

Promoting spiritual, moral, social and cultural development, personal well-being and safeguarding at Oasis Academy Don Valley – EYFS Curriculum Links 2017 – 2018

Value	Academy life	Oasis Ethos, 9 habits, PSE	OADV Curriculum & Development Matters
<p style="text-align: center;">Spiritual</p> <p>Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect</p>	<ul style="list-style-type: none"> ▪ Mission statement ▪ OADV vision and values ▪ Creating an inclusive family atmosphere ▪ Single equality policy ▪ Speciality lunches ▪ Reflection opportunities in class and assemblies ▪ Trips and visits 	<ul style="list-style-type: none"> ▪ Different faiths are covered throughout knowledge and Understanding of the World focused sessions and provision ▪ Assemblies focus on festivals and celebrations ▪ Curriculum follows the religious calendar ▪ Sharing different religious stories ▪ Circle times and reflections ▪ Faith leaders visits into the academy ▪ Christmas/Christmas traditions around the world ▪ 9 habits – considerate ▪ 9 habits – joyful 	<ul style="list-style-type: none"> ▪ EYFS Development Matters knowledge and understanding of the world, managing feelings and behaviour ▪ ‘Where in the world?’ displays in classroom ▪ Topics/activities linked to religious calendar ▪ All about me topic ▪ Geography – learning about the world we live in ▪ Artwork and creative projects – being imaginative
<p style="text-align: center;">Moral</p> <p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views</p>	<ul style="list-style-type: none"> ▪ OADV vision and values ▪ OADV behaviour policy ▪ Class rules/charters (We make the right choices) ▪ Playground rules ▪ Academy links with PCSO ▪ Rules when on trips and visits ▪ Oasis ethos weekly assemblies ▪ Class champion programme 	<ul style="list-style-type: none"> ▪ Using Jigsaw PSHE scheme and SEAL resources within PSE lessons ▪ ‘R’ time games and rules ▪ 9 habits – honesty ▪ 9 habits- self-control ▪ 9 habits – forgiving 	<ul style="list-style-type: none"> ▪ EYFS Development Matters - PSE ▪ Keeping safe- inside and outside of the academy, during events e.g. bonfire night ▪ Emergency services – people who help us ▪ Learning the instructions and rules of games ▪ Understanding spirit of games how they are played
<p style="text-align: center;">Social</p> <p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve</p>	<ul style="list-style-type: none"> ▪ OADV vision and values ▪ OADV behaviour policy ▪ Pupil parliament ▪ Parent coffee mornings ▪ Parent questionnaires ▪ Exhibitions of learning ▪ Participate in academy events 	<ul style="list-style-type: none"> ▪ Oasis ethos ▪ PSE curriculum - Jigsaw relationships ▪ Within provision children play co-operatively, taking turns with others. ▪ Children take account of one another’s ideas about how to organise their activity 	<ul style="list-style-type: none"> ▪ See ‘British values’ curriculum map ▪ Team work and team games ▪ Children’s choice - mixed year group teams and activities ▪ Use of talk partners ▪ Paired reading ▪ Peer assessment

<p>conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p>	<ul style="list-style-type: none"> ▪ Participate in local events – Lantern Parade ▪ Family dining ▪ Mixed year groups – joint playtimes ▪ Roles and responsibilities in classes ▪ Links with outside services and agencies 	<p>(adult modelling, facilitating & child initiated play)</p> <ul style="list-style-type: none"> ▪ They show sensitivity to others' needs and feelings. ▪ They form positive relationships with adults and other children 	<ul style="list-style-type: none"> ▪ Taking turns, group work, individual work ▪ Visitors into the academy
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> ▪ OADV behaviour for learning policy ▪ British values ▪ Academy performances ▪ Academy displays ▪ Curriculum weeks ▪ Celebrating different festivals and cultural events as a whole academy – multi faith Academy 	<ul style="list-style-type: none"> ▪ Ethos Value <i>'A desire to treat people equally, respecting differences'</i> ▪ <i>'A commitment to healthy open relationships.'</i> ▪ 9 habits – hopeful ▪ 9 habits – considerate 	<ul style="list-style-type: none"> ▪ EYFS Development Matters PSE ▪ Social/emotional development ▪ EAL provision and support ▪ Supporting local, national and global charities ▪ Where in the world? – boards, circle time, news time, class discussion ▪ World book day ▪ Sports relief and Comic relief ▪ Learning the stories/traditions that take place at cultural events
<p>Personal well-being</p>	<p>Physical - Health and self-care</p> <ul style="list-style-type: none"> ▪ Participation in PE/outdoor physical play – teaching an understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health ▪ Dinnertime sports activities ▪ Range of equipment available within the outdoor provision and dinnertimes ▪ Extra-curricular sports clubs ▪ Daily milk and fruit available (snack time) ▪ Water available within classrooms ▪ Family dining – all children have a hot meal at dinnertimes, encouraged to eat a range of foodstuffs and understands need for variety in food. ▪ Oral health event – free tooth paste and brushes ▪ Topics focusing on food, diet and where our food comes from ▪ Supported with toileting (Usually dry and clean during the day.) 		<p>Managing feelings and behaviour (PSE)</p> <p>Adult focused sessions, circle time, Jigsaw lessons, continuous provision, adults interacting in the provision</p> <ul style="list-style-type: none"> ▪ Children talk about how they and others show feelings. ▪ Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. ▪ They work as part of a group or class and understand and follow the values. ▪ They adjust their behaviour to different situations. ▪ They take changes of routine in their stride.
<p>Safeguarding Keeping children safe</p>	<ul style="list-style-type: none"> ▪ Safeguarding policy – teaching children about the need for safety when tackling new challenges, and considers and manages some risks. ▪ E-safety policy and guidelines ▪ Being safe in the classroom and outside – playground, classroom & hall safety ▪ Shows understanding of how to transport and store equipment safely. ▪ Practices (this is modelled to children explicitly and within the provision) some appropriate safety measures without direct supervision. ▪ Health and safety policy ▪ Risk assessments carried out – Handsam system 		

- | | |
|--|--|
| | <ul style="list-style-type: none">▪ Pastoral manager – child drop in sessions▪ Road safety lessons – links with road safety officers▪ Bonfire night safety▪ Sun safety▪ Children encouraged to up hold personal hygiene, for example washing hands before eating▪ Children wear appropriate clothing, for example PE kits and aprons▪ Children trained how to use equipment safely, for example scissors, knives and forks▪ 9 habit – who am I? |
|--|--|