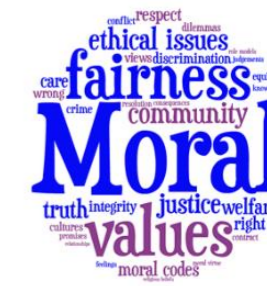


Children developing spiritually will:



- Recognise the impact of their and others' feelings and start to modify behaviour where appropriate.
- Start to alter behaviour to make allowances for others' likes and dislikes.
- Start to understand how creative/imaginative experiences can inform their perspective on life.
- Show an interest in reflecting on their and others' experiences and learning.
- Be reflective about their own beliefs/values and ideas, explaining how they inform their perspective of life.
- Show an interest in other people's insights.
- Demonstrate good manners and sensitively deal with others' lack of manners.
- Persist in tackling challenges, and start to help others to do so in sensitive ways.
- Start to challenge things that might 'constrain the human spirit' e.g. low aspirations, lack of confidence

Children developing morally will:



- Explain how moral codes may differ between cultures; start to use this knowledge to reason about moral dilemmas.
- Often act according to their own principles in areas that are considered right by some and wrong by others.
- Explain the consequences of their and others' actions, and start to compensate for other people's behaviour.
- Begin to cope with and compensate for other people's lack of respect.

Year 5

Children developing socially will:



- Modify everyday behaviour to respect/include peers and strangers.
- Relate to other people's opinions, qualities and skills, and work towards consensus.
- Adjust their own behaviours to lessen the negative impact in the community (e.g. use of plastic).
- Start to be able to explain about skill-levels and authority of advice givers.
- Challenge others' values and opinion sensitively, and show an awareness of when it might not be necessary or appropriate to do so.
- Appreciate individuals' rights and responsibilities in a wider social setting.

Children developing culturally will:



- Start to understand how cultural influences have shaped their own and others' heritage.
- Start to understand how the 'emerging world culture of shared experiences' (e.g. through TV and the internet) is changing communities around the world.
- Show sensitivity towards other people's views and opinions about artistic, musical, sporting and other cultural experiences.
- Challenge the behaviour of individuals and some groups if it might negatively impact on minorities.
- Express opinions about the way society is organised at a variety of levels.
- Explain how British history and geography has shaped our parliamentary system and our fundamental values.

SMSC Vocabulary

	<p>perspective, allowance, phenomenon</p>
	<p>considerate, maximum, minimum, complex, inform, orthodox, conservative, progressive, liberal, blasphemy, heresy, dogma, non-violence, judgmental</p>
	<p>compassion, compensate, consensus, prime, average</p>
	<p>socio-economic, distribution, impact, abundant, sparse, crucial, pivotal, exceptional, generalise, hereditary, symbolism, variety</p>
	<p>contemporary, inevitable, prior, enduring, legacy, dominate, context, HMP, CPS, QC, solicitor, barrister, Whitehall, Downing Street, MI5, GCHQ, Whitehouse, Pentagon, President</p> <p><i>name of local MP</i></p>