



# Foxhills Federation Personal Wider Development Strategy

At Foxhills Infant and Junior Schools, we offer our children a variety of rich, wide and meaningful experiences, that have been planned and considered in a coherent way, to promote every child's personal development. All children benefit from the opportunities we have provided but to ensure our disadvantage pupils benefit consistently, we provide bespoke support to strengthen knowledge acquisition and enablement to thrive. We expect all children to be able to apply what they know and to use these experiences and opportunities to assist them in leading safe, healthy and happy lives now and in the future.

## Relationships Education

Our vision for relationships education is that our children know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our relationships and PSHE curriculum is clearly sequenced into composite and component knowledge and we have a clear rationale for what must be embedded into long term memory. We expect all children to thrive and be equipped with the knowledge and skills to make a meaningful and positive contribution to school and life in modern Britain. Our children's attitudes, behaviour, conduct and relationships are used to measure the effectiveness of both schools approaches to personal wider development .

Our relationships and PSHE curriculum mapping builds term by term, year by year, towards cumulatively sufficient knowledge to enable our children to be safe and healthy, and to manage their personal, academic and personal lives in a positive way. Our curriculum is sequentially planned with a robust rationale for "why this, why now, what next".

To ensure our curriculum is well-judged and meaningful, we have added additional elements (beyond the statutory and non statutory guidance) in consultation with Parents. It is right that our curriculum accurately reflects our community, our children and their families.

To supplement quality first teaching, we have sequentially planned enrichment opportunities to broaden our children's experiences and understanding beyond the scope of the national curriculum and statutory and non- statutory guidance. Our enrichment opportunities are bespoke to our schools, specifically chosen based on our knowledge of what our pupils need to build more authentic portrayals of diversity, backgrounds, contexts and communities that constitute modern Britain.

Our curriculum intent is that our children are prepared for a life in modern Britain because they have the knowledge, attitudes and values to avoid prejudice. Our curriculum and wider experiences enable our children to become tolerant, respectful and educated about diversity to the extent that they celebrate and welcome everyone.

## Physical Health

QFT . Opportunities for physical play at lunchtimes, sports partnership, enrichment- teacher led clubs, physical health fun days and fundraising, professional coaching .

We aim for our pupils to become physically confident in a way which supports their health and fitness. We provide opportunities through the teaching of PE, enrichment and inter-school sports competitions to compete in sport and other activities to build character and help to embed values such as fairness and respect.

Our physical education curriculum has been sequentially planned in a logical and systematic way to ensure that children learn the pillars, declarative and procedural knowledge needed to develop competence to excel in a broad range of physical activities. We expect our children to be:

- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

For enrichment, to extend children's experiences beyond the scope of the national curriculum, we offer:

- orienteering, netball, athletics, hockey, cricket, handball and tag rugby over KS1 and 2.
- Access to a trained sports coach to supplement our PE curriculum in KS2
- free teacher led clubs (co-constructed with Parents) to enable every child access to extra-curricular sporting activities in KS1 and 2
- we are part of the new forest sports partnership and enter all available competitions in an endeavour to develop our children's interests and talents and to provide opportunities for competitive sports in KS1 and 2.
- Our fundraising is often physical activity led

Our playground has been designed to promote a range of physical activity. We have a multi-use games area (MUGA), an outdoor gym, a climbing wall, go-karts, designated football areas, table tennis, tennis nets, an adventure playground and an all-weather track.

### Mental Well-being

QFT, assemblies, thrive school, interventions: storm break sensory circuits, zones of regulation, therapy dog . Mental health awareness of pupils and adults

Leaders and school staff are united by the view that happy, secure and confident children learn best and all adults work together to champion strong emotional health and well-being. We recognise that resilience comes from having high esteem, the willingness to improve and a drive to succeed. We want our children to be forward thinking and assertive whilst treasuring the core values of respect and tolerance. We actively encourage our children to have a voice and employ democratic approaches to all aspects of school life. Our schools exist for our children- their views and opinions matter and we want to work with them, and their families, to create an environment where every child can thrive.

Our school values, Care, Learn, Engage, Achieve, Reflect, encompass these beliefs and provide children with the opportunities to practise the knowledge and skills needed to develop the attributes, attitudes and values that enable positive mental health and well-being. Our values are at the heart of our federation, having been co-constructed by leaders, staff and stakeholders, and underpin our culture and ethos, as well as influencing and shaping curriculum design and pedagogy.

As part of our relationships and PSHE curriculum, our pupils are taught about mental health which is reinforced weekly during values assemblies. We measure the impact of this curriculum in the way our children respond to situations, feelings and events, and how they manage their friendships, relationships and conduct. We are training to

become a thrive school to deepen and widen our understanding of emotional development and well-being so that we can provide timely and appropriate support for individual or groups of children.

Through cultural approaches, quality first teaching and specific interventions (as necessary) we promote positive mental health. Our aim is to raise children's awareness of how experiences influence their thoughts and how responses are linked to these. We promote personal responsibility because we want to equip children with the knowledge and strategies to empower themselves and take charge of their lives.

