



**Our P.U.R.P.L.E. Curriculum Intent, Implementation and Impact Model**

P.U.R.P.L.E. is an acronym that stands for the qualities that we believe all children need to possess to be successful in life. It doesn't just involve implementing a series of learning experiences, but is a complete values set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.' ...and that they keep shouting it for the rest of their lives! Our Curriculum Intent, Implementation, and Impact Model for 2020-2021 describes how we plan to achieve that. Staff, children, and governors at Littleton Green Community School have all contributed to this document

**How do children become P.U.R.P.L.E in PSHE?**

<b>PROUD: I am Proud. I am proud of my work and the effort that I have made to produce it.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> <li>To provide lots of opportunities to celebrate very high quality work</li> <li>To provide lots of opportunities to celebrate effort</li> </ul>	All children are taking pride in the work that they are producing and the effort that they have put into achieving it. This is being celebrated by all adults.	We will use Class Dojo, P.U.R.P.L.E. assemblies and Open Days to celebrate work and effort.	Children and adults will be proud of the work produced at LGCS and the efforts that the children have made.  Work scrutinies, pupil interviews and 'Chequebook' walks will show that all children and adults demonstrate the Proud value in every lesson.
		We will hold moderation meetings once a block to ensure that high standards are maintained in PSHE.	
		We will create 'Class Celebration Book's to showcase work in PSHE and British Values.	

<b>UNIQUE: I am Unique. I am an individual who offers many talents. Everybody is good at something.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> <li>To deliver a curriculum that offers children a chance to develop a wide range of skills in <b>all</b> areas of learning</li> <li>To devote plenty of time to all areas of learning, so children can showcase their talents</li> </ul>	All children are being taught a broad and balanced curriculum, which recognises and celebrates their individual strengths but also identifies and addresses any gaps that they may have.	We will use children as PSHE experts in every class.	Every class will use child experts in each subject.  Work scrutinies, pupil interviews, and 'Chequebook' walks will show that all children and adults demonstrate the Unique value in every lesson.
		We will deliver a curriculum that provides enough time for knowledge and skills to be developed in PSHE.	
		We will provide interventions to ensure that <b>all</b> children become the best that they can be in PSHE.	All children, who are working below age related expectations, will diminish the difference or have support altered.  Parents and pupils of SEND children at LGCS will feel that they are fully supported.
		We will use Commando Joe's R.E.S.P.E.C.T curriculum alongside our P.U.R.P.L.E values to show resilience skills in all aspects of our learning.	



<b>REFLECTIVE: I am Reflective. I learn from my mistakes and get better at things as a result.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> <li>To provide opportunities for children and adults to reflect on learning and then provide opportunities to act upon it</li> </ul>	All children are reflecting on their learning and benefitting from high quality adult pupil dialogue, which is based on accurate AFL.	We will train all teachers and Learning Support Assistants to provide high quality feedback.	Work scrutinies, pupil interviews, and 'Chequebook' walks will show that all children and adults demonstrate the Reflective value in every lesson.
		We will recap learning to ensure that knowledge is remembered and skills applied to everyday life.	
		We will teach children to participate in peer and group discussions, and to reflect on their ideas and those of others.	

<b>POSITIVE: I am Positive. I always try my hardest. If at first I don't succeed, I try, try, and try again.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> <li>To provide lessons which really challenge a child's understanding by delivering an age related curriculum to all children all day, every day</li> <li>To teach higher order thinking skills and an "it's good to be stuck" ethos</li> <li>To provide praise, praise and more praise!</li> </ul>	All children using appropriate strategies to achieve learning objectives, which challenge them.	We will plan, deliver, and assess using PSHE scrapbooks to ensure that the level of coverage is appropriate for all children in all lessons.	Work scrutinies, pupil interviews, and 'Chequebook' walks show that all children and adults demonstrate the Positive value in every lesson.
		We will hold regular staff meetings to understand how children approach challenges that they are stuck on.	
		We will use forest schools to demonstrate how the outdoor environment and outdoor learning has a positive impact on self esteem.	

<b>LOVING: I Love. I respect and love the world that I live in. I respect and love other people. I respect and love myself.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> <li>To provide a curriculum that places a high degree of emphasis on building mutual respect</li> <li>To provide a curriculum that enables a child to recognise that they can influence local, national</li> </ul>	All children are profiting from a climate of mutual respect in which Positive Behaviour Intervention Strategies are applied at all times. They feel seen, safe, soothed and secure.	We will follow a Behaviour Policy which encourages Positive Behaviour Intervention Strategies for all.	In Interviews children and staff can demonstrate that they feel seen, safe, soothed and secure at school.
		We will appoint Pupil Ambassadors to provide pupil voice and lead school projects.	Pupil Interviews and Ambassador led learning walks indicate that the children are 'loving'.



and international communities • To have high expectations about the quality of the learning environment and of the child's actions and attitudes within it		We will teach children how to support one another by working in mixed ability pairs.	In pupil interviews, children enjoy working in mixed ability pairs and have the skills to support each other successfully.
		We will demonstrate how to take care of the school environment through forest schools.	

