

## Skills and Knowledge Progression

**Subject: SMSC**

**Name: (Child's name)**

**Class: (Child's class)**

	Year 3	Year 4	Year 5	Year 6
Citizenship	<ul style="list-style-type: none"> <li>• Can participate in making and changing rules.</li> <li>• Can identify why different rules are needed in different situations.</li> <li>• Can make choices about their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise aggressive and anti-social behaviours and their effects on individuals and communities.</li> <li>• Can understand that there is great diversity locally and across the world which affects peoples' choices.</li> <li>• Can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression.</li> <li>• Can make informed choices about my environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk and write about my opinions.</li> <li>• Can identify that circumstances in other countries and cultures may be different from our own.</li> <li>• Can explain what Fair Trade is and what it means.</li> <li>• Can understand that choices we make as individuals, a community and a nation impact internationally.</li> <li>• Can recognise and challenge stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Can realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities.</li> <li>• Can identify differences and similarities between people taking into account number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</li> <li>• Can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.</li> <li>• Can research, discuss and debate topical issues, problems and events.</li> </ul> <p><b><u>Exceeding</u></b></p> <ul style="list-style-type: none"> <li>• Can explain why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>• Can appreciate the range of national, regional,</li> </ul>

				<p>religious and ethnic identities in the United Kingdom.</p> <ul style="list-style-type: none"> <li>• Can explain how the media present information and that the media can be both a positive and negative influence.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Can identify different types of relationships and show ways to maintain good relationships.</li> <li>• Can identify that relationships may change over time.</li> <li>• Can judge what kind of physical contact is acceptable or unacceptable.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand the importance of taking care of my own body.</li> <li>• Can understand the language used to describe changes and feelings.</li> <li>• Can understand that their bodies and emotions will change as they grow older.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand simple, safe routines to prevent the spread of bacteria and viruses.</li> <li>• Can name and explain male and female body parts, relating to Sex and Relationship Education.</li> <li>• Can identify the ways in which boys and girls grow and develop in puberty.</li> <li>• Can recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings.</li> <li>• Can identify where individuals, families and groups can get help and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.</li> <li>• Can identify how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences.</li> </ul> <p><b><u>Exceeding</u></b></p> <ul style="list-style-type: none"> <li>• Can identify that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know</li> </ul>
Staying Safe	<ul style="list-style-type: none"> <li>• Can identify and explain how to manage the risks in different familiar situations.</li> <li>• Can identify how to ask for help.</li> <li>• Can explain how to keep myself and others safe when using roads.</li> <li>• Can explain school rules for health and safety, basic emergency procedures and where to get help for myself and</li> </ul>	<ul style="list-style-type: none"> <li>• Can take responsibility for my own behaviour and safety and realise that actions have consequences.</li> <li>• Can have some strategies to cope with peer influence and peer pressure.</li> <li>• Can demonstrate basic safety procedures when using medicines.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify a range of risks connected to drug situations.</li> <li>• Can list the commonly available substances and drugs that are legal and illegal and describe some of the effects and risks of these.</li> <li>• Can make decisions and show assertiveness in situations relating to drug use.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify basic emergency aid procedures and where to get help.</li> <li>• Can identify the dangers from handling discarded syringes and needles.</li> </ul>

	others in need.			
Financial Education	<ul style="list-style-type: none"> <li>• Can identify how to look after and handle money in everyday situations.</li> <li>• Can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity.</li> <li>• Can identify that there are different ways to gain money, including earning it through work.</li> <li>• Can make choices about how money should be spent</li> <li>• Can begin to make comparisons between prices when deciding what is the best 'value for money'.</li> <li>• Can begin to understand why we have charities.</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate how to look after and save money.</li> <li>• Can recognise the range of jobs carried out by people they know.</li> <li>• Can identify that individuals and families may need or choose to spend their money in many ways.</li> <li>• Can identify that it is possible to keep money safe by putting it into an 'account' in the bank, building society.</li> <li>• Can identify that families and individuals may have many commitments and may manage their money in a range of ways.</li> <li>• Can identify that you can plan for future spending and how to save.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify a range of jobs carried out by people I know and understand how I can develop skills to make a contribution in the future</li> <li>• Can make informed choices about charities, through prioritising, and in relation to my own values</li> <li>• Can understand and use larger sums of money in calculations.</li> <li>• Can begin to develop an understanding that people have different financial circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand how and why people save.</li> <li>• Can differentiate between essentials and desires – needs and wants.</li> <li>• Can understand that there are a range of earnings for different jobs.</li> <li>• Can explain how I will develop skills for work in the future.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• Can differentiate between manageable and unmanageable debt.</li> <li>• Can understand different ways of keeping track of my money.</li> <li>• Can understand that managing money is complex but there are people who can help.</li> </ul>
Keeping Healthy	<ul style="list-style-type: none"> <li>• Can make simple choices to improve my health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media.</li> <li>• Can make informed choices about healthy eating and exercising.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify what makes a healthy lifestyle- the benefits of exercise and the factors that include mental health, including positive self-image. healthy eating and the factors</li> </ul>	<ul style="list-style-type: none"> <li>• Can manage my time to include regular exercise</li> <li>• Can understand that the media can have an effect on Emotional Health and Wellbeing, e.g. eating disorders, managing finances etc.</li> </ul>
Feelings and motions	<ul style="list-style-type: none"> <li>• Can listen to and show respect for the views of others</li> <li>• Can identify positive ways to face new challenges</li> <li>• Can understand the importance of valuing myself</li> <li>• Can see my mistakes,</li> </ul>	<ul style="list-style-type: none"> <li>• Can respond appropriately to other people's feelings.</li> <li>• Can acknowledge that others have different points of view.</li> <li>• Can express my views confidently, when communicating with my peers and adults</li> <li>• Can identify positive ways to face new challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Can express my views confidently and listen to and show respect for the views of others.</li> <li>• Can resolve differences, looking at alternatives, making decisions and explaining choices.</li> <li>• Can describe some of the different beliefs and values in</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify positive ways to face new challenges and be prepared for the transition to Key Stage 3</li> <li>• Can identify positive things about myself and my achievements and set personal goals</li> <li>• Can recognise the difference between</li> </ul>

	<p>make amends and set personal goals.</p> <ul style="list-style-type: none"><li>• Can explain how my actions have consequences for myself and others.</li><li>• Can describe the nature and consequences of bullying and express some ways of responding to it.</li><li>• Can empathise with other people and situations through topical issues, problems and events.</li></ul>	<ul style="list-style-type: none"><li>• Can identify positive things about my own and others' achievements.</li></ul>	<p>society, and demonstrate respect and tolerance towards people different from themselves</p> <ul style="list-style-type: none"><li>• Can recognise the worth of other people.</li></ul>	<p>aggressive and assertive behaviour</p> <ul style="list-style-type: none"><li>• Can deal positively with my feelings and recognise a range of emotions in others.</li></ul>
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