



Personal Development (inc. PSHE) in the Oasis Academy Temple

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity. The PD curriculum at Oasis Academy Temple has a focus on developing each child's Character, Competence and Community.


The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The Personal Development curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	Character: A strong PHSE curriculum ensures children are well rounded, empathetic, respectful, tolerant citizens. Children will have strong social skills and be able to interact confidently with other children and adults.
	Competence: Through a well-rounded PHSE curriculum children will reach their full potential and will have opportunities to debate different issues. Children will understand equality and protected characteristics from a young age.
	Community: Children will have strong relationships across the school community. Student leaders will be a part of each academy with strong links to the Hub Council and local community. Children will understand different communities both locally and globally and will learn about living in the wider world.

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson’s Models of Memory, Sweller’s Cognitive Load Theory, Rosenshine’s Principles of Instruction and the thinking behind Ebbinghaus’ Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for Personal Development:

Core Concepts in SUBJECT					
Healthy Lifestyles	Keeping Safe	Mental and Emotional Health	Relationships and Sex Education	Living in the Wider World	9 Habits Character Education

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

Lesson Timings	Type of delivery
Personal Development is woven into the curriculum in both thematic and discrete teaching. There is a fortnightly 60-minute character development session. In addition to this, PSHE takes a lead role in the thematic content delivery and in the annual chunked content. The 9 habits are woven into every lesson through the Golden Thread of Character and also form the rewards section of the behaviour approach and celebrations.	Mixture of thematic and discrete: <ul style="list-style-type: none"> • Weekly PD lesson. • Weekly Celebration Assemblies • Daily Reflection Foci linked to the 9 Habits • Thematic PHSE lessons • Character-based behaviour approach • Flourishing model

Annual organisation of 9-habit character development session

Term	Habit Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Who am I and who am I becoming?	Welcome Week Content	SOY and Behaviour	9 Habit Focus	Habitudes	Assessment	My strengths	My analysis and targets
Autumn 2	Hopeful Joyful	Hopeful	Habitudes	Updating the log	Joyful	Habitudes	Updating the log	Presenting my strengths profile
Spring 1	Patient Compassionate	Patient	Habitudes	Updating the log and Presenting	Compassionate	Habitudes	Updating the log and Presenting	
Spring 2	Forgiving Considerate	Forgiving	Habitudes	Updating the log and Presenting	Considerate	Habitudes	Updating the log and Presenting	
Summer 1	Self-controlled Humble	Self-controlled	Habitudes	Updating the log and presenting	Humble	Habitudes		
Summer 1	Honest	Updating the log and presenting	Honest	Habitudes	Updating the log and presenting	Transition	Transition	Transition

Annual organisation per year group of PSHE Objective within the curriculum chunks

Term	Chunk	Week	Hour 1	Hour 2	Hour 3	Hour 4
Autumn 1	Well-being	2	What is well-being? (KS2 What is mental health?)	Mental Health champions and appointments	Yoga	Self-Regulation Techniques and well-being quiz
Autumn 2	Heritage	9 (Before Citizenship and the World)	Rights respecting schools’ content/ Break the cycle (with historical links)			National Links and Sharing
	Human Rights	14 (After Citizenship and the World)	School of Sanctuary content			National Links and Sharing

<p>Discrete – Summer term Relationships and Sex Education (Summer 1)</p>	<p>Who are people in my life who love and care for me? Similarities and differences between people Ways in which we are unique Similarities and differences between girls and boys</p>	<p>What is private? (Body parts) Name main parts of the body including external genitalia What happens when the body changes from old to young? How people's needs change as they grow older How to manage when finding things difficult What is fair/unkind/kind?</p>	<p>What is personal space? What does a healthy relationship look like? Why is being equal important in relationships? To recognise own individuality and personal strengths</p>	<p>What is diversity? Do boys and girls have different roles? What changes happen to my body? To know about personal identity (ethnicity, faith, culture, hobbies)</p>	<p>What is puberty? Hygiene routines around puberty Physical and emotional changes What are the different relationships in my life? What is unwanted touch? Understanding FGM (can opt out) Know that for some people gender identity does not correspond with their biological sex</p>	<p>What changes happen in my life? What happens in a loving relationship? What is forced marriage? How is a baby made? How to manage setbacks and failures Identify reproductive organs in males and females and how puberty relates to human reproduction</p>
<p>Links to Citizenship and Heritage and Global Goals and Careers Living in the Wider World (Spring 2)</p>	<p>What are class rules? (British Values) What groups do I belong too? (School/Family) How are we the same and different (Class) Why do we need rules? Where does money come from? What is the environment?</p>	<p>Why do we need rules and why we have different rules for different situations How to care for the environment How people and other living things can help to look after the environment. What groups and communities am I a part of? How do we make choices are spending money?</p>	<p>How do rules and the law protect me? What is the difference between my local British communities and global communities? What does being a community mean? What are the links between money and work?</p>	<p>What are the rights of the child? (RRS) Know some groups protect inequalities (NSPCC, Action Aid etc) How do we look after our money? Know we need more/less money for large/small items What is sustainability? Have pride in locality To value the contributions people and groups make to the community.</p>	<p>How are rules and the law made and changed? What is Fair Trade? How can I develop my enterprise skills? What are the benefits of living in a diverse community? To understand prejudice and discrimination and how to respond if witnessed or experienced. Begin to understand value of saving money</p>	<p>Why is it important to be critical of the media online and offline? How do people manage money? Know resources are not shared equally on a global basis Know political decisions have an adverse effect on the environment Plan and budget for an event What happens when people overspend? What do I want to be?</p>

