



# Redbrook Hayes Community Primary School

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# SMSC Progression Matrix

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>SPIRITUAL DEVELOPMENT</b>	<p>I can talk about what I believe and what is important to me. (including religious beliefs)</p> <p>I can find out about what other people believe and how it affects their life.</p> <p>I can share my ideas and listen to what other people say.</p> <p>I can say what I have learnt from someone else.</p> <p>I can explain how I feel at different times and how my feelings change how I behave.</p> <p>I can ask questions that start with 'why', 'how', 'where' and 'what'</p> <p>I know how we look after each other at school.</p> <p>I know that there are no right or wrong answers in reflection time and that everybody's ideas are important.</p> <p>I can find out about how different people live and how they express their beliefs through the way they live.</p> <p>I can show work that I am proud of.</p> <p>I can say what I like about other people's work.</p> <p>I can share in celebrating my own and other people's achievements.</p> <p>I can work with others to achieve a goal and say how it makes me feel.</p> <p>I can find out about special places people can go and say why they are important (e.g. library, park, museum)</p> <p>I feel that I am part of the school. I know how I contribute to the school.</p> <p>I know what communities I belong to (e.g. family, school, religion, clubs)</p> <p>I can use art, writing, drama, singing or music to express how I think or feel.</p> <p>I can talk about how I feel about experiences I have had.</p> <p>I can experience and talk about amazing things in nature (e.g. growing, rainbows, thunder, lightning, spider's webs, icicles)</p> <p>I can look at the local environment and talk about what I find amazing.</p> <p>I can ask big questions about the world around me.</p>	<p>I can talk about what I believe and value (including religious beliefs)</p> <p>I can discuss what other people believe and value and how it affects their lives.</p> <p>I can think carefully and share my thoughts and feelings.</p> <p>I can listen carefully and respond to what other people think and feel.</p> <p>I can explain how human feelings and emotions change at different times.</p> <p>I can explain how the way people feel affects what they do.</p> <p>I can recognise how people feel and discuss how to help them.</p> <p>I know what it means to respect each other and each other's' views.</p> <p>I can help to create a classroom where everyone feels safe and respected.</p> <p>I can ask questions that start with 'why' 'how' 'where' and 'what'.</p> <p>I can find out about the many different ways that people choose to express their beliefs through their lifestyles and actions.</p> <p>I can share something I am proud of and explain why.</p> <p>I can use 'value' and 'feeling' words to describe the work of others.</p> <p>I can share in celebrating my own and other people's achievements.</p> <p>I can express how interacting with other people can make my life better.</p> <p>I can find out about special places people go and explain how they can improve people's lives (e.g. library, theatre, art gallery, shared musical experiences like young voices)</p> <p>I know how we all contribute to our school community and why it is important.</p> <p>I can use art, writing, dance, drama, singing or music to express how I feel.</p> <p>I can express how I feel about experiences I have had.</p> <p>I can experience and talk about the wonder of being human e.g. ability to think and reflect, exhilaration, the ability to feel awe and wonder.</p> <p>I can reflect on the environment and use it to inspire art, music, dance, poetry, writing or questioning.</p>	<p>I know how I can support the religious and moral beliefs of others.</p> <p>I can explore what other people believe and value (including religious beliefs) and what impact it has on their lives.</p> <p>I spend time reflecting and sharing my thoughts (not just in reflection time).</p> <p>I can explain how reflecting on something has helped me to learn/come to a conclusion/changed my mind.</p> <p>I can explain how human feelings and emotions change at different times.</p> <p>I can understand how the way people feel affects what they do.</p> <p>I know that understanding why someone is behaving in a certain way helps us to empathise and interact with them in a more positive way.</p> <p>I can explain and demonstrate how I respect other people and their views.</p> <p>I can create a classroom where everyone feels safe and respected.</p> <p>I can ask questions that start with 'why' 'how' 'where' and 'what'</p> <p>I can learn about different beliefs and views and express my own opinion in an informed and unprejudiced way.</p> <p>I can appreciate that human endeavour is expressed in many forms.</p> <p>I know that there are many ways in which different people express beliefs and live their lives as a form of spiritual expression (e.g. Martin Luther King, Desmond Tutu, Mother Teresa)</p> <p>I can reflect on my own and other people's work and appreciate it.