

P.S.H.E at Applegarth Academy

Intent

At Applegarth Academy, our **PSHE (personal, social, citizenship and health education)** curriculum offers our children to be young, independent, thoughtful citizens in society where they can articulate their emotions, feelings and understanding of the world around them. It allows our children to stand out from the crowd where they can apply themselves to the environment inside and outside of school and beyond. Alongside our RSE (Relationship and Sex Education) curriculum our PSHE allows our children to have an open mind where they build on different skills for life.

Skills For Life

Skills for Life is an important factor to our curriculum at Applegarth and are core values which we stand on. Within this, we break down exactly what skills for life is by using this as an acronym to develop each child's understanding and growth:

- Strength
- Knowledge
- Interpersonal Skills
- Leadership
- Learning to Problem Solve
- Social Skills
- Family
- Open-minded
- Rights Respecting
- Leadership
- Inclusivity
- Friendship
- Equality

The Skills for Life which we embed within our curriculum through daily discussions in our English and Discovery curriculum as well as our safeguarding curriculum allows our children to lead confident and healthy lives so that they becoming informed, responsible and active in their lives and supports their wellbeing.

P4C

Our curriculum enables our children to tackle many social and cultural issues as part of growing up and as we want this to be embedded deeply within our children we follow this up with Philosophy for Children where the children once a week have the opportunity to express their emotions, feelings and understanding as well as addressing any mind sets that may have been presented to each child. Philosophy for Children allows our children to feel confident to articulate themselves which supports the stance of standing out from the crowd. RSE is further developed within P4C where further discussions happen.

Rights Respecting

As we are a Rights Respecting Gold Member, our children understand their importance of knowing their rights - through day to day conversations and behaviour around the school. We support our pupils in articulating their rights and our pupils are embedded with this understanding so they know their role in society. With this, our pupils understand their reasoning for their behaviours and attitudes to learning.



PUPAC

As well as having core values that we have as a school, we also embed values which we believe and follow as a trust. Each academy follows the PUPAC (Positivity, Urgency, Passion Aspiration and Commitment to Anti-Racism) values. This is promoted through our learning where each child has the opportunity to move up on our behaviour chart where if they meet platinum they can be rewarded. Commitment to Anti-racism is a new value which we believe is important for us as a school as it ensures that we are supporting our pupils with the current affairs in the world around them.

Thrive

Article 13 (freedom of expression) every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

To ensure that our pupils are all rounded individuals as a school we understand that there may be some emotional barriers which may impact on their learning. We believe that all behaviour is communication and communication needs to be understood and supported. We ensure that children are given the right to share their feelings and emotions. We offer Thrive to our pupils where they can have 1:1 or group sessions with a thrive practitioner to help those barriers to be addressed. As a whole school, we assess each child to ensure that they meet age related social and emotional developmental skills. This allows us as a team to provide support where needed.

Our children understand their worth in society and the importance in playing their role to the wider community and their day to day school life.

Implementation

Personal Development at Applegarth	
Protective Apple Basket	Safeguarding/RSE Curriculum
Square Apple	PUPAC (Anti-Racism Roadmap)
Fairtrade Apple	RRS
Happy Apple	Thrive
Collaborative Apple	Our Applegarth Experiences
Global Apple	P4C
Time-Telling Apple	PUPAC (Urgency)

We ensure that our Personal Development at Applegarth is met by ensuring that our Applegarth Apples Approach is met throughout curriculum and day to day life in school.

Our Protective Apple is our safeguarding apple. Here, the children across the school in Key Stage 1 and 2 have weekly lessons on understanding what safeguarding means which is linked to our skills for life. We look at a word a week and unpick what that means to keeping ourselves safe in and





Article 12: for children to say how they feel in regards to something effecting them and to have this taken seriously

What is a 'trusted adult'?

A trusted adult is someone who...

Also, a trusted adult...

Why is it important to have a 'trusted adult'?

It is important to have a trusted adult because...

Adding onto what ____ said, I also think...

Article 12: for children to say how they feel in regards to something effecting them and to have this taken seriously



Can you think of a time you would need strength?

I need strength when...

How might you help someone else to show strength?

I/We could help someone else show strength by...

Also...

Our Square Apple is where we celebrate the diversity and unique identity of our community which we embed across our school throughout our day to day learning. In our English and Discovery lessons, the children are learning, discussing and building on their understanding of the diversity and inclusivity of the world around them. In our PUPAC values C stands for Commitment to Anti-Racism. Within our weekly P4C lessons, the children are given the opportunity depending on the session to discuss sensitive subjects linked to racism to build on their resilience and long term memory. In our skills for life curriculum, we look at an influential person or scenario and learn about how the person or scenario has impacted our society. We have weekly celebration assembly where we celebrate a member of each class for meeting our PUPAC values and the children have the opportunity to share an amazing achievement they have participated in or been a part of outside of school.

The Owl Who was Afraid of the Dark Recount	The Owl Who was Afraid of the Dark Newspaper	Grace and Family Narrative	Making the Past into Presents Instructions
With your class, discuss different people who may have barriers in their life and how they may overcome. You may show some inspirational people of people overcoming their barriers and how they are included. The text highlights the importance of resilience when trying to overcome barriers in life. It also presents the concept that different people have different, but absolutely valid, perspectives on the	With your class, discuss different people who may have barriers in their life and how they may overcome. You may show some inspirational people of people overcoming their barriers and how they are included. The text highlights the importance of resilience when trying to overcome barriers in life. It also presents the concept that different people have different, but absolutely valid, perspectives on the	Discuss with your class her race and where you think Grace maybe from. You can discuss where Gambia is and what the culture is like there. Diversity, equality and inclusion are all celebrated here as Grace visits The Gambia and comes to understand and value her extended family.	This book it discusses artefacts from the Romans, Greeks and Egyptians. The objects that are discussed are used to inspire the readers. You can discuss diversity with your class and different cultures and their history.

