

## Promoting spiritual, moral, social and cultural development, personal well-being and safeguarding at Oasis Academy Don Valley – KS1 Curriculum Links 2017 – 2017

Value	Academy life	Oasis Ethos, 9 habits, PSE	OADV Curriculum & Development Matters
<p style="text-align: center;"><b>Spiritual</b></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"> <li>▪ Mission statement</li> <li>▪ OADV vision and values</li> <li>▪ Creating an inclusive family atmosphere</li> <li>▪ Single equality policy</li> <li>▪ Speciality lunches</li> <li>▪ Reflection opportunities in class and assemblies - Jigsaw</li> <li>▪ Half termly trips and visits</li> </ul>	<ul style="list-style-type: none"> <li>▪ Different faiths are covered throughout RE lessons</li> <li>▪ Whole school assemblies focus on festivals and celebrations</li> <li>▪ Curriculum follows the religious calendar – links made in RE lessons.</li> <li>▪ Sharing different religious stories</li> <li>▪ Circle times and reflections</li> <li>▪ Faith leaders visits into the academy</li> <li>▪ Christmas/Christmas traditions around the world</li> <li>▪ 9 habits – considerate</li> <li>▪ 9 habits – joyful</li> </ul>	<ul style="list-style-type: none"> <li>▪ ‘Where in the world?’ displays in classroom</li> <li>▪ Topics/activities linked to religious calendar</li> <li>▪ All about me topic</li> <li>▪ Geography – learning about the world we live in</li> <li>▪ Artwork and creative projects – being imaginative</li> </ul>
<p style="text-align: center;"><b>Moral</b></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"> <li>▪ OADV vision and values</li> <li>▪ OADV behaviour policy</li> <li>▪ Class rules/charters (We make the right choices) - Jigsaw</li> <li>▪ Playground rules</li> <li>▪ Academy links with PCSO</li> <li>▪ Rules when on trips and visits</li> <li>▪ Oasis ethos weekly assemblies</li> <li>▪ Class champion programme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using Jigsaw PSHE scheme and SEAL resources within PSE lessons</li> <li>▪ 9 habits – honesty</li> <li>▪ 9 habits- self-control</li> <li>▪ 9 habits – forgiving</li> </ul>	<ul style="list-style-type: none"> <li>▪ EYFS Development Matters - PSE</li> <li>▪ Keeping safe- inside and outside of the academy, during events e.g. bonfire night</li> <li>▪ Emergency services – people who help us</li> <li>▪ Learning the instructions and rules of games</li> <li>▪ Understanding spirit of games how they are played</li> </ul>
<p style="text-align: center;"><b>Social</b></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"> <li>▪ OADV vision and values</li> <li>▪ OADV behaviour policy</li> <li>▪ Pupil parliament</li> <li>▪ Parent coffee mornings</li> <li>▪ Parent questionnaires</li> <li>▪ Exhibitions of learning</li> <li>▪ Participate in academy events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Oasis ethos</li> <li>▪ PSE curriculum - Jigsaw relationships</li> <li>▪ Within playtime children play co-operatively, taking turns with others – active breaks.</li> <li>▪ Children take account of one another’s ideas about how to organise their activity</li> </ul>	<ul style="list-style-type: none"> <li>▪ See ‘British values’ curriculum map</li> <li>▪ Team work and team games</li> <li>▪ Children’s choice - mixed year group teams and activities</li> <li>▪ Use of talk partners</li> <li>▪ Paired reading</li> <li>▪ Peer assessment</li> </ul>

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

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