

## SMSC and Thrive Links – Whole School Map – Oasis Academy Warndon

	<b>Social</b> 1) Use a range of social skills in different contexts. 2) Willingness to participate in a variety of communities and social settings. 3) Acceptance and engagement with the fundamental British values.	<b>Moral</b> 1) Ability to recognise the difference between right and wrong. 2) Understand the consequences of their behaviour and actions. 3) Interest in investigating and offered reasoned views about moral and ethical issues.	<b>Spiritual (some emotional learning targets as well)</b> 1) Ability to be reflective about their own beliefs. 2) Sense of enjoyment and fascination in learning about themselves, others and the world around them. 3) Use of imagination and creativity in their learning. 4) Willingness to reflect on their experiences.	<b>Cultural</b> 1) Understand and appreciate of the wide range of cultural influences that have shaped their own heritage. 2) Understand and appreciate a range of different cultures within society. 3) Knowledge of Britain's democratic system and its role in shaping our history and values. 4) Willingness to participate in and respond positively to wider opportunities. 5) To show an understanding of and showing respect for different faiths and cultural diversity.
<b>Skills and Structure (Key Stage 2)</b>	<ul style="list-style-type: none"> <li>Has contact with and is developing a range of relationships with members of wider community</li> <li>Offers ideas or opinions in a new or unfamiliar group or setting</li> <li>Can demonstrate and share a preferred way of doing things</li> <li>Participates well in groups without dominating or being dominated Can assert own views without putting down or negating others</li> <li>Can work to others' priorities as well as making his/her own</li> </ul>	<ul style="list-style-type: none"> <li>Carries out responsibility satisfactorily</li> <li>Can be clear about what is right and wrong according to own values</li> <li>Is able to hold a different opinion without falling out with others</li> <li>Can apply rules in different settings e.g. games, sport, competitions</li> <li>Can contribute to simple democratic processes</li> <li>Can negotiate changes to rules and expectations assertively</li> </ul>	<ul style="list-style-type: none"> <li>Makes changes to plans when necessary</li> <li>Takes time and accepts practice as necessary to develop a skill</li> <li>Accepts acknowledgement of success and achievement</li> <li>Is up for learning new skills in areas that interest her/him</li> <li>Is interested and accepting of others' different ways of doing things</li> </ul>	Cultural experiences are woven into the project curriculum themes and can be seen in our termly map of SMSC against the project. Our project themes are as follows: <ul style="list-style-type: none"> <li>Myself and others</li> <li>The local community</li> <li>Our identity and heritage</li> <li>Our global community</li> <li>Our world and beyond</li> </ul>
<b>Power and Identity (EYFS to KS1)</b>	<ul style="list-style-type: none"> <li>Can be her/ himself confidently and say what s/he needs and thinks with others</li> <li>Can recognise and can accept others' recognition of his/ her skills, talents, achievements</li> <li>Works things out with help, rather than expecting magical solutions Expresses and manages a wide variety of emotions with sensitivity to others</li> <li>Knows what is socially acceptable in different contexts and can manage self</li> </ul>	<ul style="list-style-type: none"> <li>Has a range of acceptable ways to get attention and get needs met</li> <li>Has a range of ways to resolve conflict and manage disagreement</li> <li>Is assertive rather than threatening or bullying or timid or passive</li> <li>Notifies the impact of her / his behaviour on others; chooses actions and accepts consequences</li> <li>Respects personal space, understands the difference between mine/yours/ours personal/private</li> </ul>	<ul style="list-style-type: none"> <li>Can express difficulties, acknowledge uncomfortable and vulnerable feelings</li> <li>Is developing own interests and hobbies Knows and expresses preferences, likes and dislikes</li> <li>Can engage creatively and imaginatively</li> <li>Demonstrates knowing the difference between fantasy and reality</li> <li>Accepts limitations of his/her skills/influence: is realistic</li> <li>Can manage stressful situations without escaping into daydreams</li> <li>Can talk about hopes and dreams as well as difficulties or worries</li> </ul>	Cultural experiences are woven into the project curriculum themes and can be seen in our termly map of SMSC against the project. Our project themes are as follows: <ul style="list-style-type: none"> <li>Myself and others</li> <li>The local community</li> <li>Our identity and heritage</li> <li>Our global community</li> <li>Our world and beyond</li> </ul>
<b>Thinking (EYFS)</b>	<ul style="list-style-type: none"> <li>Can sometimes lead and sometimes follow: does not always need to be first or in charge;</li> <li>Can tolerate not getting own way Is able to think about and express a range of feelings, including core ones: happy, sad, scared, angry</li> <li>Can ask for help before hurting self or others</li> <li>Can recognise feelings in others</li> </ul>	<ul style="list-style-type: none"> <li>Can make links between cause and effect, actions and consequences and personal responsibility</li> <li>Can contribute to and follow through a simple contract or agreement</li> <li>Notifies the impact his/her behaviour is having on others</li> <li>Can hear 'No'; respect boundaries; follow simple essential rules</li> </ul>	<ul style="list-style-type: none"> <li>Can think before agreeing; can choose to say 'Yes' or 'No'</li> <li>Can say when cannot do 'X', begins to know own limitations</li> <li>Will try out different ways of doing things to problem solve</li> <li>Knows and says when s/he does not have what is needed</li> <li>Can work out ways of calming him/herself down when distressed or angry</li> <li>Can stick with difficulties to work out a solution</li> <li>Can think while feeling and before acting or behaving</li> <li>Can say when s/he does not know or when s/he has a problem</li> <li>Knows when something is hurtful: can stop doing it or ask for it to stop</li> </ul>	
<b>Doing (6 – 18 months)</b>	Being and doing interruptions are mainly catered for within Thrive 121 rather than whole class teaching			
<b>Being (0 – 6 months)</b>				