Our Fairtrade Apple is where the children learn about their rights. Within our safeguarding curriculum and our P4C lessons, we continuously discuss the importance of our rights and our discussions are always centred on an article from the United Nations Charter. In our weekly Pupil Parliament assemblies, which the children lead there is a right of the week where the children encourage their peers to follow that right of the week. If a child reaches the top of the behaviour chart, they explain the right of the week to their class teacher and a member



of the senior leadership team. Throughout our discussions, we as staff and children articulate the different rights so it is within our daily conversations and learning.

Our Happy Apple is where the mental wellbeing and health of the children is important. There is always a time to care when it comes to our children at Applegarth. Each week in our P4C lessons, the children are given the opportunity to voice their opinions and have their say on different topics that we discuss. As well as this, the children are assessed through our Thrive programme if they meet age related social and emotional developmental skills. If a child needs further support, the children are given the opportunity to go to Apple Tree House which situated at the side of the school to complete different activities to support their barriers. Some of the activities are art therapy which allow the children to express their feelings; Sports activity; music therapy; special time; cooking to support basic life skills; learning resilience; communicating effectively. This is supported with parental permission to attend so we are working as a team with families. Families support us with what is happening at home and developmental growth.

Our Collaborative Apple is where we learn collaboratively across our curriculum. Communication, Collaboration and Standing out from the crowd are part of our key drivers where we want the children to leave at the end of Key Stage 2 having these fundamental core drivers embedded in their lives. The children throughout each subject are promoted to collaborate during their learning day to day. To develop and promote this the children have the opportunity articulate themselves within the P4C lessons where we have a variety of different discussions but the children also are given sentence stems within each lesson to support their articulation of the learning and are supported on our communicate effectively. In addition to this, the children are given different experiences within the curriculum such school trips which hook the children into their learning on different topics they study each half term or outside of school events such as our sports events, Winter Wonder Land and our Applegarth Awards ceremony which is held outside of school.

Our Global Apple is where we develop our children to be caring and global citizens. The children develop the responsibility to take ownership of their learning and understanding around the school. Through their attitudes to learning and their willingness to come to school, the children continue to build on and exercise what it. In each of our lessons, the children are promoted to show academic excellence through their collaborative learning but also how they behave around the school. In our P4C lessons, we have continuous discussions on what excellence looks like and we address any issues, which may arise in the week, and how we can problem solve this moving forward. The children are proactive and creative when it comes to being a global citizen and this is what helps our pupils to be well rounded.

Our Time-Telling Apple is where our pupils have the opportunities to learn from the past but also commit to the present and aspire to the future through urgency. In our English, Discover and Safeguarding curriculum, we discuss many influential people and time periods of the past and how it has affected our lives today. The children build on their long-term memory so they are informed of the world around them. As well as this, the children are given various experiences and opportunities to commit to the present within their learning. In our Discovery topics, the children take part in a hook, which gives them a different understanding to the topic they are learning. Our Year 6 children attend PGL to learn team building skills and activities they would not have taken part in before. This prepares our pupils for secondary school when they take on new subjects and meet new peers. Royal Russell & Croydon High School are independent secondary schools which supports our pupils to develop the love of music, art and sports as well as their academic studies.

Impact



Learning Walks

Learning Walks will be used to determine the progression of the children's understanding by listening to children discuss and explain their ideas. They will also be used to determine the quality of teaching in each classroom.

Creative Learning Journals

Our creative learning journals show the journey of the children's learning and experiences that they have been through in each Discovery topic. The children can link their understanding and knowledge to this and when we complete our RSE topics, the children can refer back to our creative learning journals to support their long term memory.

Thrive Assessment Data

Teachers complete a whole school screening of each child in their class in October, February and July. From this data, we can see if progress has been made in their age-related emotional development. This data supports us to build a Thrive action plan with activities to support the class. If there is a child who scores extremely below their age-related emotional development, the child will then be discussed with the inclusion team and class teacher on whether thrive is the intervention for them. If thrive supports the child, the child will have a personal assessment taken of them where they are given personal targets to meet their needs.

Kahoot Assessment Data

At the beginning and end of each unit in Discovery, the children are given a Kahoot quiz to complete where they are quizzed on the knowledge on the topic they are about to receive. The Kahoot quizzes will ask questions on prior knowledge and new knowledge. Within the quizzes, the children will have to answer questions on experiences, influential people and long term facts. The children at first may not know the answers to the new knowledge but by the end they should be able to demonstrate their understanding.

Pupil Voice

Linked with our learning walks, we will be able to assess the children's understanding in PSHE when we have conversations with the children and the way they articulate their understanding. The children in the learning environment will demonstrate their confidence when answering questions and completing their tasks which will support their progress being made.

Pupil Progress Meeting

Pupil Progress meetings will be used to measure the progress and attainment of all children including our EAL, SEND, PPG children. This analysis will ensure that all children are being targeted and we as class teachers can discuss what next steps we should put in place to support our children in PSHE.

