

Spiritual	Emotional literacy	Enjoyment	Creativity	Reflectiveness	Beliefs and Values	Insight vs Knowledge	Respecting others	Perseverance	Challenge
Year 1	Start to recognise or explain how they and others are feeling	Show signs of enjoyment	Engage in creative/imaginative experiences. (With support)	With support, recount events to reflect on experiences and learning	Verbalise some of their own beliefs, religious or otherwise	Demonstrate an awareness that other people have knowledge	Start to show respect through their actions	With support, tackle a challenge until it is resolved	
Year 2	Recognise or explain how they and others are feeling	Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others.	Start to initiate creative/imaginative experiences (with reduced support)	Reflect on experiences and learning by recounting events (i.e. without much support)	Verbalise their own beliefs and distinguish between those that are not religious and those that are	Demonstrate a respect for other people's knowledge	Demonstrate respect for others	Demonstrate a willingness to tackle problems/challenges until they are resolved/achieved	
Year 3	Begin to recognise the possible impact of their and others' feelings (eg starting to show concern for others).	Identify and describe experiences that they like and dislike.	Independently initiate and participate in creative/imaginative experiences.	Reflect on experiences and learning by expressing opinions.	Describe their own beliefs and start to put them into religious and ethical contexts.	Start to show awareness of other people's insights	Consistently show respect for others through their manners and actions.		Start to recognise things that might 'constrain the human spirit' eg low aspirations, lack of self-confidence.
Year 4	Recognise the possible impact of their and others' feelings (eg showing concern).	Describe experiences that they enjoy, and start to describe the same for others		Reflect on experiences and learning by expressing opinions and listening to those of others.	Describe their own beliefs coherently and put them into a religious or ethical context.	Show respect for other people's insights.	Demonstrate good manners and start to cope with / compensate for non-reciprocation.	Demonstrate persistence in tackling a challenge, eg by overcoming more than one set-back.	Recognise things that might 'constrain the human spirit'.
Year 5	Recognise the impact of their and others' feelings and start to modify behaviour where appropriate (eg compassion and empathy).	Start to alter their 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, religious or otherwise, explaining how they inform their perspective on 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 do so in sensitive ways	Start to challenge things that might 'constrain the human spirit' eg low aspirations, lack of self-confidence.
Year 6	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 inform their learning and their perspective on life.	Reflect on their own and others' experiences and learning, and suggest reasons for the differences.	Be reflective about their own beliefs/values and ideas, and those of others, explaining how they inform perspectives.	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'

Moral	Right and wrong	Consequences	Respecting others
Year 1	With support, make choices based on an understanding of right and wrong. Follow the school or class rules.	Recognise that their actions may have negative consequences.	Start to demonstrate an awareness of, and respect for, others' needs, interests and feelings, as well as their own.
Year 2	Make choices based on an understanding of right and wrong. Start to develop their own principles.	Recognise that their actions have negative and positive consequences.	Show respect by starting to explain other people's needs, interests and feelings, as well as their own.
Year 3	Explain the difference between right and wrong (in context). Act according to their own principles and accept that other people's views and choices may be different from their own.	Recognise the consequences of behaviour (theirs and others') and use this knowledge to start to manage their own behaviour.	Start to recognise how people can show respect for the needs, interests and feelings of others.
Year 4	Start to reason about right and wrong in the abstract. Explore their own and others' views (eg by forming and expressing opinions).	Use their knowledge of consequences to manage and adapt their own behaviour.	Recognise and explain how people demonstrate respect for the needs, interests and feelings of others.
Year 5	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 6	Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this. Confidently act according 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.

