



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 2021-2022 describes how we plan to achieve that. Staff, children, and governors at Littleton Green Community School have all contributed to this document.

	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
	<u>What do we want our children to say?</u>	<u>What will we focus on in 2021-2022?</u>	<u>What will success look like in all subjects?</u>
PROUD	'I am Proud. I am proud of the quality of my learning and the effort that I have put into producing it.'	Ensuring that learning and effort is of the highest order and that this is being celebrated in all subjects.	All children are able to showcase their best learning in pupil interviews, work scrutinies, displays and on dojo.
UNIQUE	'I am Unique. I am an individual who offers many talents. Everybody is good at something.'	Ensuring that all children are supported accordingly by all staff in all subjects.	Every teacher and LSA knows who their SEND and gifted and talented children, and this can be found in their Record Keeping Folder. Children receive the appropriate level of support from adults. This includes the suitable use of targeted questioning, scaffolding of tasks, deployment of adults in the classroom and where necessary additional small group/ one to one interventions. This is visible in work scrutinies, pupil interviews, chequebook walks, provision maps, iep's and planning.
REFLECTIVE	'I am Reflective. I learn from my mistakes and get better at things as a result.'	Ensuring children know how to reflect on their own learning in all subjects.	Children are able to reflect on their learning, demonstrating what has worked well and how they can improve further in work scrutinies, pupil interviews and/ or chequebook walks.
POSITIVE	'I am Positive. I always try my hardest. If at first I don't succeed, I try, try, and try again.'	Ensuring that children use resources appropriately in all subjects.	Children can demonstrate in work scrutinies, pupil interviews and/ or chequebook walks how they use a range of concrete and pictorial resources to become 'unstuck' in all subjects.
LOVING	'I am Loving. I respect and love the world that I live in. I respect and love other people. I respect and love myself.'	Ensuring that children are taught how to work collaboratively with one another in all subjects.	Children can demonstrate in work scrutinies, pupil interviews and/ or chequebook walks how they are able to work effectively with others during partner and group work.



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.'	Ensuring that children can retrieve previously taught information in all subjects.	Children can demonstrate in work scrutinies, tests, pupil interviews and/ or chequebook walks previously they can recall and apply previously taught knowledge/ , vocabulary and skills.
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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:

1. **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.
2. **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...**

Block 1	Block 2	Block 3
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

3. **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
4. **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.
5. **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)
6. **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.



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



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	POSITIVE by being: Determined; self-controlled; persistent; courageous; diligent; perseverant
Empathy	LOVING by being: Just (fair); compassionate (forgiveness); kind; courteous; unselfishness
Self-Awareness	UNIQUE by being: Self-confident; self-disciplined; honest; humorous; humility; adaptability
Passion	POSITIVE by showing: Gratitude; motivation; inspiration; will power
Excellence	PROUD by being: Creative; curious; inquisitive; pride; critical thinking
Communication	REFLECTIVE by: Listening; influencing; providing feedback; evaluating
Teamwork	EMPOWERED to: Cooperate; be responsible; care; make decisions; be helpful; show unity



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

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



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