



## Overview

The purpose of the West Byfleet Infant School SMSC Progression Document is to provide a comprehensive framework for tracking and monitoring the development of our students' personal, social and emotional skills, as well as their understanding of spiritual, moral, social, and cultural values.

Aligned with our school vision and school context, this document outlines our commitment to delivering a holistic education that goes beyond academic achievements. It serves as a roadmap for our school, guiding us in implementing a curriculum that promotes the well-rounded development of our students and prepares them for life in modern Britain so that they are ready to make a positive contribution to society.

By referring to the guidance, we ensure that our SMSC Progression Document reflects the expectations set by school leaders following feedback from all stakeholders within our school community. It highlights the importance of a curriculum that fosters character development, resilience and well-being, while also equipping our students with the skills and knowledge to become responsible, respectful and active citizens in society.

To achieve this vision, we have outlined specific steps to progression in SMSC. These steps are designed to ensure that students gradually develop their skills, knowledge and values across all aspects of SMSC throughout their time at school.

### **Foundation Stage (Early Years):**

- Explore self-identity and emotions through activities that encourage self-expression and self-awareness.
- Foster positive relationships with peers and adults, promoting empathy and understanding.
- Introduce basic concepts of diversity, fairness, and respect for others.

### **Key Stage 1:**

- Develop a sense of personal values, ethical decision-making, and understanding of right and wrong.
- Explore different beliefs, cultures, and traditions, fostering respect for diversity and promoting inclusivity.
- Encourage responsible behaviour and the importance of contributing to the community.

In summary, the school SMSC Progression Document serves as a guiding document for our school's commitment to promoting the personal, social and emotional development of our students. It reflects the expectations set out by our community in supporting students for the next step of their journey both in and outside of school.



	EYFS	Year 1	Year 2
Throughout the school pupils show spiritual development by their:	<ul style="list-style-type: none"> <li>- Knowledge of, and respect for, different people's faiths, feelings and values</li> <li>- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>- Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>- Use of imagination and creativity in their learning</li> <li>- Willingness to reflect on their experiences</li> </ul>		
Spiritual	<p>I enjoy taking part in family customs e.g. birthdays.</p> <p>I show an interest in other people's lives.</p> <p>I can talk about what makes me unique.</p> <p>I know about similarities and differences between me and other people.</p> <p>I can describe myself in positive terms.</p>	<p>I am beginning to understand what a belief is.</p> <p>I can talk about my own beliefs.</p> <p>I have a sense of self.</p> <p>I can name some religions.</p> <p>I can name some holy books I can talk about my own strengths and weaknesses.</p> <p>I can talk about how we are all different.</p>	<p>I can talk about my own beliefs.</p> <p>I can be reflective about my own beliefs.</p> <p>I can talk about other people's beliefs and how they might be different to mine.</p> <p>I can talk about the stories from holy books and explain why these stories are important to different religions.</p> <p>I can discuss other people's faiths.</p> <p>I can talk about my own experiences and can reflect on these.</p>
Throughout the school pupils show moral development by their:	<ul style="list-style-type: none"> <li>- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives</li> <li>- Recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>- Understanding of the consequences of their behaviour and actions</li> <li>- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>		
Moral	<p>I can respond and follow simple instructions.</p> <p>I know the school core values.</p> <p>I understand why we follow instructions in school.</p> <p>I understand why I must follow school values.</p>	<p>I am beginning to recognise the difference between right and wrong.</p> <p>I respect our school's behaviour policy.</p> <p>I know about what rules are and why they are needed.</p> <p>I recognise boundaries in my life.</p>	<p>I know the difference between right and wrong in most situations I am in.</p> <p>I respect our school behaviour policy and am able to follow it.</p> <p>I understand the consequences of my own behaviour in accordance with the behaviour policy.</p>



			<p>I have my own ideas about right and wrong and can express these.</p> <p>I can listen to other people's ideas.</p> <p>I know to look after the school environment by keeping areas tidy and treating it with respect.</p>
<p>Throughout the school pupils show social development by their:</p>	<ul style="list-style-type: none"> <li>- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>- Willingness to participate in a variety of communities and social settings, including by volunteering</li> <li>- Co-operating well with others and being able to resolve conflicts effectively</li> <li>- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> <li>- They develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li> </ul>		
<p>Social</p>	<p>I can initiate conversations and play.</p> <p>I can explain my own knowledge and understanding.</p> <p>I can ask appropriate questions.</p> <p>I am beginning to be able to solve problems without conflict.</p> <p>I know ways in which we can be kind towards others.</p>	<p>I am beginning to interact and work with others.</p> <p>I am beginning to understand how to share and make fair choices.</p> <p>I can play with other children. I know the ways in which I am the same and different to others.</p> <p>I can participate in activities with others.</p> <p>I am beginning to be able to resolve some conflicts without adult support.</p> <p>I take part in the British values activities I can begin to make my own choices.</p> <p>I know that bodies and feelings can be hurt by words and actions</p>	<p>I can interact and work with others.</p> <p>I can work and socialise with others including those from religious, ethnic and socio- economic backgrounds than myself.</p> <p>I am willing to participate in a variety of settings.</p> <p>I am beginning to cooperate with most people.</p> <p>I am resolving some conflicts with limited adult support.</p> <p>I can recall the British values.</p> <p>I am making some of my own choices.</p> <p>I know about how people may feel if they experience hurtful behaviour or bullying</p>



<p>Throughout the school pupils show cultural development by their:</p>	<ul style="list-style-type: none"> <li>- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>- Understanding cultural influences such as: Literature, Art and Architecture, Music, Dance, Theatre, Film and Cinema, Cuisine, Festivals and Celebrations, Historical Events, Religion and Belief Systems, Fashion and Clothing, Sports and Games, Science and Inventions, Technology and Innovation, Environmental Influences, Social Movements and Activism and Globalisation and Migration.</li> <li>- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>- Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>		
<p>Cultural</p>	<p>I can look closely at similarities and differences of the world around me.</p> <p>I am interested in finding out about different cultures.</p> <p>I can show respect for other cultures.</p>	<p>I am beginning to understand the wide range of cultural influences around me and in school.</p> <p>I am beginning to recognise similarities across cultural, religious, ethnic and socioeconomic communities.</p> <p>I am willing to participate in sporting and cultural opportunities.</p> <p>I am interested in learning about other faiths and diversity.</p> <p>I know who can help me if I do not feel safe, particularly online.</p> <p>I know some groups are given to us e.g. eye colour and race, some are chosen for us e.g. religion, family and some we can chose e.g. hobbies &amp; friends</p>	<p>I am able to understand some range of cultural influences that have shaped my own life.</p> <p>I am able to understand the range of cultures in my school.</p> <p>I can recognise some things that we share in common across cultural, religions, ethnic and socio- economic communities.</p> <p>I can show some interest in exploring and understanding different faiths and cultural diversity.</p> <p>I know about the different roles and responsibilities people have in their community.</p> <p>I know how to keep myself safe when I am using technology.</p>