</p> <p>I can use 'value' and 'feeling' words to describe the work of others.</p> <p>I share in celebrating my own and other people's achievements.</p> <p>I can explain how interacting with a wide range of people can improve quality of life.</p> <p>I can find out about special places people go and explain how they can improve quality of life.</p> <p>I recognise and value the worth of everyone's contribution to the school community.</p> <p>I use art, writing, dance, singing or music to express how I think or feel.</p> <p>I can express how I feel about experiences I have had.</p> <p>I can experience and talk about the spiritual dimension to human experiences e.g. ability to think, reflect and philosophise, ability to experience exhilaration, ability to feel awe and wonder.</p> <p>I can reflect on the natural environment and use it to inspire art, music, dance, poetry, writing or questioning.</p>



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<b>MORAL DEVELOPMENT</b>	<p>I know the school rules.</p> <p>I can help create class rules that make our classroom a safe, fair and happy place for everyone.</p> <p>I know what will happen if I follow or break the rules.</p> <p>I can talk about why it is important to follow the rules.</p> <p>I can talk about how and why people are sometimes bullied because they are different.</p> <p>I can explain how we can make everyone feel included, safe and happy.</p> <p>I can talk about how I want other people to treat me and how I will treat them.</p> <p>I can talk about why it is important to tell the truth. (using examples from history or English lessons)</p> <p>I can talk about what is right and wrong and give examples from my own experiences.</p> <p>I can use drama or puppets to say what I think and practise making choices. (moral decision making)</p> <p>I know what I should do if I see something wrong.</p> <p>I understand that grownups sometimes break rules and do the wrong thing. (begin to introduce suitable news articles e.g. using espresso or newsround)</p> <p>I can talk about what I do to be fair, honest, respectful and kind and how I keep my promises.</p> <p>I can explain how I can look after someone's property.</p> <p>I can talk about how and why we should take care of the environment.</p> <p>I can find examples of people who make good choices. (talk about good examples of moral virtue from across the curriculum)</p> <p>I can talk about things I am good at and understand that I need to keep practising.</p> <p>I can discuss moral problems in familiar settings</p> <p>I can listen to music and explain how it makes me feel.</p>	<p>I know the school rules.</p> <p>I can participate in making and changing rules in school.</p> <p>I know how to get my point of view across respectfully and appropriately.</p> <p>I understand the rewards and consequences for behaviour in school.</p> <p>I can discuss why it is important to do the right thing in and out of school.</p> <p>I can discuss how and why some people are treated unfairly by others (e.g. race, gender, religion)</p> <p>I can recognise how stereotypes can make us treat people unfairly.</p> <p>I can explain ways that we can treat people fairly and equally.</p> <p>I can talk about my rights in school (e.g. the right not to be bullied) and how we all have a responsibility to make sure it doesn't happen to anyone.</p> <p>I can use express my views and practise moral decision making</p> <p>I can discuss how to decide what to do if I see something I think is wrong.</p> <p>I can discuss breaches of moral codes in the news.</p> <p>I can think of examples from my day where I have shown fairness, respect, kindness, resolved conflict and kept a promise.</p> <p>I can discuss ways of showing respect for people and their property.</p> <p>I can discuss how and why we should take care of the environment, both local and global.</p> <p>I can find and talk about good examples of moral virtue from my learning.</p> <p>I can discuss how I become good at something and how I use my talents.</p> <p>I can discuss moral dilemmas from a familiar setting.</p> <p>I can listen to music and talk about how it makes me feel.</p> <p>I can discuss how music can be used to express particular religious beliefs.</p>	<p>I can talk and write about my opinions.</p> <p>I know what the school rules are and I can help to create class rules that make our classroom a safe, fair and happy place for everyone.</p> <p>I understand the rewards and consequences of my behaviour.</p> <p>I can explain how I can be a role model and promote our moral code in and out of school.</p> <p>I can discuss how and why groups of people can be discriminated against by individuals because of their gender, race or religion.</p> <p>I can recognise how stereotypes can lead us to form unfair opinions of people.</p> <p>I can discuss how we can challenge discrimination and inequality as individuals and as a school.</p> <p>I am aware of my rights and responsibilities including the UN Convention on the Rights of the Child.</p> <p>I can explore and discuss how people make moral choices.</p> <p>I can discuss how to take responsibly actions when deciding how to act.</p> <p>I can explore and discuss what justice means.