





**Our School Vision Statement:** At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10.

	Reflective Owl	Resourceful Squirrel	Team Ant	Tough Tortoise
YR	 <ul style="list-style-type: none"> <li>I can tell you what a learner is like</li> <li>I am motivated to explore and find out more</li> <li>I can tell you what I am good at and what I want to get better at</li> <li>I can ask questions and sometimes change my mind in response</li> <li>I can sometimes suggest a solution when talking together to problem solve</li> <li>With support I can plan my learning and make improvements</li> </ul>	 <ul style="list-style-type: none"> <li>I know the class routines and am beginning to know what I am learning</li> <li>I can sustain my attention over time especially when I have chosen the task</li> <li>I can select resources for the task or because I am interested in them</li> <li>I can use a range of large and small resources on my own or with others</li> <li>I can talk about what I am learning with some specific vocabulary and listen to other ideas or instructions</li> </ul>	<ul style="list-style-type: none"> <li>I can learn on my own or with others with just a little support</li> <li>I can work in a pair or group with a little support</li> <li>I am beginning to ignore distractions when I am learning</li> <li>I usually make good choices even when others are distracting</li> <li>I almost always treat others with respect using Kind Words, Kind Hands, Kind Feet</li> <li>I can respond well to other ideas and instructions</li> </ul>	<ul style="list-style-type: none"> <li>I often try myself before asking for help</li> <li>I can focus on some tasks and sustain my involvement</li> <li>I recover from my mistakes and accept some suggestions to change approach,</li> <li>I recover quickly from most disappointments</li> <li>I am beginning to enjoy challenge in my learning (being in the pit)</li> <li>I practise until I master some skills and like to finish I task I start</li> </ul>
Y1	<ul style="list-style-type: none"> <li>I know how I learn best</li> <li>I am motivated to learn for myself and to support others</li> <li>I can ask general questions and decide on an enquiry question</li> <li>I know what I am good at and have an idea of what I can't do yet</li> <li>I use talk to refine my ideas</li> <li>I can plan my learning before I start</li> <li>I can respond to ideas to help me improve my learning</li> </ul>	<ul style="list-style-type: none"> <li>I can use tools (like a visual timetable) to know what I am learning and what is coming next</li> <li>With a little support I can prepare for my learning and make good use of learning time</li> <li>I can select the resource I need for a task and use them safely</li> <li>I can use a wider range of learning resources and vocabulary specific to a subject</li> <li>I listen to others and to instructions</li> </ul>	<ul style="list-style-type: none"> <li>I can usually decide when it is better to work on my own or with others</li> <li>I can usually choose a good partner or group to learn with</li> <li>I understand that sometimes I am the leader and sometimes not</li> <li>I can ignore most distractions and usually make good choices</li> <li>I understand other people's feelings and use Kind Words, Hands, Feet</li> <li>I almost always respond with a good choice</li> </ul>	<ul style="list-style-type: none"> <li>When I start a task I can focus and stay on track</li> <li>I have some strategies to problem solve in my learning</li> <li>I learn from mistakes and can cope with some disappointment</li> <li>I often like to challenge myself and work hard to get out of the learning pit</li> <li>I am getting better at practising until I master new skills and take pride in finishing a task well.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>I always take responsibility for my own learning</li> <li>I am highly motivated to learn and master new things</li> <li>I ask a number of enquiry questions before refining my enquiry focus</li> <li>I can explain in detail what I can and can't do yet</li> <li>I can explain precisely what I am finding difficult in my learning</li> <li>I use talk well to reflect and refine my thinking</li> <li>I make a detailed learning plan</li> <li>I edit and improve before needing support</li> </ul>	<ul style="list-style-type: none"> <li>I always make sure I know what I am learning now and what is next</li> <li>I am well prepared for my learning</li> <li>I am selective over the resources I use choosing what is appropriate for the task</li> <li>I am confident using a range of subject specific resources and vocabulary</li> <li>I am responsible and safe with resources using Kind Hands</li> <li>I know that people are a great resource and listen carefully to ideas and instructions</li> </ul>	 <ul style="list-style-type: none"> <li>I make great decisions about when to work independently or collaboratively</li> <li>I can recognise what makes a good learning partner</li> <li>I work well in a pair or a group where I can cope with being the leader or not the leader</li> <li>I can ignore distractions and make independent choices</li> <li>I treat others with respect using Kind Words, Hands and Feet</li> <li>I always listen to others' ideas and instructions and respond appropriately</li> </ul>	 <ul style="list-style-type: none"> <li>I can start my learning independently</li> <li>I maintain great focus and sustain it over time</li> <li>I have developed strategies which help my learning</li> <li>I learn from mistakes and can cope with disappointment</li> <li>I challenge myself in the learning pit and expect to work hard</li> <li>I have high expectations of myself and enjoy achieving well</li> <li>I keep practising, make edits and improve work</li> <li>I take pride in the learning journey as well as my finished outcomes</li> </ul>

