



Freegrounds Infant School - Our Curriculum

What are we trying to achieve?

Our Vision	We encourage our children to develop confidence, a sense of identity and lead safe, healthy and fulfilling lives.		We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities.		We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning.		
Our Aims	Working in close collaboration with each other, parents and other agencies, schools and the wider community.	Enabling or encouraging everyone to become confident to pursue their own interests, brave to take risks and independent and motivated to learn.	Creating a culture of inclusion and respect.	Valuing the ideas and celebrating the achievement, successes and individuality of everyone.	Creating an exciting, stimulating resource rich environment which supports learning through interactive displays and use of technology.	Providing high quality teaching and learning, first hand experiences, high levels of collaboration, challenge and support.	Building on previous learning, teaching key skills and creating opportunities to explore and be curious.
Our Values	Independence		Respect	Teamwork	Thinking	Engagement	Motivation

How do we implement this?

Our teaching intentions	Carefully planned, rich connected learning journey.	Teaching models respect pupil uniqueness, challenges prejudice and promotes social justice.	Parents and carers are supported and challenges to play a role in their child's learning.	Approaches to learning are sensitive to the needs of all learners and their self-esteem especially the vulnerable.	Classroom environment inspires and motivates all children.
Effective teaching	Teachers have a deep learning of subjects to be taught.	Teachers have a clear understanding of cognition and learning.	All adults have high expectations and provide challenge for all, with support when necessary.	Teaches employ skilful and effective questioning to check and deepen understanding.	Teachers use a range of flexible and responsive strategies.
Assessment for learning	Effective use of summative assessment to inform steps.	Oral and written feedback that has immediate impact.	Purposeful internal and external moderation to inform professional discussions.	Clear learning intentions and success criteria are shared with children and understood by all.	

Organisation	Units of work are based on key questions and cross-curriculum themes.	Stimulating indoor and outdoor learning environments.	Daily routines and a range of enrichment experiences	Use children's own ideas and interests to shape learning.	Partnerships with other schools and the local community.	Hook that engages the children and gives the context for the learning.	A clear outcome which gives purpose to the learning.					
EYFS and National Curriculum	Personal & Social Development (PSED)	Physical Development (PD)	Communication and Language	Literacy	Mathematics	Understanding of the World				Expressive Arts and Design (EAD)		
	PSHE	PE	English		Mathematics	Science	RE	History	Geography	Computing	Art and Design	Design Technology

What is the impact?

An inclusive curriculum for all	An inspiring and challenging curriculum for all.	Teaching that is consistently good or better for all pupil groups.	High levels of attainment and progress.	Positive climate for learners in all classrooms.	Children who are fluent in the language of learning.
Evaluation	Memorable connections Does the learning make links with prior and current learning within the subject and across the curriculum? Does learning excite to create memorable moments?	Is an enquiry based approach to learning journeys used in all subjects? Does the task or topic promote deeper thinking? Do children have choices at different points of the learning process? Do children reflect on their learning and generate new thinking?	Equity and enrichment Are there high expectations for all? Is there equity are all children able to access the learning? Do all children experience the whole curriculum? Are all year group leaders ensuring there is consistency in the curriculum across the year groups?	High quality outcomes and challenge for all? Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey spread to a purposeful outcome or product? Are children challenged to think and evaluate their learning? Are the children shown examples of the best outcomes to help and inspire them to achieve?	Is each subject area given integrity and taught well? Are children able to relate their values and experiences to British values? Is there a cohesive, entire planned curriculum across the school? Does the curriculum facilitate unlimited possibilities for rehearsing and honing English, Maths and Computing skills?

