

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

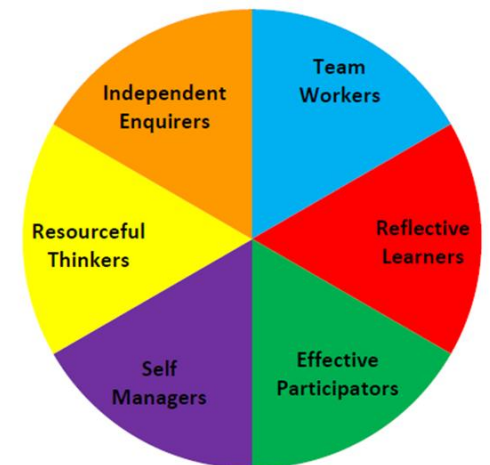
- Engage actively with issues that affect them and those around them.
- Play a full part in the life of the school
- Take responsible action to bring improvement for others as well as themselves
- Discuss issues of concern, seeking resolution
- Present a persuasive case for action
- Propose practical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

Reflective Learner

- 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

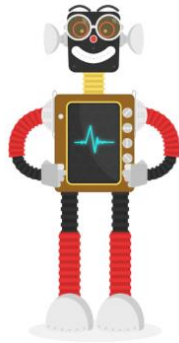
- Make changes to improve their learning
- Communicate their learning in relevant ways to different audiences
- Gather, process and evaluate information in their investigations
- Plan what to do and how to go about it
- Draw conclusions and evaluate outcomes
- Take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes
- Use range of techniques to collect and organise information

Team Worker

- 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.

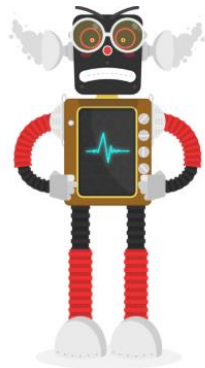
Here are the five key principles of HeartSmart.



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	Gunner Making the connection between Gunner's story and Don't Forget to Let Love In!	Make the Right Voice Choice Considering the way the words we listen to about ourselves make us feel	Under Pressure Thinking about different sources of pressure, including from our friends, and ways we can respond	Allocating Resources Recognising that resources can be allocated in different ways and these choices affect others	Help! Who to go to for help and how to keep asking until help is given	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	When I'm Feeling Lonely... What we can do when we feel lonely	Read My Lips Listening to what others say	Honour Thinking of people who deserve honour and suggesting ways to honour them	Great Groups to investigate the purpose and role of different groups (inc. pressure groups)	Be Aware What You Share Developing an awareness of what you should and shouldn't share online	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	Different Perspective Developing simple strategies to resolve conflict	Nelson Mandela Describing what Nelson Mandela's life teaches us about forgiveness	Emotions don't drive! How to handle our emotions	I did not I am Discussing how we respond to our own mistakes	Bully Busting Recognise bullying in all its forms and thinking about strategies to deal with bullying	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	Time To Get Real How images we see online and in the media don't always represent reality	No Need to Hide What's Inside Exploring how shame can make us want to hide how we really feel	Soft Shells Knowing who we can trust to be vulnerable and open with	Hearts that Welcome Feedback How feedback can help us grow	Decisions, Decisions! Finding out about the risks associated with alcohol for young people	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	Egg in the Flask Demonstrating that 'No Way Through' isn't True!	Success isn't always what you see How the successes we achieve on the inside can often be greater than those seen on the outside	Hope Light Looking at the power of Hope and how it can keep us going	Facts, facts, facts Relay Key facts about the reproductive systems	What am I? How to look after ourselves	'No Way Through' isn't True Reflection Circle time - What we have learned



Glossary

Physical health - Includes a healthy diet, healthy weight, dental health, personal hygiene and sleep for overall well-being.

Mental health - Being in control of your thoughts, feelings and behaviour. Emotionally healthy people still feel stress, anger and sadness but know how to manage their negative feelings.

Relationship - The way in which two or more people or things are connected, or the state of being connected.

Antisocial - Contrary to the laws and customs of society, in a way that causes annoyance and disapproval in others.

Discrimination - The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Aspirations - A hope or ambition of achieving something.

Consequences - A result or effect, typically one that is unwelcome or unpleasant.

Acquaintance - A person one knows slightly, but who is not a close friend.

Links to well being

Ten minute cool down after lunch e.g. silent read time

Meditation

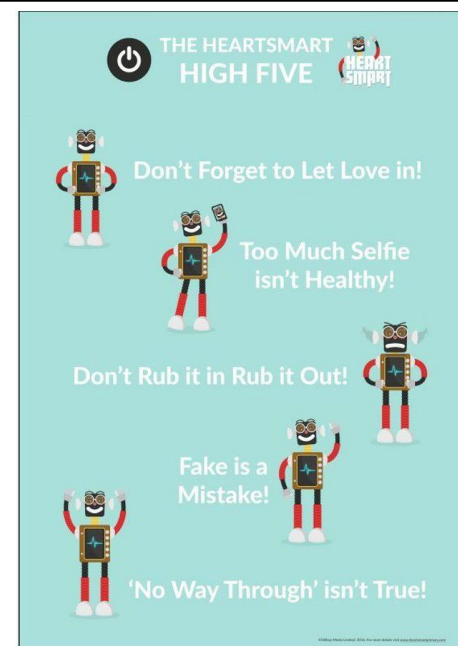
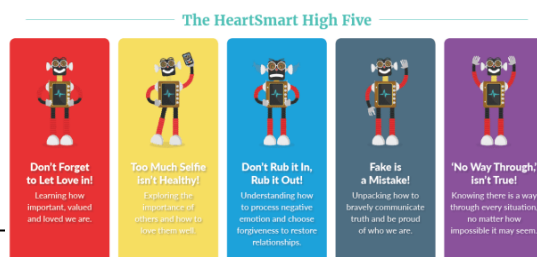
Listening to relaxing music whilst working

Celebrations of achievements e.g. Wall of Excellence, Empowered Learners and Star of the Week



Possible resources to support learning

HeartSmart resources e.g. Boris robot, high five poster etc.



Assessment Criterion

Emerging

Expected

Exceeding

Enrichment opportunities

- Mental health week/day
- Opportunities for mindfulness activities e.g. colouring
- Meditation/relaxation sessions

Home Learning/Parental Links

- Homework activities that encourage mindfulness and opportunities to take time out to relax e.g. reading a favourite book, going for a walk etc.