</p> <p>I know that our society has agreed moral codes. I can discuss examples from the news where people, institutions or governments have broken agreed moral codes.</p> <p>I can talk about examples from my day where I have shown fairness, respect, kindness, resolved conflict and kept a promise.</p> <p>I can discuss how to show respect for people and their property.</p> <p>I can discuss how individuals, organisations and governments can look after the local and global environment.</p> <p>I can find and talk about good examples of moral virtue from my learning.</p> <p>I know why self-discipline is important and how I can use my talents responsibly.</p> <p>I can discuss moral dilemmas e.g. when music is banned or adopted and express my own opinions.</p> <p>I can listen to a variety of music and explore how it is used to express particular religious beliefs and social attitudes that can be moral or discriminatory.</p>



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<b>SOCIAL DEVELOPMENT</b>	<p>I can identify the class and school rules. I am beginning to understand why the rules are important to our class, the school and myself. I can identify when the rules have been broken. I can work with a friend(s) to share learning experiences together. I can help a friend(s) with activities in school. I know people have different social and cultural background to my own. I can ask questions to further my understanding of different social. I respect other people's social and cultural backgrounds. I enjoy school and class assembly times. I can contribute to class and school assemblies. I know a group of people can have the same values. I understand it's OK to hold different values. I can explain what I would like to do/think/say. I can listen to the things that others would like to do/think/say. I understand that sometimes I want to do/think/say things that others do not. I can talk about and identify my family members and my friends. I can identify why it is important to look after our environment. I can care for the school and wider environment. (Putting their litter in the bin, tidying classroom...) I understand and take part in class roles and responsibilities. I can identify people who help us in the wider community (police, ambulance, fire service...) I enjoy and participate in visits from/to the police, ambulance, fire service... I can work together with my friends/class members to achieve a target/activity/ goal. I can be trusted to carry out an activity - with a friend(s) I am responsible for my actions within a group. I show care for members of my class. I tell an adult if my friend(s) are upset. I follow and accept the rules in my class. I can follow the rules in my class and school. I know there are rules to keep everyone safe and happy. I know that I am responsible for my own actions. I can identify when an action will upset my friend(s) and adults.</p>	<p>I can contribute to a class charter, understanding my rights and responsibilities and a LEARNER. I can recognise and evaluate my own ability to share, cooperate and be an active team member. I can set my own personal targets. I can demonstrate an awareness of who to approach with a problem. I can understand that people express feelings in different ways I can utilise appropriate and varied language to express ideas and feelings I can describe/state how they feel to a teacher or other adult I can speculate on emotional consequences. I can work with others for a variety of purposes I can identify personal qualities I can explain qualities which make a good friend I can describe difficulties which may arise in friendships I know how to cope with some friendship problems. I can identify different types of relationships and show how to maintain good relationships. I can understand the importance of taking care of my own body. I can understand the language used to describe changes and feelings. I can understand that bodies and emotions will change as I grow older. I can identify and explain how to manage risks in different familiar situations. I can say when I need help. I can explain how to keep myself safe when crossing the road. I can explain school rules for health and safety, basic emergency procedures and where to get help for myself and others in need. I can take responsibility for my own behaviour and safety and realise that actions have consequences. I can have some strategies to cope with peer pressure and peer influence. I can make simple choices to improve my health and wellbeing. I can identify some factors which affect emotional health and wellbeing eg. relationships with family and friends, stress levels, physical activity, diet, self-image and media. I can make informed choices about eating and exercising.