- Show respect for other cultures (race, ethnicity, religion, belief and socio-economic backgrounds) in words and actions
- Recall and compare facts about different places, and explain how these can both reflect and disguise ethnicity, faith and race.
- Accurately verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.
- Start to challenge the behaviour of individuals that might negatively impact on minorities.
- Understand how wider society is organised (e.g. councils, courts, charities).
- Recall historical facts about Britain's fundamental values, and explain that these values appear in other culture's too.



SMSC Vocabulary

	<p>Aspiration, outlook, ardent, intense, polytheistic, monotheistic, sanctuary, secular, sacred, enlightenment, mindfulness, expressive, focus, insight</p>
	<p>express, ethic, code, pulpit, judgement, consider, verbalise, sanction, tolerate</p>
	<p>tolerance, sympathy, empathy, sensitivity, demonstrate, appreciate, personal quality, social skill, collaborate, modify, recognise, increase, decrease, factor, structure, develop</p>
	<p>heritage, survey, questionnaire, typical, unique, trivial, characteristic, conventional, alternative, descendent, mural, tapestry, engraving, abstract, minimalist, intricate</p>
	<p>Individual liberty, uncertain, decline, trend, continuity, crusade, campaign, councils, infrastructure, municipal, autonomy, union, sovereign state, province, international, foreign/home secretary, chancellor of the exchequer, leader of the opposition, European countries and capitals</p>