<b>EMPOWERED: I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.</b>			
Intent		Implementation	Impact
What are our aims?	What do we want to see?	What will we do?	What will success look like?
<ul style="list-style-type: none"> <li>To equip children with a wide range of skills that they can use throughout their life</li> <li>To ensure that every single stakeholder at the school's sole focus is making sure that every single child leaves our school being 'the best that they can be'</li> </ul>	All children are fully focused on their learning and either acquiring new knowledge/skills or applying knowledge/skills that have been previously taught.	We will ensure that all teaching and support staff complete a research project designed to improve subject knowledge.	Knowledge and skills are progressive, demanding and match the aims of the P.U.R.P.L.E. curriculum for all pupils in all classes.
		We will hold regular Subject Leader Meetings to ensure that high standards are maintained and to ensure that the development of knowledge and skills is progressive in PSHE.	Children make good progress in all subjects.
		We will ensure that every child in the school completes a P.U.R.P.L.E. Passport.	Children increase the range of P.U.R.P.L.E. experiences that they have had.
		We will teach children how to be P.U.R.P.L.E, alongside the R.E.S.P.E.C.T curriculum taught through Command Joe's.	In pupil interviews, children can talk with confidence about being P.U.R.P.L.E.

**How do we teach P.U.R.P.L.E./ PSHE at LGCS?**

Each lesson is based around a question which is designed to stimulate curiosity and promote discussion.

For all children at LGCS, P.U.R.P.L.E. is taught in a number of different ways:

- As a set of skills which are taught in all subjects.** For example teachers would expect the children to be demonstrating being P.U.R.P.L.E. in a History or Geography lesson.
- As a discreet subject taught three times a year.** This is taught for two weeks at either the start or end of a block of learning. This unit aims to show the children how living in Huntington influences how we become P.U.R.P.L.E... This is a personalised part of the school curriculum. Staff and pupils are free to decide which activities they complete in these lessons. The only stipulation is that they must promote being **P.U.R.P.L.E...**



<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>
Our P.U.R.P.L.E. school	Our P.U.R.P.L.E. mining heritage	Our P.U.R.P.L.E. Cannock Chase

- As a set of challenges that children must complete to earn their P.U.R.P.L.E. Passport.** Children complete a set of activities at school and at home, which are designed to promote **P.U.R.P.L.E.** values
- As a tailored set of learning experiences in which children can apply being P.U.R.P.L.E...** In years 1-4 this involves completing a weekly Forest School lesson. In years 4, 5 and 6 it this involves completing a weekly Commando Joes session with a trainer and all other classes to complete a 40 minute Commando Joe's session weekly.
- As a sequence of class 'assemblies' in which the children are taught about the role they can play in shaping their wider community.** This is taught via Picture News and British values ( see British Values policy on website)
- As a structured set of learning experiences within Science lessons in which the children are taught about the characteristics of positive relationships.** (See Science at LGCS Document on webpage)

#### What is P.U.R.P.L.E. Character?

- Character is what determines how we respond to the situations and circumstances of life.
- Character is the distinctive qualities built into an individual's life which determine their response regardless of circumstance.
- Character traits are those qualities that enhance us as people – helping us be self-aware about who we are and our ability to work with others.
- Character education is an umbrella term loosely used to describe the teaching of children in a manner that will help them develop variously as moral, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant or socially acceptable beings. At LGCS, we do this through our P.U.R.P.L.E values.

#### How do we teach our P.U.R.P.L.E. Character Education at LGCS?

At LGCS, we teach P.U.R.P.L.E. Character Education to prepare our pupils for life beyond the school gates and to give them the opportunity to flourish in modern society. We believe that there is a strong link between character and attainment, and success is not measured simply by quantifiable outcomes such as test results and attendance figures. Achievement is praised through good attitudes towards learning coupled with good effort.

From Nursery through to Year 6, our pupils are taught through the P.U.R.P.L.E Character Curriculum which takes the pupils on the life journeys of inspirational heroes, heroines, adventurers and explorers where all children get the chance to achieve, be resilient, tolerate others and make great choices for life – in and outside school.

