

PSHE Curriculum at Brownlow Fold



The Learning Challenge

The Learning Challenge concept is built around the principle of greater **learner involvement** in their work. It requires deep thinking and encourages learners to work using a question as the starting point. In designing the curriculum, teachers and learners are using a **prime learning challenge**, expressed as a question, as the starting point. Using the information gained from pre learning tasks and our school context, a series of **subsidiary challenges** are then planned. Each subsidiary learning challenge is also expressed as a question. Importantly, the learning challenges need to make sense to the learners and be something that is within their immediate understanding.

Within each Learning Challenge unit of work, we always include a 'Green for Growth Challenge.' These challenges are designed to enable pupils to work at greater depth within a particular unit. Some of the characteristics of a child who is working at greater depth might include:

- Working independently
- Applying what they have learned in one area of a subject to other areas
- Applying their knowledge consistently, confidently and fluently
- Being able to explain what they have been doing to others, including teaching other children what they have learned.

Pre-learning tasks to ensure that our pupils are directly involved in the planning process. Well planned pre-learning tasks to help bring out what our pupils already know; what misconceptions they may have and what really interests them. Our teachers then take account of the outcomes from pre-learning tasks to plan the subsidiary learning challenges for each major area of study.

Empowered Learners

By adopting the 'Empowering Learning' skills, we recognise the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum. The six areas for personal development; Self-Management, Effective Partnership, Resourceful Thinkers, Reflective Learners, Independent Enquirers and Team Workers; form what we class as personal skills which are worked upon throughout a child's time at Brownlow Fold Primary School.

Self-Manager

- Ability to organise themselves and work out goals and priorities
- Show personal responsibility, initiative, creativity and enterprise
- Anticipate, take and manage risks
- Commit themselves to learning and self-improvement
- Respond positively to change

Effective Participators

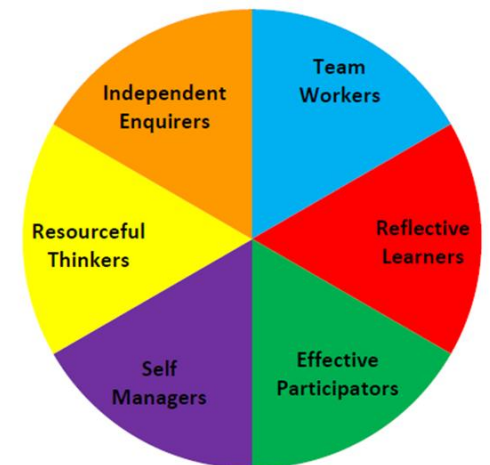
- Engage actively with issues that affect them and those around them.
- Play a full part in the life of the school
- Take responsible action to bring improvement for others as well as themselves
- Discuss issues of concern, seeking resolution
- Present a persuasive case for action
- Propose practical ways forward

Resourceful Thinker

- Try to influence others, negotiating and balancing diverse views
- Think creatively by generating and exploring relevant ideas, and making original
- Find links and see relationships
- Explore and experiment with resources and materials
- Ask 'why', 'how' and 'what if' questions
- Apply imaginative thinking to solve a problem
- Try different ways to tackle a problem

Reflective Learner

- Work with others to find imaginative solutions and outcomes that are of value
- Evaluate their strengths and limitations as learners
- Review their work and act on outcomes
- Set themselves realistic goals and criteria for success
- Monitor their own performance and progress
- Invite feedback and deal positively with praise, setbacks and criticism.



Independent Enquirer

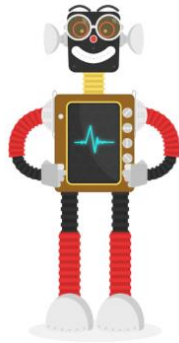
- Make changes to improve their learning
- Communicate their learning in relevant ways to different audiences

Team Worker

- Gather, process and evaluate information in their investigations
- Plan what to do and how to go about it
- Draw conclusions and evaluate outcomes
- Take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes
- Use range of techniques to collect and organise information
- Work confidently with others, adapting to different contexts and taking responsibility for their own role
- Listen and take account of others' views
- Form collaborative relationships, resolving issues and reaching agreed outcomes
- Adapt behaviours to suit different roles and situations
- Show fairness and consideration towards others

At Brownlow Fold we follow HeartSmart to build our pupils character, emotional health and resilience.