EYFS Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Me and my relationships	Valuing difference	Keeping myself safe	Being my best	Rights and responsibilities	Growing and changing
Self-Regulation	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.		Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		
Managing Self			Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		Explain the reasons for rules, know right from wrong and try to behave accordingly.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Building Relationships	Form positive attachments to adults and friendships with peers.					Work and play cooperatively and take turns with others Show sensitivity to their own and to others' needs
UtW Past and present		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class				Talk about the lives of the people around them and their roles in society.
People culture communities		Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.				
Communication and language Listening attention communication	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.		Make comments about what they have heard and ask questions to clarify their understanding.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		
Communication and language speaking	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.			Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Key Stage 1 Year 1 Year 2 Subject Overview

Colours denote items which correspond to 'Fundamental British Values': Democracy Rule of the Law Individual Liberty Mutual respect Tolerance of those of different faiths and belief Colours chosen to represent a 'best fit'.
There is no set coverage requirement for each of the years in a key stage as the curriculum is described as a "spiral". It is intended that content is revisited as children's understanding develops.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Me and my relationships	Valuing difference	Keeping myself safe	Being my best	Rights and responsibilities	Growing and changing
RSE guidance <i>Core Theme 1: Health and wellbeing</i>	<p>2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p>13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</p>	<p>1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>11. that household products, including medicines, can be harmful if not used properly</p> <p>12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)</p>	<p>1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>6. the importance of and how to maintain personal hygiene</p> <p>7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p>	<p>14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>8. about the process of growing from young to old and how people's needs change</p> <p>9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p>
RSE guidance <i>Core Theme 2. relationships</i>	<p>1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>2. to recognise how their behaviour affects other people</p> <p>5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say Y2</p> <p>13. that there are different types of teasing and bullying, that these are wrong and unacceptable Y2</p> <p>14. how to resist teasing or bullying, if they experience or</p>	<p>4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>8. to identify and respect the differences and similarities between people</p> <p>9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say Y1</p> <p>13. that there are different types of teasing and bullying, that these are wrong and unacceptable Y1</p> <p>14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help Y1</p>			<p>6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>7. to offer constructive support and feedback to others</p>	<p>3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>

	witness it, whom to go to and how to get help Y2					
RSE guidance <i>Core Theme</i> 3. Living in the wider world	1. how to contribute to the life of the classroom 2. to help construct, and agree to follow, group and class rules and to understand how these rules help them 4. that they belong to various groups and communities such as family and school	4. that they belong to various groups and communities such as family and school			5. what improves and harms their local, natural and built environments and about some of the ways people look after them 6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices	3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
National curriculum Citizenship <i>Developing confidence and responsibility and making the most of their abilities</i>	1b. to share their opinions on things that matter to them and explain their views; 1c. to recognise, name and deal with their feelings in a positive way;	1b. to share their opinions on things that matter to them and explain their views;	1b. to share their opinions on things that matter to them and explain their views;	1b. to share their opinions on things that matter to them and explain their views; 1d. to think about themselves, learn from their experiences and recognise what they are good at;	1. a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; 1b. to share their opinions on things that matter to them and explain their views;	1b. to share their opinions on things that matter to them and explain their views; 1e. how to set simple goals.
National curriculum Citizenship <i>Preparing to play an active role as citizens</i>	2.a. to take part in discussions with one other person and the whole class; 2b. to take part in a simple debate about topical issues; 2d. to agree and follow rules for their group and classroom, and understand how rules help them; 2h. to contribute to the life of the class and school;	2.a. to take part in discussions with one other person and the whole class; 2b. to take part in a simple debate about topical issues; 2c. to recognise choices they can make, and recognise the difference between right and wrong; 2e. to realise that people and other living things have needs, and that they have responsibilities to meet them; 2f. that they belong to various groups and communities, such as family and school;	2.a. to take part in discussions with one other person and the whole class; 2b. to take part in a simple debate about topical issues;	2.a. to take part in discussions with one other person and the whole class; 2b. to take part in a simple debate about topical issues;	2.a. to take part in discussions with one other person and the whole class; 2b. to take part in a simple debate about topical issues; 2 g. what improves and harms their local, natural and built environments and about some of the ways people look after them; 2i. to realise that money comes from different sources and can be used for different purposes.	2.a. to take part in discussions with one other person and the whole class; 2b. to take part in a simple debate about topical issues;
National curriculum Citizenship <i>Developing a healthy, safer lifestyle</i>			3a. how to make simple choices that improve their health and wellbeing; 3b. to maintain personal hygiene; 3g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	3a. how to make simple choices that improve their health and wellbeing; 3b. to maintain personal hygiene; 3f. that all household products, including medicines, can be harmful if not used properly; 3c. how some diseases spread and can be controlled;		3d. about the process of growing from young to old and how people's needs change; 3e. the names of the main parts of the body;

