

# PSHE & RSE

Learning at Highfield Littleport Academy



**HIGHFIELD LITTLEPORT ACADEMY**

*An Active Learning Trust School*

# What do we want to achieve?

- Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.
- Children will become healthy and responsible members of society.
- Children will be on their journey preparing them for life and work in modern Britain.
- Children will be able to manage safety both in and out of school

# How do we achieve our aims?

Long term planning builds on prior knowledge, Spiral approach teaching skills for reinforcement and extension

**Yellow** – Discrete lessons and embedded approaches throughout our curriculum

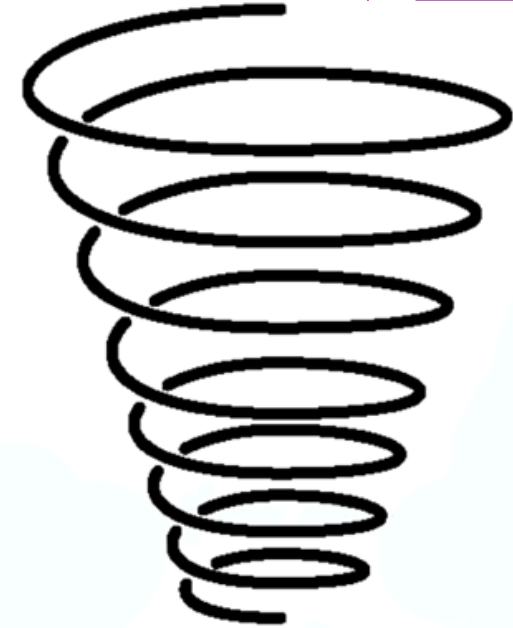
**Green** - Skills based incorporated with real life experiences, embedded within the curriculum

**Blue** – plans individualised building upon pupils next steps. Opportunities throughout the curriculum

**EYFS** – Personal Social and Emotional Development and embedded within curriculum

Long term map aims to embed learning within practice allowing learners to make connections. E.g. Managing safety within the school grounds to be able to apply skills in the community, previously trialled in a safe environment.

A recent discrete example from the Yellow Pathway includes discussing the theory of road safety through a series of class-based lessons, practising in the safe school environment using role play and finally taking this knowledge 'into the field' by allowing pupils to apply learning in the community, with close support from familiar staff.



# How do we know it has made a difference?

- Progress is demonstrated over time for academic and social successes according to the next steps framework and is held on Evidence for Learning.
- Individual targets set so that learners gain knowledge and skills appropriate to them (embedded in the EHCPs).
- Insights data demonstrates learners who make above or below expected progress; when identified, individual plans/ outcomes are put in place through pupil progress meetings.
- For the majority of pupils in our care at HLA, a central part of their EHCPs incorporate a significant social element, which sets out an intention to develop them into respectable citizens, achieving their full potential and knowing how to adopt a safe, healthy lifestyle. This, in turn focuses attention on getting the best out of life by treating others with respect. Commonly, this behaviour is rewarded through quality friendships, trust and opportunities.

# How do we know it has made a difference?

- Core values which are promoted across the school are designed to encourage autonomy; these include creativity, independence, collaboration, resilience and thinking. A large portion of time is also devoted to learning about empathy, as circle time sessions look at moral aspects such as integrity and how feelings and emotions of others are affected as a result of our behaviour.
- Evidence of the above and examples of progress can be seen operating across the school ranging from discrete PSHE lessons through to routines and practice embedded into our curriculum. Courteousness and respect form the bedrock of good practice and this is modelled by practitioners at every level. Evidence of progression and the positive impact at HLA can be triangulated by scrutinising several aspects of school 'life', such as planning, learning walks, discussions between staff, CPD, Collaborative whole school events (E.g. Mental Health, Anti-bullying Weeks), school Council meetings (minutes), Staff meetings, intervention initiatives and Individual assessment entries (Evidence for Learning), Home-School Communications (Class Dojo, Parents' Evening annotations).

# How do we articulate our Learning Values?



Our five Learning Values are incorporated into everything that takes place under the PSHE, RSE and Citizenship 'umbrella'.

For example, we try to embed independence in everything we do. This helps our learners to be prepared to make informed choices that may affect their Personal life, Social contributions and Health. The Growth Mindset concept is paramount as we endeavour to instil an ethos of curiosity, risk and resilience amongst our students.

Teamwork features strongly in terms of developing tolerance, appreciation and worth. Also, where possible, empathy is recognised and self-esteem is celebrated as learners begin to understand the valuable contributions they can make to the society they belong to. Creativity and an ability to 'think outside the box', when carrying out independent tasks are often essential skills required; perhaps also to think of solutions to solve problems (both academic and social).

We devote a great deal of time promoting healthy relationships, embracing diversity and encouraging children to adopt an 'open mind' when meeting new people and forming positive friendships.