

SMSC		Curriculum links	Wider school opportunities	Questions we consider	Language we use
Social	- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values - sense of enjoyment and fascination in learning about themselves, others and the world around them - use of imagination and creativity in their learning - willingness to reflect on their experiences.	RE programme of study PSHE progression PE and Jiggle DJ workshops Moral messages EYFS Characteristics of effective learning Child-led learning Free flow play Peer and self-assessment 'Day in the Life of' assemblies The Learning Journey approach to wider curriculum	Oakfield Park local visits TASC weeks Forest school Horse riding Curly's Farm Local Church assemblies Extended school services	What personal, local, national and global connections do we have with each other? Does saying 'No' mean I am not a good friend? How can I 'dig deep' to make better connections and develop my understanding?	community together collaboration values personal, local, national, global
Moral	- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England - understanding of the consequences of their behaviour and actions - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	RE programme of study, studying multi faiths PSHE programme of study History programme of study Daily moral messages Oakfield Values Conscience alley explorations in English programme of study P4C philosophical discussions	Pupil Parliament Risk/Benefit conversations Restorative Justice Local magistrates visits to year 6 PCSO assemblies and talks	What are the risks and/or benefits of carrying out this task? Is it ever right to 'break' a law? Does the State have a right to dictate what an individual does?	risk benefit consequence consider explore investigate reason justify
Spiritual	- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	Oakfield Values Behaviour policy Promoting teaching styles which value pupil's questions and give them space for their own thoughts, ideas and concerns. Enabling pupils to make connections between aspects of their learning. Encouraging pupils to relate their learning to a wider frame of reference by asking Why? How? Celebration and achievement assemblies	Playtimes Visits to local retirement home Local church connections Themed weeks e.g. Equality Week Open day tours Pupil Parliament Dartford Food Bank Little Princess Charity fund raising Children in Need Restorative Justice	Why is it important to respect the faiths and beliefs of others even if they are different from my own? Who are the people in my community and how can I develop better relationships with them? When does 'my choice' have to give way to 'our choice'?	community belonging respect tolerance believe participate reflect
Cultural	- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain - willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities - interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.	History programme of study RE programme of study History Programme of study Music programme of study School Councils Friendship clubs	Pupil Parliament Oakfield Parent Association Summer Fair Christmas carols and performances Open day tours led by year 6 councillors Young Voices choir Local retirement home visits Collaboration with North West Kent and Dartford Football club BEAM ARC Horse riding Curly's Farm Open day tours Music 4 Schools Music tuition Trips and workshops	What does it mean to be 'British' in our society? Does identity matter or is it just a label? Does 'money may the world go round'? Are you a 'Good Samaritan'? What influences the choices you make when helping others?	society community belonging culture democracy freedom of choice freedom of speech diversity identity