Social	Social skills	Collaboration	Good citizenship	Accepting advice	Challenging others	Respect for environment
Year 1	Show awareness that different behaviour might be needed in a religious setting. Where possible, play with pupils from different religious, ethnic and socio-economic backgrounds, perhaps with encouragement.	With some support, cooperate with others in shared activities.	With support, participate in activities that contribute to the school (eg litter picking).	Follow the advice of others.	Start to challenge other people's values and opinions.	Demonstrate respect for property; start to show respect for people, living things and the environment.
Year 2	Demonstrate awareness of the 'rules' for behaviour in a religious setting. Where possible, play and socialize with pupils from different religious, ethnic and socio-economic backgrounds.	Cooperate with others in a range of shared activities.	Participate in activities that contribute to the school and wider community.	Willingly accept and follow advice, but start to appreciate that some advice might not be so useful.	Challenge other people's values and opinions, being polite when doing so (with support).	Demonstrate respect for people, living things, property and the environment.
Year 3	Start to modify their behaviour to follow the 'rules' of a religious settings.	Work as part of a team, showing an awareness of conflict and how it might be resolved.	Start to reflect on their own impact in the community (eg waste, noise, carbon footprint).	Begin to seek advice and make an informed choice about whether to follow it.	Be polite when challenging others' values and opinions (i.e. without support).	Start to show awareness of the difference between rights and responsibilities.
Year 4	Modify their behaviour appropriately for different religious settings, and explain why they are doing so. Start to modify everyday behaviour to respect/include friends from different religious backgrounds.	Use their knowledge of others' views, opinions, personal qualities and social skills to work successfully in a team, and start to work on resolving conflicts.	Explain their own impact in the community and start to make adjustments to their own behaviour in response to this.	Seek advice but make an informed choice about whether to follow it.	Show awareness of the cultural and religious context for others' values and opinions, adjusting their style of challenge accordingly.	Recognise ways in which people are able to demonstrate respect for people, living things, property and the environment.
Year 5	Modify everyday behaviour to respect/include peers and strangers.	Relate to other people's opinions, qualities and skills, and work towards consensus. Social:	Adjust their own behaviours to lessen their negative impact in the community (eg use of plastic).	Start to be able to explain about skill-levels and authority of advice-givers.	Challenge others' values and opinions 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.
Year 6	Show an interest in, and explain, how diverse communities and societies function. Social:	Relate to others and work towards consensus by adapting behaviour and speech (eg facilitating / 'uniting' interactions).	Reflect on their own contribution to society 'and to the world of work'.	Distinguish where it is appropriate to ask advice and when it might not be; understand the personal qualities of advice-givers.		Explain how rights and responsibilities might differ from one cultural context to another.

Cultural	Race, Ethnicity, Faith and Socio-economic background	World view	Art, music, sport	Disability, Gender, Sexual Orientation	British Values
Year 1	Start to show an awareness of different cultures (race, ethnicity, religion, belief and socio-economic background) eg within school.	Recount some facts (that have been given to them) about towns, cities and countries beyond their own.	Express opinions about artistic, musical, sporting and other cultural experiences.	Show an awareness of disability and gender.	Show some understanding of how their community is organised (eg family, school).Recount some facts about Britain's political system (eg the queen, the prime minister).
Year 2	Develop understanding of different cultures (race, ethnicity, religion, belief and socio-economic background) eg the range within school.	Independently recount facts about towns, cities and countries beyond their own.	Start to reflect on artistic, musical, sporting and other cultural experiences, and accept that other people's views might be different.	gender and sexual orientation (in a primary-appropriate way, eg talking about same-sex marriage).	Demonstrate a knowledge of how their community is organised (eg family, school, town).Recount facts about Britain's parliamentary system, past and present (eg Guy Fawkes, Lord Shaftesbury, naming the current prime minister).
Year 3	Show an interest in, and appreciation of, different cultures and practices (race, ethnicity, religion, belief and socio-economic background).	Compare and contrast facts about different places and start to recognize that place is not the same as ethnicity or race.	Start to verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.	Recognise ways in which people can demonstrate respect for disability, gender and sexual orientation.	Understand how wider society is organised (eg parliament, police, places of worship, the NHS).Start to select from historical events or periods that explain fundamental values (eg Romans, Saxon Christianity, Magna Carta, Tudor religion, slave trade/empire, Victorian reforms, Suffragettes, WW2, Windrush).
Year 4	Show respect for other cultures (race, ethnicity, religion, belief and socio-economic background) in words and actions.	Recall and compare facts about different places, and explain how these can both reflect and disguise ethnicity, faith and race.	Accurately verbalise other people's reflections on artistic, musical, sporting and other cultural experiences.	Start to challenge the behaviour of individuals that might negatively impact on minorities.	Understand how wider society is organised (eg councils, courts, charities and third sector).Recall historical facts about Britain's fundamental values, and explain that these values appear in other cultures too.
Year 5	Start to understand how cultural influences have shaped their own and others' heritage.	Start to understand how the 'emerging world culture of shared experiences' (eg through TV and 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.
Year 6	Explain how cultural influences shape people's heritage, both in context and in the abstract.	Explain how the 'emerging world culture of shared experiences' (eg 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.