RHSE & Values Toolkit

How Our Curriculum is Constructed

Our **'progression document'** details how our pupils learn the National Curriculum content and DfE Relationships and Health Education requirements. Each objective in our progression document requires pupils to master key skills and techniques in order to understand the significance of the knowledge they have learned and can remember. This can be referred to as **'disciplinary knowledge'**. Essentially, this is our intent.

The progression document and our skills and techniques are sequenced small building blocks to enable children to achieve our **'key objectives'** we have decided as crucial to meeting the expected standard in each subject by the end of each academic year. Essentially, this is how we measure impact.

Our medium term planning identifies the **'sticky knowledge'**, what some people call **'substantive knowledge'**, and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning. This also supports us with measuring impact.

Implementation is detailed in subject toolkits and our school is developing its pedagogy along the lines of Rosenshine's principles of effective learning.

To find our progression document and skills and techniques , along with a deeper explanation of our Intent, Implementation and Impact, including please visit:

https://www.appledore-primary.devon.sch.uk/curriculum-2/foundation-subjects

Our Values

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Responsible	Friendship	Positive	Healthy (body)	Inclusive	Inspirational

P4C and THE curriculum map outlines coverage of 67 bullet points of DfE statutory Requirements for primary pupils by the end of KS2

How do we Introduce/launch each value?

- One each half term
- Whole school assembly led by Values Teacher

How does each class learn about the values/RHE?

- Our half termly value has a weekly class focus, incorporating RHE (using SCARF programme of lessons) and including P4C (3 lessons per ½ term)
- Other opportunities in the curriculum (eg RE, science & ICT)
- Everyday role modelling and reinforcing by all teaching staff

How is each value publicised?

- Display in reception linked to current value managed by subject leader and classes provide work for this display.
- Current value displayed in classroom – subject leader will provide a poster

How is each value recognised and celebrated?

- Values cup – child nominated for the award (by teachers, peers) and awarded values cup at end of each half term
- 2 classes participates in the wrap-up assembly at the end of the half term

How is learning for each value evidenced?

- Each class has a 'floor book' where planning and P4C Progression of skills class targets for each value are shared. Learning from each lesson is displayed.

How is P4C learning evidenced and progression of discussion skills ensured across the school?

- Lesson observations carried out by SLT and subject leader. Feedback given to staff to ensure development of children's skills to class targets and points for development.
- Pupil voice interviews
- Progression of skills across key stages document is annotated in floor book

Philosophy for Children: Progression of Skills			
FSU	KS1	Lower KS2	Upper KS2
Some people **speak**	Most people speak	I speak Most people speak	I speak Most people speak We help others to speak
We **listen** to others	We listen carefully to other speakers and give them eye contact	We listen carefully to every speaker	We listen carefully to every speaker We let people finish saying what they wanted
We **take turns** to speak	We take turns to speak one at a time	We take turns to speak one at a time	We take turns to speak one at a time
	We **concentrate** on the stimulus and reflect on it	We stick with the main dialogue topics	We stick with the main dialogue topics
	We identify **similarities and differences**	We identify similarities and differences	We identify similarities and differences
	We begin to ask **questions** of others	We ask questions of others	By asking others questions we understand more what they mean
We are starting to use vocabulary such as " I **agree**" and "I **disagree**".	We know it's ok to disagree	We disagree without showing anger	We disagree without showing anger
We are beginning to use the word "because" to give reasons	We give **reasons**	We give reasons	We give reasons We suggest **conclusions** We suggest **lessons learnt**