<p>National curriculum Citizenship</p> <p><i>Developing good relationships and respecting the differences between people</i></p>	<p>4a. to recognise how their behaviour affects other people; 4b. to listen to other people, and play and work cooperatively;</p>	<p>4b. to listen to other people, and play and work cooperatively; 4c. to identify and respect the differences and similarities between people; 4d. that family and friends should care for each other; 4e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>	<p>4b. to listen to other people, and play and work cooperatively;</p>	<p>4b. to listen to other people, and play and work cooperatively;</p>	<p>4b. to listen to other people, and play and work cooperatively;</p>	<p>4b. to listen to other people, and play and work cooperatively;</p>
<p>National curriculum Citizenship</p> <p><i>Breadth of opportunities</i></p>	<p>5. a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); 5c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); 5f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); 5g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); 5h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p>	<p>5b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); 5c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); 5g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); 5h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p>	<p>5c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); 5e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); 5g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); 5h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p>	<p>5c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); 5g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); 5h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p>	<p>5c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); 5d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); 5g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); 5h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p>	<p>5c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); 5g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); 5h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)</p>
<p>UNICEF rights of the child</p>	<p>Article 7 right to a name Article 8 protection and preservation of identity Article 12 respect for the views of the child Article 13 freedom of expression</p>	<p>Article 12 respect for the views of the child Article 13 freedom of expression Article 14 freedom of thought belief and religion Article 28 right to education</p>	<p>Article 6 right to life Article 12 respect for the views of the child Article 13 freedom of expression Article 14 freedom of thought belief and religion</p>	<p>Article right to identity Article 12 respect for the views of the child Article 13 freedom of expression Article 14 freedom of thought belief and religion</p>	<p>Article 12 respect for the views of the child Article 13 freedom of expression Article 14 freedom of thought belief and religion</p>	<p>Article 6 right to life Article 8 protection and preservation of identity Article 12 respect for the views of the child Article 13 freedom of expression</p>

	<p>Article 14 freedom of thought belief and religion</p> <p>Article 28 right to education</p> <p>Article 29 right to education that develops every child's personality, talents and abilities</p>		<p>Article 15 freedom of association</p> <p>Article 16 right to privacy</p> <p>Article 24 health</p> <p>Article 27 right to a standard of living good enough to meet their needs</p> <p>Article 28 right to education</p>	<p>Article 24 health</p> <p>Article 27 adequate standard of living</p> <p>Article 28 right to education</p> <p>Article 29 right to education that develops every child's personality, talents and abilities</p>	<p>Article 27 right to a standard of living good enough to meet their needs</p> <p>Article 28 right to education</p>	<p>Article 14 freedom of thought belief and religion</p> <p>Article 16 right to privacy</p> <p>Article 24 health</p> <p>Article 27 right to a standard of living good enough to meet their needs</p> <p>Article 28 right to education</p> <p>Article 29 right to education that develops every child's personality, talents and abilities</p>
Education for a Connected World	<p>Online relationships</p> <p>Online reputation</p>	Online bullying	<p>Self-image and identity</p> <p>Health, well-being and lifestyle</p> <p>Privacy and security</p>	Health, well-being and lifestyle	Health, well-being and lifestyle	Health, well-being and lifestyle
Science NC Programme of Study – Statutory requirements						<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults¹</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
Science Programme of Study – Non statutory notes and Guidance						<p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager and adult.</p>
Computing NC Programme of Study – Statutory requirements			<p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>			