We achieve this by:

- Teaching our children about their brains: this is based on the empowerment approach to enable our children to understand and take charge of their brains. We teach our children to understand their own thought processes- recognising their strengths, difficulties, needs and stressors and using this knowledge to build on strengths and manage difficulties positively. We foster the belief in every child that "they can" by teaching them to have confidence in their abilities to exert control over their motivation, behaviour and social environment which makes them feel capable (an expert problem solver). We promote self- advocacy, or the ability to positively represent their own views, needs, interests and concerns. To do this effectively, we know our children must be clear about what will help them to do well and they must be able to communicate their needs positively and confidently.
- Developing emotional intelligence: we want our children to understand, use and manage emotions in positive ways so they can communicate effectively, empathise with others, overcome challenges and defuse conflict. To be able to do so, children must recognise and understand their own emotions and those of people around them, and use this information to guide their responses. We also teach our children how to adjust their emotions to adapt to different situations.
- Our interactions with children: we allow children time to consciously practise working in ways to meet their needs positively and to manage their stressors. We prepare our children for situations so they can control their reactions to any difficulties that may arise. We understand children's idiosyncrasies and know that some children require more support than others to be able to do this. We support children to problem solve and find solutions so they know how to meet their needs independently and give them opportunities to develop and use the skills needed to deal with stressors they encounter. We use a restorative approach when children react negatively to specific events, people or triggers using conversations and interventions to re-set children. Our assessments of behaviour are used to provide bespoke teaching- we aim to 'keep children up' in the management of their behaviour, so they can independently resolve conflict and facilitate healthy relationships and experiences, by intervening at the right time and in the right way. We want all children to become empowered and enabled, motivated by wanting to do the right thing for themselves and others.
- Relationships: we develop positive unconditional relationships with our pupils and hold every child in high regard. These relationships have a clear set of expectations and, when behaviour prevents a child from meeting these expectations, steps are taken to repair what has gone wrong. Vially, the relationship with the child remains the same: they continue to be held in high regard, even if adults are made to feel uncomfortable, agitated or annoyed, the relationship remains strong. Adults have a right to disapprove or to feel unhappy but they are committed to maintaining a strong relationship and to support the child as they navigate their difficulties. We use this approach because relationships build brains and building and maintaining strong relationships with children is the adult's responsibility.

## Citizenship

The development of self, community membership, social development and relationships so children become responsible, respectful and active citizens.

The school's work with the parish council, volunteering, child led clubs, pupil voice.

During key stage one, our children are learning about themselves as developing individuals and as members of their communities. Our curriculum teaches our children how to keep themselves safe and healthy and how to behave well, and we engineer opportunities for children to practise taking responsibility for themselves and their environment. For infants, our relationships education teaches children about their own feelings and the emotions of others and to be aware of views, needs and rights of other children and older people. Our children are practising how to share, take turns, helps others and resolve conflict, resisting bullying. Our value of 'engage' means we expect all children to take an active part in the life of school and its neighbourhood.

By key stage two, as children become more mature, independent and self-confident, we want them to learn about the wider world and the interdependence of communities. We want our children to understand that their own choices and behaviour can affect local and national issues and political and social institutions. We expect, by the time our children are juniors, that they will take part fully in school and community activities.

To assist with this, in addition to our curriculum and enrichment, we provide our children with meaningful experiences to enable them to understand how to become responsible, respectful and active citizens who can contribute positively to society. We do this by:

- Working with our local parish council to teach children about local government and democracy. Our children are currently working with the open spaces committee to improve and re-design our local recreation playground. Our pupil voice committee, who represent the views of all children, have worked with local councillors to choose equipment based on what they think children need, now and in the future.
- We are working with the outreach committee, supporting the luncheon club and elderly members of our community by inviting them into school, visiting them in the church community rooms, serving them tea, sharing learning outcomes with this group and be-friending locally elderly community members.
- We are working with our local church to provide aid for our foodbank and by volunteering our time to organise parcels and collect donations.
- Our KS2 children design, organise and lead clubs for children in other year groups based on what they think would nurture children's interests and talents. We have a range of child-led clubs taking place at lunchtime and the uptake is strong.
- Through curriculum outcomes, we design and make items for our local community- donations to charity shops and the churches (who provide aid for local families)
- We fundraise for the shoe box appeal and national charities, such as comic relief, honeypot
- Positively promoting diversity by persona dolls (welcoming someone from another culture into our community) and through the use of our resources.

## Development of character

Vision and values, pedagogical approaches to learn, practice and consolidate confidence and resilience. Volunteering, fundraising, giving back initiative, teacher led clubs

Our vision is that children leave our schools knowledgeable, emotionally secure (confident and resilient) and empowered, so they can take advantage of experiences, opportunities and responsibilities in later life. Achieving this vision is reliant on developing our C.L.E.A.R character traits and attributes which is why our values underpin our ethos, culture, curriculum and pedagogy.

