DEVELOPING AND PROMOTING SPIRITUAL, MORAL SOCIAL AND CULTURAL LEARNING AT STOKE PARK INFANT SCHOOL

Spiritual	Moral
- RE curriculum – looking at aspects of Christianity and Hinduism (See RE curriculum including enquiry approach) - Collective Worship – themes promoting respect, understanding, values (See collective worship termly overviews) - Forest School – appreciating their local and natural environment - Open the Book Team - Wide variety of texts from used in English - Range of texts used for DEAR – diversity - Encouraging Reflection on their learning – Thinking Thursday's with Retrieval Rex - Quiet spaces in class and outside – wellbeing zone at lunchtime - Themes for learning encourage reflection on the world and events – e.g. Titanic, Into the Woods, Paws, Claws and Whiskers, Crowns and Coronets - Collective worship for all children – promotes sense of community and one family at SPIS - Supporting charity events – reflecting on why we support them - Celebrating events throughout the year – Harvest, Christmas, Easter, Diwali, - Celebration of internal and external achievements – celebration assembly, Reading Trails - RE and PHSE curriculum - Behaviour policy and practice -encourages good manners, respect, focus on learning values and rules – children encouraged to reflect on behaviour - Zones of Regulation and emotional coaching – reflection and mindfulness - Encouraging Growth Mindset	- Behaviour Policy – helping children to focus on making 'good choices' - Whole school learning behaviours - Celebration assemblies – promoting good behaviour and choices – 'Best Seat in the House' , Dojo Awards, Maths Magician, Awesome Author - P4C – debating concepts and ideas - P4C – encourages respect, accepting different points of view, debating moral issues - PHSE curriculum including circle time - Enquiry learning – History, e.g. was Captain Smith a good Captain for Titanic?- RE Enquiry, Scientific enquiry - EARA group – rights and equalities advocates – supporting school and sharing ideas with other schools in network - Promoting online safety – e-safety - Positive praise across school - Weekly attendance awards – encouraging good attendance in school - Golden Tickets and Top Table at lunchtime – promoting respectful behaviour and good manners - Reading Trails – ½ termly challenge and celebrations - PE – promoting good sportsmanship - Year 2 – citizenship responsibilities – lunchtime etc - Visits by emergency and community services to school, e.g. Paramedics, Fire Fighters, RLNI, Blue Cross, Vets

Social	Cultural
❖ Understanding our Ranger Rules and Ranger Skills ❖ Earning Dojo Points both individually and collectively ❖ Lunchtimes – social occasion ❖ Community events – fairs, disco's etc ❖ Sports Day – parental involvement ❖ Stop and Stay read ❖ Mother's and Father's Day lunches ❖ Performing choir – Vocal Festival, Care Home ❖ Remembrance ❖ Lunchtime Helpers – indoors and outdoors ❖ Learning Partners ❖ Christmas Production ❖ Family Assemblies ❖ SPIA events ❖ Forest School – taking care of the environment ❖ Digital leaders/librarians/EARA reps ❖ Extra curricular clubs – participation ❖ Rock Steady Performances ❖ Visits and Visitors to enhance learning ❖ Floor Books – reviews ❖ First Aid in school for children ❖ Emergency service visitors – e.g. Paramedics, Fire Fighters, RNLI, PCSO	❖ Voting for EARA representatives in class – understanding the democratic process ❖ Looking at different art and artists as part of the art curriculum ❖ Collective Worship - looking at different cultural issues (see planner) ❖ Sporting competitions with other schools (Year 2 – e.g cricket, gym festival) ❖ Vocal Festival – learning songs from different cultures/heritages, mixing with other schools and settings ❖ British Values ❖ Significant events in religious calendars – e.g. Diwali, Rosh Hashanah, Creation Stories ❖ Art project – Bees -shown at different locations ❖ Sharing and showcasing performances – e.g. Rock Steady ❖ Use of drama to support the curriculum ❖ Weekly singing assemblies ❖ Use of signing to support all children and those with SCLN ❖