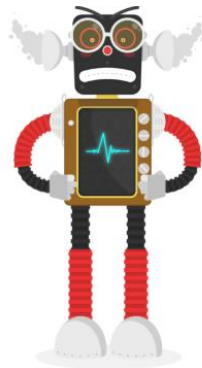
Here are the five key principles of HeartSmart.



Don't forget to let love in!



Too much selfie isn't healthy!



Don't rub it in, Rub it out!



Fake is a mistake!



No way through isn't true!

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Don't forget to let love in!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle	Wear it with pride Learning to accept the encouragement given to us by others	Love is... Considering what love is and what it isn't	Moana Comparing 'Te Fiti' before and after she 'let love in'	Growing gratitude Listing things we are grateful for and why	Love yourself Making good choices to keep our hearts healthy	Don't Forget to Let Love in Reflection Circle time - What we have learned about Don't Forget to Let Love in!
Too much selfie isn't healthy!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle	Flip your phone How can you be #unselfie and doing something kind for others?	What's your emergency? How to respond in an emergency	Elizabeth Everest Honouring others for their kindness	No man is an island Working together, listening to one another and respecting other's views	Padlocked Privacy Discussing why it is important to keep personal information private	Too Much Selfie isn't Healthy! Reflection Circle time - What we have learned about Too Much Selfie isn't Healthy!
Don't rub it in, rub it out!	Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle	Magic water Demonstrating the effects of saying sorry	Play it out Considering different ways to respond to scenarios	Balloon Blast Demonstrating the benefits of letting go of hurt	Marble Jar Discussion around how trust is built and betrayed	Who am I? Recognising and challenging stereotypes	Don't Rub it in, Rub it Out Reflection Circle time - What we have learned about Don't Rub it in, Rub it Out!
Fake is a mistake	Fake is a Mistake! Introduction to the 4th HeartSmart principle	Spot the Difference The real me is the best me	Shame Detectives Spotting shame and replacing it with truth	Circle of Trust Thinking about appropriate and inappropriate contact	Build on Truth Importance of truth to build strong friendships	Allergy Allies! Learning the facts and science about allergies	Fake is a Mistake Reflection Circle time - What we have learned about Fake is a Mistake!
'No way through' isn't true	'No Way Through' isn't True! Introduction to the final HeartSmart principle	Snakes and Ladders Thinking about progress (ladders) and setbacks (snakes)	Get Back Up Importance of getting back up and trying again	I can help! Learning how to respond to emergency first aid situations	Dream Attitudes Developing the right attitudes to achieve our dreams	Embracing Change How to manage change well	'No Way Through' isn't True Reflection Circle time - What we have learned



Glossary

Social skills

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.

Emotional health

Emotional health is an important part of overall health. People who are emotionally healthy are in control of their thoughts, feelings, and behaviours. It means you are aware of your emotions. You can deal with them, whether they are positive or negative

Physical health

Physical health is the state of being free from illness or injury. It can cover a wide range of areas including healthy diet, healthy weight, dental health, personal hygiene and sleep.

Gratitude

The quality of being thankful; readiness to show appreciation for and to return kindness.

Other words that will be discussed;

Wellbeing, mental health, positive feelings, negative feelings, controlling emotions, coping techniques.



Possible resources to support learning

- Heart Smart scheme of work
- Heart Smart PowerPoints and videos

Links to well being

- Mindfulness
- Relaxation techniques
- Circle times
- Yoga
- Dancing to music
- Singing
- Exercise
- Healthy eating



Assessment Criterion

Emerging

Expected

Exceeding

Enrichment opportunities

- Mindfulness
- Circle times
- Worry box
- Meditation

Home Learning/Parental Links

- Mindfulness colouring
- Regular opportunities to discuss any worries or problems.
- Going for walks
- Visiting the park