PHSE in EYFS

Our Early Years Curriculum is closely linked to the Oasis Academy Temple KS1 and KS2 PSHE Curriculum in many ways. The children's PSHE knowledge is developed through many areas of the Development Matters Curriculum, including *Communication and Language*, *Personal, Social and Emotional Development*, *Physical Development*, and *Understanding the World*.

This progressive curriculum is mapped from birth to the end of Reception.


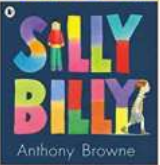
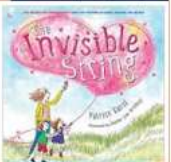

Development Matters		
Birth to Three	<i>Communication and Language</i>	Recognise and are calmed by a familiar and friendly voice. - Listen and respond to a simple instruction. Listen to other people's talk with interest, but can easily be distracted by other things
	<i>Personal, Social and Emotional Development</i>	Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."
Three to Four	<i>Communication and Language</i>	Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.
	<i>Personal, Social and Emotional Development</i>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.
	<i>Physical Development</i>	Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	<i>Understanding the World</i>	Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	<i>Communication and Language</i>	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.
	<i>Personal, Social and Emotional Development</i>	See themselves as a valuable individual. Build constructive and respectful relationships.

			Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs e.g., personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	<i>Physical Development</i>		Further develop the skills they need to manage the school days successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
ELG	<i>Communication and Language</i>	<i>Listening, Attention and Understanding</i>	Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		<i>Speaking</i>	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	<i>Personal, Social and Emotional Development</i>	<i>Self-Regulation</i>	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		<i>Managing Self</i>	Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
	<i>Physical Development</i>	<i>Gross Motor Skills</i>	Negotiate space and obstacles safely, with consideration for themselves and others.
<i>Understanding the World</i>	<i>Past and Present</i>	Talk about the lives of people around them and their roles in society.	

In the EYFS, these areas of learning are developing in a variety of different ways, including:

- Circle time sessions
- Listening games
- Talk partners
- Model good listening and turn taking
- Share stories daily and talk about what has happened and why / moral / what does that mean for us?
- Social stories
- Puppets and role play scenarios
- All About Me and Self Topics
- Discussions about family and friends
- Healthy snacks
- PE lessons
- Our body topic, healthy eating topic
- Handwashing activities
- Promotion of toothbrushing and visits from the dentist
- Worry monsters/worry boxes
- Class rules and routines
- 9 Habits
- Celebrations and certificates, rewards, etc.
- Role play – being friends
- Sports day – taking part, working as a team.
- Classroom roles and responsibilities
- Promotion of self-regulation through a variety of activities e.g. stop and go games
- Mindfulness activities e.g. breathing, tapping and sensing in
- People Who Help Us topics
- Negotiation and sharing with others
- British Values
- Exploration of money

Many core PSHE concepts are taught in the EYFS, such as Healthy Lifestyles, Keeping Safe, Mental and Emotional Health, RSE and Living in the Wider World. This helps to prepare our children for future learning in PSHE.

OCL PSHE Core Concepts	Vocabulary	Key texts and activities
Healthy Lifestyles	<ul style="list-style-type: none"> • Healthy • Unhealthy • Balanced diet • Food groups 	<ul style="list-style-type: none"> • Toothbrushing activities in school • Visits from the dentist • Hand washing routines and activities e.g. using glitter to show the transfer of germs
	<ul style="list-style-type: none"> • Moderation • Hygiene • Clean • Brushing your teeth 	<ul style="list-style-type: none"> • Healthy Eating and Food topics • Food tasting • Food sorting • PE lessons and Sports Days • My body topic
Keeping Safe	<ul style="list-style-type: none"> • Safe • Rules • Help • Emergency 	<ul style="list-style-type: none"> • People Who Help Us Topics • Rules and routines in the classroom • Class roles and responsibilities <p><i>Text: The Children's Book of Keeping Safe by Sophie Giles</i></p> 
Mental and Emotional Health	<ul style="list-style-type: none"> • Emotions • Happy, Sad, Angry, Excited, Surprised, Tired • Behaviour 	<ul style="list-style-type: none"> • Exploring emotions • How do different situations make us feel? • Social stories and role play scenarios • Interactions in play, modelling negotiation and sharing • Self-regulation activities <p><i>Text: Silly Billy by Anthony Browne</i></p> 
RSE	<ul style="list-style-type: none"> • Family • Friends • Relationship 	<ul style="list-style-type: none"> • All About Me and Self topics • Learning about our family and family tree • Talking about people who are close to us and care for us • Building relationships with our peers <p><i>Text: The Invisible String by Patrice Karst</i></p> 
Living in the Wider World	<ul style="list-style-type: none"> • Rules • Money • British Values 	<ul style="list-style-type: none"> • Class rules and routines • Class helpers • Exploring british values • Voting stations to choose books/activities • Exploration of money <p><i>Text: A Superhero Like You by Dr Ranj</i></p> 
9 Habits	<ul style="list-style-type: none"> • Joyful • Compassionate • Self-Controlled • Humble • Honest • Hopeful • Considerate • Patient • Forgiving 	<ul style="list-style-type: none"> • Introducing the 9 habits through conversations with the children • Using the 9 habit slides available for EYFS to explain the habits in an age appropriate way

