

OUR VISION

From tiny seeds, we grow and learn together.

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as individuals, ready to branch out and be good news in an ever- changing world.

Our loving community of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy.

OUR VALUES

LOVE

COURAGE

JOY

OUR BEHAVIOUR PRINCIPLES

KIND WORDS

KIND HANDS

KIND FEET

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Learn and play with joy	Approach life and learning with courage, resilience and independence	Are kind and loving	Are numerate and literate	Can express their thoughts and ideas
Have high self-esteem and are proud of their own strengths and successes	Has a strong sense of belonging	Can collaborate with others	Are good news for their school and wider community	Recognise how they have grown as a unique individual

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PSHE INTENT

It is our intention that all children will experience a high-quality PSHE curriculum which enables them to become confident citizens who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. This, combined with SCARF, is designed to enable children to become people who:

Gain the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;	Are encouraged and supported in developing social skills and social awareness.	Make sense of their own personal and social experiences;
Have responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle,	Develop effective interpersonal relationships and develop a caring attitude towards others;	Have a caring attitude towards and responsibility for the environment;
Understand and manage their feelings, build resilience and be independent, curious problem solvers;	Understand how society works and the laws, rights and responsibilities involved.	

PSHE CURRICULUM IMPLEMENTATION







We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.

Learning will be planned and delivered through:	Quality First Teaching (QFT) with appropriate challenge and support	Active and hands-on learning through concrete, pictorial &	Consistent pedagogical approaches based upon Rosenshine's	Rich oracy opportunities for formal and informal talk	Engaging hooks, carefully planned learning journeys, enrichment and	Ordinarily Available Provision (OAP) which meets individual needs
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		abstract experiences, inside and outside	principles of effective instruction (Crookham Toolkit)		purposeful outcomes	
Learning Animals (BLP 4 Rs)	Reflective Owl Reflectiveness	Resourceful Squirrel Resourcefulness		Tough Tortoise Resilience		Team Ant Reciprocity
Learning will be organised through	Early Years Foundation Stage (EYFS)					
	Personal, Social and Emotional Development					
	National Curriculum (KS1)					
	PSHE Subject Content					
	Me and my relationships	Valuing difference	Keeping safe	Rights and Respect	Being my best	Growing and changing
	PSHE Disciplinary Knowledge The disciplinary knowledge and skills needed to work as an expert in PSHE:					
	Communication skills	Decision-making and critical thinking	Collaboration and empathy	Resilience and emotional regulation	Safeguarding strategies	
	Developing the vocabulary and confidence to articulate thoughts and feelings.	Learning how to make safe and informed choices, taking responsibility for actions, and understanding the consequences of their behaviour on themselves and others.	Practising how to work together in a team, considering others' points of view, and empathising with different perspectives.	Understanding how to recognise and manage different feelings, developing a growth mindset, and building resilience to handle setbacks and challenges.	Identifying safe people to talk to if something feels "not OK" and knowing when and how to seek support.	

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	PSHE Subject Threads				
	These are key threads that run through our PSHE curriculum, they are:				
	Health and Wellbeing	Relationships		Living in the Wider World	
Our School specific components	 Crookham C.E Aided Infant School Crookham Toolkit ('How we teach here')		 School Library Service		 Oracy Approaches
	 Emotional Health Curriculum	 SCARF PSHE Curriculum	 Stormbreak (movement for mental health)	Trips and Visits SCARF workshops Themed days/weeks of the year (mental health week, anti-bullying week, etc)	
CURRICULUM IMPACT					
MEASURING IMPACT					

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We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes. These include:					
Reception Baseline Assessment and EYFS outcomes	Summative Assessment	Year 1 Phonics screening	Formative Assessment	Team Subject Reviews	External validation and inspection reports
Observations of children in various aspect of school life	Governing monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Book Looks	Pupil conferencing

Long Term Planning LTP <i>See Medium Term Planning MTP for more detail.</i>						
	Autumn		Spring		Summer	
	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year R	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Year 1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others