This is achieved through:

- Accessing coherent, sequential learning opportunities
- Being inspired to do their best and to have the ambition to achieve
- Engaging in deep thinking to support their decision making and actions
- Experiencing a wide range of exciting learning opportunities
- Integrating the teaching of British Values

Each week the pupils take part in carefully designed missions which allow the Character behaviour traits of individuals' and groups of pupils, to be put to the test in a safe environment. Each mission is carefully tailored to meet the needs of the pupils. At the end of each session, the pupils are given time to self-assess, and set personalised targets for themselves and peers.



COJO RESPECT Core Characters	P.U.R.P.L.E. Character Behaviour traits
Resilience	<b>POSITIVE by being:</b> Determined; self-controlled; persistent; courageous; diligent; perseverant
Empathy	<b>LOVING by being:</b> Just (fair); compassionate (forgiveness); kind; courteous; unselfishness
Self-Awareness	<b>UNIQUE by being:</b> Self-confident; self-disciplined; honest; humorous; humility; adaptability
Passion	<b>POSITIVE by showing:</b> Gratitude; motivation; inspiration; will power
Excellence	<b>PROUD by being:</b> Creative; curious; inquisitive; pride; critical thinking
Communication	<b>REFLECTIVE by:</b> Listening; influencing; providing feedback; evaluating
Teamwork	<b>EMPOWERED to:</b> Cooperate; be responsible; care; make decisions; be helpful; show unity

### P.U.R.P.L.E Character Curriculum topics

Nursery			<b>7 Mini missions</b> <b>'Meeting the characters'</b>
Reception	<b>Incy Wincy Spider(Transition), Jack and Jill, If you're happy and you know it.</b>	<b>Humpty Dumpty, Twinkle, Twinkle</b>	<b>3 blind mice, Row, Row, Row your boat</b>
Year 1 topic Characters	<b>Simba and Me</b> <b>'Circle of Life'</b>	<b>Steve Backshall 'Walk on the wildside'</b>	<b>Traditional Tales</b> <b>'Once upon a time'</b>
Year 2 topic Characters	<b>Samuel Pepys</b> <b>'London's Burning'</b>	<b>Pocahontas</b> <b>'Trouble in the Tribe'</b>	<b>The Queen</b> <b>'The longest Reign'</b>
Year 3 topic Characters	<b>Nellie Bly</b> <b>'Around the World in 72 Days'</b>	<b>Ernest Shackleton</b> <b>'Endurance'</b>	<b>Ed Stafford</b> <b>'Walking the Amazon'</b>
Year 4 topic Characters	<b>Leif Erikson</b> <b>'Voyage of Discovery'</b>	<b>Bear Grylls</b> <b>'Survival'</b>	<b>Kira Salak</b> <b>'Gorilla in the Mist'</b>
Year 5 topic Characters	<b>Ranulph Fiennes</b> <b>'Transglobe Adventure'</b>	<b>Tim Peak</b> <b>'Blast off!'</b>	<b>Spartacus</b> <b>'Romans Revolt'</b>
Year 6 topic Characters	<b>Amelia Earhart</b> <b>'Final Flight'</b>	<b>Nancy Wake</b> <b>'The White Mouse'</b>	<b>Ibn Battuta</b> <b>'Eastern Odyssey'</b> <b>Operation new beginnings</b> <b>Transition</b>



## P.U.R.P.L.E. at Littleton Green Community School

### Progression of Forest School skills at LGCS



#### Reception

- Introduction to rules/boundaries/format of sessions
- Promotion of independent learning opportunities/skills
- Introduction of basic real tools – hammers, mallets, trowels and forks
- Introduction of basic shelter building with support
- Safety procedures
- Promotion of free exploration

#### Year 1

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- Introduction to basic knots
- Supported construction of tripod structures on a small and large scale

#### Year 2

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- More sophisticated use of knots for attaching to structures, trees etc.
- Independent use of tripod structures
- Introduction of lashing and frapping techniques to make frames

#### Year 3

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- More sophisticated use of knots for attaching to structures, trees etc.
- Lashing and frapping frames and dual structures – attaching hessian using knots
- Introduction of bow saw and peeler – 1:1 support

#### Year 4

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- Continued more sophisticated use of knots for attaching to structures, trees etc.
- Further extend lashing and frapping techniques on a smaller scale at an independent level
- Introduction of hack saw/loppers/secateurs/whittling using knives 1:1 support

#### Year 5 as year 4 plus the following

- Introduction of fire safety and cooking over a camp fire.
- Introduce knowledge about the wildlife within our school grounds and how to look after them.

#### Year 6 as year 5 plus the following

- further knowledge about fire safety and fire lighting to an independent level.
- To introduce peer mentoring into F/S, i.e.: den building / willow weaving