Key Stage 1 Language Overview: PSHE

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and my relationships	Valuing difference	Keeping myself safe	Being my best	Rights and responsibilities	Growing and changing
Previously learnt vocabulary – Tier 1	feelings, body, happy, calm, sad worried gently, excited, funny, face, good, safe, team work, show, not so good, jobs, rules, help, class, group, school, same, different, family, people, teacher, parents, body, hurt, talk, hear, listen, special, belong, love, care, look, listen, take turns, polite, kind, unkind, important, choice, listen, behave, problem,	same, different, unkind, tease, bully, respect, love, care, rules, safe, fair, life, special people, take care, help, touch,	safe, healthy, body, care, look after, exercise, sleep, rest, important, healthy food, wash, clean, strong, healthy, fit, well, weight, mood, ability to learn, teeth, medicine, dentist, doctor, meat, fruit, dairy, bedtime, safe, unsafe, help, loss, good, bad, touch, feelings, unhappy, unsafe,	fruit, vegetables, food, diet, meat, health, poorly, unwell, bread, lunch, dinner, breakfast, tea, snacks, germs, well, poorly, wash, soap, learn, hard, easy, try, hard, easy, mistake, take turns, helpful, unhelpful, kind, unkind, special person,	wash hands, brush teeth, clean, safe, handwashing, money, family, spend, save, baby, child, teenagers, adult, grandparents, work, job, look after, well, safe, fit, healthy, first aid, medicine, life, death, poorly	names of external body parts, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, girls, boys, same, different, grow, change, brother, sister, baby, toddler, adult, teenager, grandparent, family, alive, dead, young, old, grow, change, then, now, age, secret, surprise, listen same, different, unkind, tease, bully, respect, love, care, rules, safe, fair, life, special people, take care, help, touch
Taught during the topic – Tier 2	emotion, lonely, anxious, afraid, shocked, scared, angry, confused, cross, mad, happiness, sadness, anger, fear, surprise, nervousness, read, clues, support, safe environment, class agreement, feel sick, tummy ache, pain, butterflies, about to burst, emotion, responsibilities, full attention, comfortable, self-care, uncomfortable, communicate, describe, secret, friendship group, positive, notice, act experience, manage, judge, discuss, situation, relationships, respect, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, welcoming, lonely, excluded, praise, response, interest, distract, strength repaired	similarities, differences, appreciate, talents, celebrate, character, personality, stable, caring relationships, repeatedly and deliberately unkind or hurtful, ongoing, one-off, STOP several times on purpose, act, behave, repair, strengthen, friendships, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests, experiences, support, problems, difficulties, cyberbullying, mental wellbeing, feedback, equal, responsibility, important,	respect, healthy lifestyle, regular exercise, balanced diet, decay, treat, dental health, good oral hygiene, dental flossing, regular check-ups, energy, food groups, energy, balance, routine, advice, support, message, emotion, physical contact, acceptable, unacceptable, privacy	choice, Eatwell plate, diary, cereals, pulses, healthy eating, carbohydrate, energy, protein, vitamins, healthy, unhealthy, balance, poor diet, risks, wellbeing, physical activity, hygiene, right amount, danger, risk, benefit, spread, disease, good hand washing, routines, persevere, practise, challenge, overcome, strengths, goal,, hard, easy, achieve, praise, effort, encouragement, support, interests, experiences, feedback, behave, promise,	young adult, personal hygiene routines, healthy lifestyle, routine, spread, treat, right amounts, relatives, gift, cash, pocket money, bank, save, choice, spend, injury, care, danger, emergency	internal organs, external body parts, heart, lungs, blood, stomach, intestines, brain, senses, similarities, differences, gender, penis, testicles, vulva, pregnant, baby, child, , elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling step mum, step dad, elderly, relative, develop, similarities differences, progress, routine, wellbeing, physical activity, hygiene, independence, wants, needs, survive, younger, older, size, height, diet, unhappy, unsafe, permission, privacy, respond, report, recognise, persevere, online, stranger, known, unknown, misunderstanding, similarities, differences, appreciate, talents, celebrate, character, personality, stable, caring relationships, repeatedly and deliberately unkind or hurtful, ongoing, one-off, STOP several times on purpose, act, behave, repair, strengthen, friendships, interests, experiences, support, problems, difficulties, cyberbullying, private parts, private, personal
Deeper Learning vocabulary – Tier 3	facial expression, body language, suitable, unsuitable, appropriate behaviour, physical reaction, , isolation and loneliness, strategies, attract, attention. responsibility, stability, conflict, resolution, positive attention, positive behaviour, respond, acknowledge, character, personality, preferences, beliefs	respectful relationships., security, situation, society, authority, impact	mental and physical benefits, maintain, nutrition, survival, abuse,	nutrition, obesity, tooth decay, impact, maintain, prevent, responsibility, control, effective, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, judge, authority, courtesy, manners, affect, impact, progress, sibling	invest, pension, workplace, debt, effective, impact, benefit, risk,	mutual respect, physical change, emotional change, nutrition, important/not important, sibling, responsibility, nutrition, ability, relationships, repair, overcome, boundaries, advice, abuse, digital, virtual, respectful relationships., security, situation, society, authority, impact, confidential, privacy, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, mental wellbeing,

An inspiring and challenging curriculum for all.