**Curriculum Intent for Relationships Education (PSE) at Crookham Infant School**

The curriculum at Crookham Infant School is designed so that all pupils develop the learning habits of reflection, resourcefulness, reciprocity and resilience. They learn to apply these characteristics of learning effectively across all subjects and curriculum areas whilst at Infant School and continue to develop them in lifelong learning.

Our aim is that all children are well equipped in their personal emotional and social skills to live lives where they live in fullness - being healthy and well. Our Relationships/PSE curriculum is designed to ensure that they have the knowledge and skills to form caring and respectful relationships, to stay safe in the home, school and wider world (including online and to appreciate themselves, their family and those who care for them and keep them safe. Our curriculum meets the statutory objectives of the National Curriculum for Relationships Education at an age-appropriate level. It takes inspiration from key research providers such as the PSHE Charitable Association. It draws strongly from the Church of England's Vision for Education and from Valuing all God's Children in order to ensure an effective and positive approach to character development, and the best in inclusive practice. Our intention is that through rich irresistible curriculum experiences our pupils are able to apply what they have learned in a local and global context and are well equipped for their next steps in education.

**Curriculum Implementation for Relationships Education (PSE) at Crookham Infant School**

Our Relationships Education/PSE is taught through the explicit teaching of our core values - Love God, Love Others, Love Learning, and how they are applied through our school rules - Kind Words, Kind Hands, Kind Feet. We also explicitly teach the character habits that enable our pupils to not only become great learners but also form healthy, safe, respectful relationships and friendships. Curriculum time is allocated weekly to the teaching of Relationships Education/PSE but the curriculum is also responsive to pupil's needs and interests, so that additional teaching time may be given to reflect themes or issues relevant to the children or to address challenges that our pupils may face from time to time. A typical session could include a discussion around being a good friend linked to the Good Samaritan in RE, identifying our feelings during playtime using the Zones of Regulation, learning how to stay safe online in Computing, meeting people who help us in a Collective Worship or problem solving how to be respectful to all those with protected characteristics in a Circle Time. In the best Relationships Education/PSE sessions you will see links being made across the curriculum to ensure that our pupils understand and can apply their knowledge and skills to their own life experiences. They learn the importance of their uniqueness in contributing to the health and well-being of Team Crookham, becoming young role-models and stewards within our local community and courageous advocates for good in the wider world.

**Curriculum Impact for Relationships Education (PSE) at Crookham Infant School**

Our school has a great reputation in the local area for its nurturing approach to developing young learners. Our pupils are fantastic ambassadors in their roles as young leaders within the school. They develop an understanding of the character habits that make a lifelong successful learner and are well equipped to apply their skills to ensure they and those around them experience 'fullness of life'. They apply their core knowledge to shape new experiences and have a positive impact in their local community and beyond. The Relationships/PSE curriculum, explicit, wide and deep is considered a strength of the school and the positive impact is seen in the children's fantastic learning behaviour and successful pupil outcomes.

**Explicit Teaching Themes - linked to our Religious Education**

	Love God - Kind Words The Prodigal Son		Love Others - Kind Hands The Good Samaritan		Love Learning - Kind Feet The Parable of the Sower	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Who am I, and where do I belong?	Why do we have celebrations?	What makes a place special?	What can we learn from stories?	What makes something special?	What makes our world wonderful?
Year 1	Why do Christians call God 'creator'?	What is the 'Nativity', and why is it important to Christians?	What do Christians learn from stories of Jesus?	What is the Torah, and why is it important to Jewish families?	Why do Jewish families celebrate the gift of Shabbat?	Why should we look after the world?
Year 2	What is God like for Christians?	Why is giving important to Christians?	Why do Christians call Jesus 'Saviour'?	What is important for Muslim families?	Who is Allah and how do Muslims worship him?	Is giving better than receiving?

