



Half Acres Primary Academy. Our Values Curriculum.



Incorporating Fundamental British Values and PHSE (including Relationships Curriculum 2020).

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> ✓ Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. ✓ Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. ✓ Provide sufficient funding to ensure that implementation is high quality. ✓ Ensure the diary includes key dates for local, national and international events. Eg Anti Bullying week, E-safety, Primary Futures 	<p>Our teaching sequence will be:</p> <ol style="list-style-type: none"> 1. 'The Big Picture' - setting the PSHE learning that is about to take place within the chronology of pupils PSHE learning to date. Starting with what the children know, understand, are able to do and able to say. (see Appendix 1) 2. Review most recent learning in PSHE. 3. Specify key vocabulary to be used and its meaning 4. Provide relevant and realistic information, which reinforces positive social norms. 5. Provide opportunities for the children to work interactively with the teacher acting as the facilitator. 6. Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. 7. Individual reflection on the learning that has taken place. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> ✓ A developed understanding of what it is to be a morally conscious citizen at an age appropriate level ✓ A secure understanding of the key techniques and methods for each key area of the curriculum. ✓ A progression of understanding, with appropriate vocabulary which supports and extends understanding ✓ Confidence in discussing PSHE, their own work and identifying their own strengths and areas for development ✓ Raised aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils as well as improve employability and boost social mobility ✓ Learn about rights and responsibilities and appreciate what it means to be a member of a diverse society ✓ A developed sense of self-worth by playing a positive role in contributing to school life and the wider community .
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> ✓ Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. This includes the new statutory Relationships curriculum 2020 ✓ Raise awareness of the important role the PSHE curriculum has in supporting school to implement the 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> ✓ Have developed learning walls which include high quality WAGOLs, Picture News resources displayed, Values recognised and carefully chosen vocabulary, which are regularly updated. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> ✓ Pupils have had opportunities for practice and refinement of skills. ✓ A varied and engaging curriculum which develops a range of Personal, social and health skills. ✓ Developed and final pieces of work which showcase the skills learned.

<p>9 protected characteristics of The Equality Act 2010.</p> <ul style="list-style-type: none"> ✓ Unsure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more. ✓ Ensure an appropriate progression of PSHE skills and knowledge is in place over time and challenge teachers to support struggling learners and extend ones that are more competent. ✓ Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. ✓ Ensure that colleagues are informed about key dates for local, national and international events. Eg Anti Bullying week, E-safety, Primary Futures and have the resources to deliver an exciting and engaging experience. ✓ Keep up to date with current PSHE research and subject development through an appropriate subject body or professional group. Including the Cultural Capital 	<ul style="list-style-type: none"> ✓ Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. ✓ Deploy appropriately and display-challenging selections of texts or whole books, both non-fiction and fiction, which are accessible throughout learning to develop wider understanding and underpin reading skills. 	<ul style="list-style-type: none"> ✓ Clear progression of skills in line with expectations set out in the progression grids. ✓ That pupils, over time, develop a range of skills and techniques across all of the areas of the Values curriculum.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> ✓ Create a long-term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. ✓ Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. ✓ Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. ✓ Be aware that there are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class. ✓ Use the bespoke curriculum to provide opportunities for pupils to explore their own identity. 	<p>Our children will be:</p> <ul style="list-style-type: none"> ✓ Engaged because they are challenged and absorbed by the curriculum which they are provided with. ✓ Resilient learners who overcome barriers and understand their own strengths and areas for development. ✓ Able to critique their own work as a thinker because they know how to be successful. ✓ Safe and happy in PSHE lessons which give them opportunities to explore their own development. ✓ Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on PSHE skills and knowledge ✓ Develop Personal, social and health skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> ✓ Celebrate the successes of pupils through planned displays. ✓ Collate appropriate evidence over time which evidences that pupils know more and remember more. ✓ Monitor the standards in the subject to ensure the outcomes are successful ✓ Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

Appendix 1

Also below is the curriculum progression document for the subject, which outlines the skills, knowledge and vocabulary that pupils are expected to learn during their time in school. We underpin all of our learning with Rosenshine's Principles - 17 Principles of Effective Instruction. These are:

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Limit the amount of material students receive at one time.
4. Give clear and detailed instructions and explanations.
5. Ask a large number of questions and check for understanding.
6. Provide a high level of active practice for all students.
7. Guide students as they begin to practice.
8. Think aloud and model steps.
9. Provide models of worked-out problems.
10. Ask students to explain what they have learned.
11. Check the responses of all students.
12. Provide systematic feedback and corrections.
13. Use more time to provide explanations.
14. Provide many examples.
15. Reteach material when necessary.
16. Prepare students for independent practice.
17. Monitor students when they begin independent practice.

These principles of instruction support our pupils to know more and remember more of their curriculum, and ensure that learning is secure before they move on to new information or skills.

Our Values Curriculum incorporates our teaching of PSHE, which is underpinned by the 3D curriculum. This curriculum was selected because it was seen in action in other schools, because it broke down learning and experiences in a meaningful way for our pupils, and covered the broad spectrum of the curriculum. We also use Picture News - which enables the children to learn from the world around us. Once every two weeks, we engage in a current news story, using an image, a thought provoking question and a variety of teaching resources.

We are always striving to ensure that every pupils continues to develop a strong moral compass, that they understand right and wrong and are aware of the Fundamental British Values, and that they experience a rich curriculum which raises their personal aspirations.