

Whole School Curriculum Vision

Our rigorous, ambitious and relevant curriculum is designed to serve each child within our richly-diverse community, ensure the 'highest standards of learning for all' and prepare all children for a joyful life in the modern world.

Our commitment to the Christian faith and our six core values underpin our curriculum:

Friendship

Hope

Thankfulness

Forgiveness

Compassion

Endurance

Aspiration, Diversity and Inclusivity

Our values act as drivers for a curriculum which responds to, and embraces, an evolving community. Cranleigh welcomes more than 20 ethnicities, including a significant population of children from the Gypsy/Roma and Travellers of Irish Heritage communities, a greater than average number of children accessing the pupil premium grant, and a higher than average number of children with SEND.

The support we offer our community aims to overcome some low literacy skills, increase understanding in the power of education and ensure all minorities are celebrated. We adapt our provision accordingly, ensure we provide our children with the demanding work they both deserve and seek, and ensure all children are provided with enrichment opportunities to enable them to learn about the world around them.

Communication

We pride ourselves on our commitment to nurture and communicate effectively, and hold exceptionally high expectations of ourselves, each other and our community. Our children are empowered to use their literacy, oracy, and digital communication skills, with scaffolding and support, to purposefully share and articulate their learning with others.

Evaluation

Our reflection procedures which include subject leadership time, responsive professional learning, both summative and formal assessments, and half-termly pupil progress meetings enable us to refine our curriculum offer.

Purpose of Study

National Curriculum

The focus of RSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. The principles of positive relationships also apply online. When teaching relationships content, we will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. We will also include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Development Matters

From the beginning of primary school, building on early education, our pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission

seeking and giving, and the concept of personal privacy.

Personal, Social and Emotional Development (PSED)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

The Importance of RSHE

"Connection is why we're here. We are hardwired to connect with others, it's what gives purpose and meaning to our lives, and without it there is suffering." (Brené Brown)

"Human knowledge is never contained in one person. It grows from the relationships we create between each other and the world, and still it is never complete." (Paul Kalanithi)

The evidence for Relationships, Sex and Health Education is undeniable. It equips young people with the knowledge and skills to lead safe, healthy, and fulfilling lives. It is a powerful tool for reducing gender or sexuality-based bullying and improving mental health outcomes for all. By promoting empathy, understanding, and acceptance of diverse identities, RSHE contributes to creating a more inclusive society. Also, young people who receive RSHE are more likely to get help in instances of sexual abuse or domestic violence as RSHE creates an environment where young people feel comfortable discussing sensitive topics. Learning and talking about topics such as bodily autonomy, consent and healthy relationships, in a safe, comfortable space can all help to make sure young people get help when they need it.

The Concepts

At Cranleigh C of E Primary School, we use The Story Project to teach RSHE. This method, firmly rooted in high-quality research and evidence, uses stories, already loved in classrooms, to deliver a curriculum which guides and supports children's well-being practice. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence. Along with the use of high quality texts, art and music will be used to bring the learning to life.

Aspiration, Diversity and Inclusivity

All children will be able to access the RSHE curriculum. Teachers carefully plan lessons to ensure knowledge is matched to the needs and development of their year group. The stories used as part of The Story Project have been carefully selected to ensure diversity and inclusion, representative of our school community. RSHE is always taught sensitively with respect to the backgrounds and beliefs of our pupils and parents, but it always provides pupils with the knowledge they need of the law.

Communication

We aim for all children to leave Cranleigh C of E Primary School able to actively, and confidently, participate in conversations about their health and well-being, and express their beliefs and opinions in a variety of different ways in an environment which promotes respect. As well as regular opportunities in class, our children are encouraged to contribute as School Councillors, Ambassadors, House Captains and throughout awareness events including Anti-Bullying Week and Children's Mental Health Week.

Evaluation

When our children leave Cranleigh C of E Primary School, they will have the skills needed to contribute to an ever-evolving society; they will be healthy, open-minded and respectful young people who welcome diversity and inclusivity and recognise the strengths of both; they will be able to manage their emotions and their own mental health; they will value themselves and have a positive self-image; and they will have developed positive relationships with members of the school community and will continue to develop positive relationships in the future.