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Year 2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
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Progression in PSHE at Crookham Infant School						
	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Year R	<ul style="list-style-type: none"> • Talk about similarities and differences; • Name special people in their lives; • Describe different feelings; • Identify who can help if they are sad, worried or scared; • Identify ways to help others or themselves if they are sad or worried. 	<ul style="list-style-type: none"> • Be sensitive towards others and celebrate what makes each person unique; • Recognise that we can have things in common with others; • Use speaking and listening skills to learn about the lives of their peers; • Know the importance of showing care and 	<ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe; • Name ways to stay safe around medicines; • Know how to stay safe in their home, classroom and outside; • Know age-appropriate ways to stay safe online; • Name adults in their lives and those in their community who keep them safe. 	<ul style="list-style-type: none"> • Understand that they can make a difference; • Identify how they can care for their home, school and special people; • Talk about how they can make an impact on the natural world; • Talk about similarities and differences between themselves; • Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> • Feel resilient and confident in their learning; • Name and discuss different types of feelings and emotions; • Learn and use strategies or skills in approaching challenges; • Understand that they can make healthy choices; • Name and recognise how healthy choices 	<ul style="list-style-type: none"> • Understand that there are changes in nature and humans; • Name the different stages in childhood and growing up; • Understand that babies are made by a man and a woman; • Use the correct vocabulary when naming the different parts of the body; • Know how to keep

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		<p>kindness towards others;</p> <ul style="list-style-type: none"> • Demonstrate skills in building friendships and cooperation. 			<p>can keep us well.</p>	<p>themselves safe.</p>
Year 1	<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how others might be 	<ul style="list-style-type: none"> • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Explain some of their school rules 	<ul style="list-style-type: none"> • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Understand and learn the PANTS rules; • Name and know which parts should be private; 	<ul style="list-style-type: none"> • Recognise how a person's behaviour (including their own) can affect other people. • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after 	<ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; 	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Identify things they could do

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	<p>feeling by reading body language/facial expressions;</p> <ul style="list-style-type: none"> • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. 	<p>and how those rules help to keep everybody safe.</p> <ul style="list-style-type: none"> • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others. • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them. • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also 	<ul style="list-style-type: none"> • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help. • Start thinking about how to stay safe online, including safety around sharing images; • Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. • Understand that medicines can sometimes make people feel better when they're ill; 	<p>things that belong to themselves or to others.</p> <ul style="list-style-type: none"> • Explain where people get money from; • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	<ul style="list-style-type: none"> • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the 	<p>as a baby, a toddler and can do now;</p> <ul style="list-style-type: none"> • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise;
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	<ul style="list-style-type: none"> • Identify simple qualities of friendship; • Suggest simple strategies for making up. 	<p>help them to help us.</p>	<ul style="list-style-type: none"> • Explain simple issues of safety about medicines and their use. • Recognise the range of feelings that are associated with loss. 		<p>opportunity to fail, safely;</p> <ul style="list-style-type: none"> • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Name major internal body parts (heart, lungs, blood, stomach, 	<ul style="list-style-type: none"> • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.
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					<p>intestines, brain);</p> <ul style="list-style-type: none"> • Understand and explain the simple bodily processes associated with them. 	
Year 2	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • The conventions of courtesy and manners. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; 	<ul style="list-style-type: none"> • Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people. • Identify people who are special to them; • Explain some of the ways those people are special to them. • Recognise and explain how a person's behaviour can affect other people. 	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe 	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can keep them safe; • Know how to ask for help. • Know the importance of 	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to 	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);

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	<ul style="list-style-type: none"> • Identify helpful ways of responding to other's feelings. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. • Explain the difference between bullying and isolated unkind behaviour; 	<ul style="list-style-type: none"> • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others. • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making 	<p>situations including who they could ask for help.</p> <ul style="list-style-type: none"> • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; 	<p>keeping personal information private, when online and only talking to people they know in real life;</p> <ul style="list-style-type: none"> • Know that they can tell an adult they trust if anything happens that makes them worried. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are 	<p>their own learning.</p> <ul style="list-style-type: none"> • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Explain how germs can be spread; 	<ul style="list-style-type: none"> • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of our body are private; • Explain that our genitals help us make babies when we are older; • Understand that we mostly have the same body parts but how they look is different from person to person. • Explain what privacy means; • Know that you are not allowed to touch
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	<ul style="list-style-type: none"> • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; 	<p>positive noises, not being distracted);</p> <ul style="list-style-type: none"> • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<ul style="list-style-type: none"> • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. 	<p>essential or non-essential;</p> <ul style="list-style-type: none"> • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. 	<ul style="list-style-type: none"> • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood. • Understand that the body gets 	<p>someone's private belongings without their permission;</p> <ul style="list-style-type: none"> • Give examples of different types of private information. • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
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	<ul style="list-style-type: none">• Identify situations as to whether they are incidents of teasing or bullying.				<p>energy from food, water and oxygen;</p> <ul style="list-style-type: none">• Recognise that exercise and sleep are important to health.	
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