Resilience and confidence derive from achievement and accomplishments. Children feel capable when they succeed and get better at things. Learn, practise, apply, our approach to delivering learning, has been purposefully designed to ensure all children have the opportunity to master key knowledge in small steps and can practise getting better. Accurate assessment for learning ensures children can learn in ways that are appropriate and successful for them. The process of practising helps embed key knowledge into long term memory but it also supports children to try again and persevere. The process of applying encourages children to challenge themselves by applying knowledge and understanding in new ways and this develops resilience and confidence.

Tasks in lessons are suitably challenging and ambitious for all children because we want them to feel esteemed and capable. We ensure all children can achieve ambitious learning tasks through adaption and variation.

We understand our children as individuals and have a desire to nurture their talents and interests. In collaboration with parents, we have designed teacher led clubs to suit our children's interests based on what we agree they need and would benefit from. Every child, in both schools, has access to these clubs and they are encouraged to join. To suit our families, we offer these clubs at different times of the day so we can attract as many children as possible.

We believe that children should learn to make a positive contribution to their neighbourhood and we want our children to 'give something back' to their community. Our infant children support a local care home, Oaktree Lodge, and regularly visit to care for and interact with residents. Our junior children visit two other local care homes to perform songs and to recite poetry for residents. We support the local parish council and run a stall for the annual fayre, celebrating children's achievements and our junior school choir perform at Parish events.

We assist the County council with keeping our environment safe and have achieved this by taking an active role in safe travel campaigns. The infant school has received a platinum award for sustainable travel in recognition of the work it has done to reduce congestion and promote more healthier ways to travel to school. The junior school is now on board with the same initiative. Children from both schools have been involved in designing slogans for advertising which have been published outside of schools and on local refuse lorries.

Children from both schools support the local allotment association and work with members to keep this a safe and thriving environment for our local neighbourhood. The school has its own allotment plot, as well as an infant and junior school -based allotment patch, and the produce we grow we donate back to the local community.

Each year group has a community action plan setting out our commitment to helping others and how we will engage positively with our community.

### Wider opportunities

Nurturing talents and interest and providing equitable experiences: curriculum enrichment, forest schools.

We pride ourselves on providing equality of opportunity and diversity effectively. All children have a right to access experiences that will enrich their cultural capital and understanding of substantive and disciplinary knowledge, so our curriculum enrichment has been designed to enable all children to respond positively to artistic, cultural, musical and sporting opportunities.

Beyond the scope of our curriculum, we have made use of our unique grounds and environment to further promote our children's wider SMSC development. From reception, children in both schools partake in forest schools with a trained practitioner. Woodlands Forest School supports our children by offering them a hands-on experimental learning opportunity that fosters creativity, resilience, and a deep connection to nature.

Forest school learning is child centred and provides opportunities for holistic growth: Sessions are exploratory and problem solving based and encourage children to take risks (the aim being that their confidence and self-esteem, as well as their understanding and love for the natural world, will increase).

Forest School is equitable because it offers children a safe, non-judgemental and nurturing environment where their learning is not measured against a scale or compared. The sessions do contribute to children's academic learning because they are encouraged to:

- Try new things
- Take risks
- Over come fears and barriers
- Use creativity and independence
- Explore and investigate
- Applying knowledge and skills to solve problems
- Cooperate and work as a team, valuing everyone's contribution, ideas and effort (respect and tolerance).

And these skills can be applied to all learning.

Ultimately, we use forest schools as an additional way to support self-esteem, confidence, communication, attitudes to learning and emotional development. For these reasons, additional sessions are allocated to children who are vulnerable, disadvantaged or for those who have special educational needs as part of a bespoke approach to enabling all our pupils.

### Inclusion and equality of opportunity

Pedagogy- explanations and teaching at the point of understanding. Adaption and variation based on assessment for learning, appropriate use of resources.

Bespoke support for vulnerable pupils to strengthen knowledge acquisition and enablement to thrive

Entitlement to enrichment opportunities to deepen understanding and nurture talents and interests- teacher led clubs for all pupils

For some of our children, quality first teaching and enrichment is not always enough to equip them with the knowledge and skills needed to lead healthy and safe lives. Our children in key stage one are identified as vulnerable if they are unable to take turns, share, cooperate with others, resolve conflict and resist bullying. In key stage two, we define vulnerable as children who are not yet able to make informed choices about their health and environment, avoid taking responsibility for themselves and their learning, those who cannot resist bullying or are easily coerced and those who have not yet mastered the skills needed to fully participate as an active member in social groups.

To teach children the knowledge, skills and understanding to overcome these barriers, we provide bespoke support through:

- ELSA provision (based on thrive assessments to ensure accessibility)
- Thrive analysis to inform bespoke intervention
- Additional forest school sessions- so children have extra practice at turn taking, resolving problems, risk taking, communication and cooperation
- Allotment time- small groups of children work collaboratively and cooperatively with school staff and plot holders to plan, plant, care for and nurture the schools produce
- School based emotional and social interventions that enable children to practise and improve their relationships education so they can independently apply this at playtimes and lunchtimes.
- Access to teacher led or third - party clubs funded by the school to improve opportunities
- Opportunities to represent the schools at the inter-school games partnership so they can experience making a positive contribution and derive a sense of worth and esteem from doing so