</p>	<p>I can name positive feelings about themselves, others in class and school, community, media and wider world I can recognise and describe a range of emotions I can manage their emotions positively and effectively most of the time I can consider how they are perceived by others I can demonstrate the ability to negotiate and compromise I can describe and demonstrate a variety of ways of resolving conflict. I can work independently or in a group to research information I can show an understanding of the different roles undertaken in the work context I can identify and demonstrate various skills such as co-operation, communication skills, information and communication technology skills and teamwork I can understand the value of keeping healthy I can demonstrate understanding of the importance of balance between work and leisure, and the value of positive relationships I can make choices and describe their reasons. I can understand the nature of role models, and that they are role models for younger children I can demonstrate assertiveness and self-confidence to make decisions for themselves I can demonstrate an awareness of sources of help, in school, helplines, other adults, and know how to ask for help I can describe the changes the body goes through at puberty I understand that body changes are a preparation for sexual maturity I understand that there are different types of relationships and patterns of friendships I show awareness of the importance of loving, responsibility and honesty in relationships I demonstrate an awareness of the difference between secrets which make people happy and secrets which can hurt or frighten people</p>



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CULTURAL DEVELOPMENT	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>I can talk about my culture and the traditions of my family.</p> <p>I can listen to stories from different cultures which positively promote ethnic diversity.</p> <p>I can explain some of the different cultural images and languages used within our school.</p> <p>I can talk about my gifts and talents.</p> <p>I can say how I am similar and different to other children in my class.</p> <p>I can join in with literature, drama, music, arts and crafts from other cultures and say why they are important.</p> <p>I can visit theatres, museums, concerts and gallery's to learn about the cultures of the UK.</p> <p>I can explain some of the school LEARNER values and give examples of how I can show these.</p> <p>I can explain and appreciate my own cultural heritage and the cultures of others in our school community.</p> <p>I understand that different cultures have similar and different ways of expressing their beliefs and emotions through the arts.</p>	<p>I can explain what I believe and why it is important to me.</p> <p>I understand what belonging is and why people need to belong.</p> <p>I can learn about the attitudes, values and traditions of diverse cultures,</p> <p>I can explain what racism is and what I can do to stop it.</p> <p>I understand that everyone is different but that we all share common similarities.</p> <p>I can explain what stereotyping is and why it is unhelpful in society.</p> <p>I can develop my own gifts and talents and share these with others.</p> <p>I can recognise the gifts and talents of others and help them to nurture them.</p> <p>I can join in with literature, drama, music, arts and crafts from other cultural events and reflect on their significance.</p> <p>I can visit theatres, museums, concerts and galleries and welcome visitors from a variety of cultures into our school.</p> <p>I can explain the schools LEARNER values and give some examples of how I use them every day.</p> <p>I recognise and appreciate the experiences, values, traditions and work of others.</p> <p>I can learn about different cultures and beliefs showing a simple understanding and appreciation of different traditions from around Staffordshire.</p> <p>I can recognise that different cultures have similar and different ways of expressing their beliefs and emotions through the arts.</p>	<p>I have a clear understanding of self and can explain my personal beliefs and why they are important.</p> <p>I can explore some of the ways in which my beliefs and the beliefs of others are made.</p> <p>I can debate cultural issues with sensitivity and understanding.</p> <p>I can discuss racism and give ideas on how to promote race equality in our society.</p> <p>I can give some examples of cultural imagery and language used in the UK.</p> <p>I recognise and nurture my own gifts and talents as well as the gifts and talents of others.</p> <p>I can explain the cultural heritage of Brereton.</p> <p>I can explain the significance of cultural events and religious festivals, including literature, drama, music, arts and crafts.</p> <p>I can explain and promote the schools LEARNER values.</p> <p>I can reflect on how the LEARNER values help me to be a better member of the community.</p> <p>I can recognise and appreciate the experiences, values, traditions and work of others.</p> <p>I can identify a culture where I have little knowledge and set about finding out more about it independently.</p> <p>I can recognise that different cultures have different and similar ways of expressing their beliefs and emotions through art, music and scripture.</p> <p>I can visit theatres, galleries, museums, residential visits and foreign exchange (when possible) to broaden my cultural experiences.</p> <p>I am sensitive to the cultural needs of others.</p>