	Love God - Kind Words The Prodigal Son Links to Educating for Dignity and Respect	Love Others - Kind Hands The Good Samaritan Links to Educating for Community and Living Well Together, Educating for Hope and Aspiration	Love Learning - Kind Feet The Parable of the Sower Links to Educating for Wisdom, Knowledge and Skills
All Ongoing	<ul style="list-style-type: none"> <li>• Our school values</li> <li>• Our school rules</li> <li>• Our Learning habits</li> <li>• Our RE curriculum</li> <li>• Safeguarding including online safety</li> </ul>		
Year R	<ul style="list-style-type: none"> <li>• I know that I am me - I am special and important</li> <li>• I can talk about my feelings and what makes me feel safe (beginning to use Zones of Regulation)</li> </ul>	<ul style="list-style-type: none"> <li>• I know that I have a family who loves and cares for me</li> <li>• Friends - I know how to make friends and that friends make me happy, e.g. turn taking, sharing</li> </ul>	<ul style="list-style-type: none"> <li>• I know who I can ask for help</li> <li>• I know that some people are there to care for and look after me (not just my family)</li> <li>• I know that it's important to stay safe - stranger danger, keeping secrets, staying</li> </ul>

	<ul style="list-style-type: none"> <li>I know I have a body and which bits of it are private (just for me) NSPCC Pants Rule</li> <li>I know it's important to be kind to myself - to look after my mind and body, what makes me happy</li> </ul>		<p>safe online, road safety, things in school and the home</p> <ul style="list-style-type: none"> <li>I know how to be healthy and well - exercise, food, teeth, mind</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>I can talk about the things that make me unique, special and important.</li> <li>I know that I am good at some things and not so good at others yet and can accept the way I am</li> <li>I can talk about my likes and dislikes</li> <li>I can talk about my feelings and have some strategies to help me deal with them (Zones of Regulation)</li> <li>I know that my body and space are mine (Pants rule). I know that there are social conventions to keep in order to respect others.</li> </ul>	<ul style="list-style-type: none"> <li>I know that families look different but have things in common, e.g. loving and caring.</li> <li>I know what makes a good friend and can be a good friend - honesty, trust, loyalty, respect</li> <li>I have the 'habits' of a good friend</li> <li>I am kind to others and know what to do if I see bullying behaviour</li> </ul>	<ul style="list-style-type: none"> <li>I know who I can ask for help and can explain this to my friends</li> <li>I know how to stay safe and am beginning to be able to share this with others - stranger danger, secrets, safety online, road safety and accident prevention</li> <li>I know that I need permission for some of the choices I make</li> <li>I can make choices to keep me healthy and well - exercise, food, teeth, mind</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>I can recognise and talk about myself - my likes and dislikes, my personality, my strengths and weaknesses.</li> <li>I have strategies in place to help me with self-acceptance and appreciation of who I am</li> <li>I have strategies in place to help me regulate my feelings using the Zones of Regulation and other approaches that work for me</li> </ul>	<ul style="list-style-type: none"> <li>I know that families are diverse and I can recognise some of the features of family in other organisations and communities, e.g. in clubs I belong to, in my school Team Crookham</li> <li>I am a role model of kindness and friendship within Team Crookham, often taking on responsibility or a young leadership role</li> <li>I know that friendship needs to be beyond my self-selected group to have a global context</li> <li>I can apply kindness to being a good steward of my surroundings and the world around me e.g. Fairtrade, Recycling</li> </ul>	<ul style="list-style-type: none"> <li>I know that my body is my own and so is my space and I can apply this to help me understand and respect the rights of others around the globe</li> <li>I know and can advise my friends on the right choices to stay safe including online - strangers, roads including bikes/scooters, in the home.</li> <li>I know that staying safe can involve getting permission as well as making the right choice</li> <li>I can apply what I know to stay healthy and make the right choice - exercise, food, teeth, mind</li> </ul>

Church of England Vision for Education:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

**Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

**Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

**Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.