

Children developing spiritually will:



- Recognise the impact of their and others' feelings and modify behaviour where appropriate.
- Explain how their own enjoyment might affect that of others.
- Explain how creative/imaginative experiences can inform their perspective on life.
- Reflect on their own and others' experiences and learning, and suggest reasons for the difference.
- Be reflective about their own beliefs/values and ideas, explaining how they inform their perspective of life.
- Explain the difference between knowledge and insights.
- Start managing other people's insensitivity in appropriate and courteous ways.
- Demonstrate persistence and help others do so in a sensitive way.
- Sensitively challenge things that might 'constrain the human spirit' e.g. low aspirations, lack of confidence

Children developing morally will:



- Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in light of this.
- Confidently act accordingly to their own principles in areas that are considered right by some and wrong by others.
- Lead a considerate style of life and explain what this means.
- Sensitively cope with and compensate for other people's lack of respect.

Year 6

Children developing socially will:






- Show an interest in, and explain how diverse communities and societies function.
- Relate to others and work towards consensus by adapting behaviour and speech.
- Reflect on their own contribution to society and to the world of work.
- Distinguish where it is appropriate to ask for advice and when it might not be; understand the personal qualities of advice-givers.
- Explain how right and responsibilities might differ from one cultural context to another.

Children developing culturally will:



- Explain how cultural influences shape people's heritage, both in context and in the abstract.
- Explain how the 'emerging world culture of shared experiences' (e.g. through TV and internet) is changing world communities.
- Sensitively challenge individuals or groups whose behaviour might have a negative impact on minorities, but recognise that it might not be appropriate for them to speak 'for' someone else.
- Reflect on their own and others' opinions about the way society is organised at a variety of levels.
- Show sensitivity in explaining the range of influences that have come together to shape Britain's parliamentary system and its fundamental values.

SMSC Vocabulary

	<p>doctrine, discern, deity, tenet, concept</p>
	<p>style of life, stance, controversy, prejudice, bias, puritan, purgatory, incarceration</p>
	<p>facilitate, cross-section, sphere of influence, economy, scale, proportion, ratio, appropriate, determine, hierarchy, paraphrase, non-conformist, anticipate</p>
	<p>orientation, demographic, epitomise, characterise, authentic, diaspora, intersecting, medieval, baroque, romantic, range</p>
	<p>simultaneous, cumulative, decontextualize, fundamentalist, politically correct</p> <p><i>names of some significant politicians globally past and present</i></p>