Children who are fluent in the language of learning.

CURRICULUM INTENT

Subject Name: PSHE

At Freegrounds Infant School we provide a PSHE curriculum which is accessible for all children. We strongly believe that high-quality PSHE lessons will equip children with essential skills for life, to develop the whole child and provide them with the knowledge, skills and attributes children need to protect and enhance their wellbeing.

Our curriculum design allows children become healthy, independent and responsible member of a society who understand how they are developing personally and socially. This in turn gives them the confidence to tackle many of the spiritual, moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

At Freegrounds Infant School we link learning through a range of whole school themes, which give children the essential characteristics to help them stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Through use of SCARF our children have the opportunity to develop their identity and self-esteem as active, confident members of their community and are prepared for life in society now and in the future.

We aim to increase and develop children's knowledge, skills and attributes children need to protect and enhance their wellbeing by immersing them in PSHE learning through role play, discussions, moral debates and first hand experiences. We plan purposeful outcomes which enable children the chance to show what they have learnt and provide them with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

Teaching that is consistently good or better for all pupil groups.

High levels of attainment and progress.

CURRICULUM IMPLEMENTATION

Subject Name: PSHE

At Freegrounds Infant School we ensure high standards of teaching and learning in PSHE, by implementing a curriculum that is progressive throughout the whole school. We aim to challenge, motivate and involve all learners and through PSHE lessons. Teachers will encourage all children to develop a growth mindset, accepting that they may not have all the skills but determinedly strive to develop and create an inquisitive mind and be prepared to take on any challenges that may arise in their lives. PSHE is taught through whole school themes following SCARF, focusing on the knowledge and skills stated in the National Curriculum and curriculum guidance for RSE, Citizenship and British Values. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class and the nurture lead may also support groups or individuals when appropriate.

At Freegrounds Infant School each PSHE journey enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Teachers ensure that children are engaged in PSHE through providing a range of opportunities to develop their knowledge and skills. Their ability to explore, consider, reflect and review their opinions and understanding will enable them to begin to develop an understanding of PSHE and their physical and mental health and wellbeing.

Children have opportunities to explore a wide range of themes and these are delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience.

At Freegrounds Infant school we believe that the promotion of a language rich PSHE curriculum is essential to the successful acquisition of the knowledge, skills and develop understanding in PSHE and so it is carefully planned for across the school.

PSHE resources and online access to SCARF are key aspects of PSHE learning and they provide children with an opportunity to explore and apply their understanding in different contexts and allow them to make links successfully.

Through a rich PSHE curriculum, the children will feel prepared and well equipped for a successful future and able to see each and everybody's value in society, from appreciation of others and promoting strong and positive views of self.

CURRICULUM IMPACT

Subject Name: PSHE

The impact and measure of our curriculum is to ensure that children at Freegrounds Infant School are enabled to use the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will be able to apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Consequently, they will be ready for the curriculum at Key Stage 2 and have developed the knowledge, skills and attributes they need to succeed at school and in the wider world.

We want our children to have thoroughly enjoyed learning about PSHE and for it to have had a positive impact on the whole child, including their academic development and progress, by reducing any social and emotional barriers to learning and building confidence and self-esteem. We want our children to talk about their PSHE learning openly, with a questioning mind, with passion and enthusiasm both within school and at home.

On leaving Freegrounds Infant school we want children to be provided with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Assessment activities have been created for Teachers to assess and reflect on the learning throughout a PSHE learning journey and against the carefully planned outcomes. Standards are monitored by the PSHE leader through learning walks, pupil conferencing and book scrutiny.