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Personal Development in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through **Socratic** quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, **end of unit assessment quizzes** and Student Portfolios in Showbie.
- Flourishing lives – Personal Development Assessment Tool. KS2 pupils complete a 'Flourishing Lives' assessment each year. This is a character development log through the 9 Habits lens, which gives an analysis and indication of social-emotional strengths over time.

Personal Development Specific Impact Measures

In Personal Development quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning.

In addition to this, pupils complete the 'Flourishing Lives' assessment each year which give a social-emotional strengths-based analysis to show the development over time.






Progression Points against the Core Concepts

Core Concepts	Progression Point 1 (KS1)	Progression Point 2 (LKS2)	Progression Point 3 (UKS2)
Healthy Lifestyles	<ul style="list-style-type: none"> • Be aware we need a balanced diet to grow, be active and maintain health. • Know we need some foods more than others • Be aware being active and looking after yourself are important e.g. brushing teeth 	<ul style="list-style-type: none"> • Know about different food groups for a balanced diet • Understand other factors contribute to keeping healthy 	<ul style="list-style-type: none"> • Know that some lifestyles choices can be harmful to our bodies. • Understand that the media can have a negative impact on self-esteem
Keeping Safe	<ul style="list-style-type: none"> • Know about medicines • Identify safe and unsafe places in the environment 	<ul style="list-style-type: none"> • Know how to minimise risk around personal safety • Know how to keep safe in the home and around water • Know some risky behaviours are illegal 	<ul style="list-style-type: none"> • Know how to resist peer pressure when considering risky behaviour • Gain a clearer understanding of the legal and physical consequences of harmful substances
Mental Health and Emotional Health	<ul style="list-style-type: none"> • Respect the feelings of others • Manage own emotions • Recognise how own behaviours affect others 	<ul style="list-style-type: none"> • Recognise success and failure are part of the learning process • Know about body language and the messages this can send • Know how own feelings affect behaviour • Understand resilience 	<ul style="list-style-type: none"> • Understand how to build self-esteem • Recognise triggers to own emotions • Know about mental health and how to challenge negative thoughts and feelings • Understand stereotyping
Relationships and Sex Education	<ul style="list-style-type: none"> • Know similarities and differences between people and girls and boys • Know what is private (body parts) • Know about friendships (being kind/fair etc) 	<ul style="list-style-type: none"> • How about personal space • Know about healthy relationships and being equal • Understand diversity • Know about changes happening to the body 	<ul style="list-style-type: none"> • Know what puberty is • Know about different types of relationships • Know what is unwanted touch • Know about forced marriage • FGM • Know how babies are made

Living in the Wider World	<ul style="list-style-type: none"> • Know about rules • Where money comes from • Know about different groups and communities • Know how to look after the environment 	<ul style="list-style-type: none"> • Know links between work and money • Know how to look after money • Know about sustainability • Know about the rights of the child 	<ul style="list-style-type: none"> • Know about Fair Trade • Know about enterprise • Know about rules and laws and how/why they might be changed • Know how people managed money, know about debt • Know about the media • Know about what they want to be - aspirations
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9 Habit Progression Points						Rights Respecting School Links
Habits	Images	Rec	KS1	LKS2	UKS2	
Honest “acknowledging when we are wrong and taking responsibility” Habitudes Integrity Courageous Leader Confident/Genuine		<ul style="list-style-type: none"> • ELG: Knowing right from wrong 	<ul style="list-style-type: none"> • Has the courage to admit when they are wrong. 	<ul style="list-style-type: none"> • Has the courage to admit when they are wrong and recognise when a situation is wrong. 	<ul style="list-style-type: none"> • Has the courage to admit when they are wrong and challenge when a situation is wrong even when it is difficult to do so. 	<ul style="list-style-type: none"> • RR12/13: Is able to express their views, feelings and wishes and can consider and take seriously the views of others.
Compassionate “place ourselves in the position of another” Habitudes Caring and kind-hearted Social Advocate Empowering		<ul style="list-style-type: none"> • ELG: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. 	<ul style="list-style-type: none"> • Understands their own feelings across a range of emotions and can regulate their behaviour accordingly. 	<ul style="list-style-type: none"> • Is developing a strong social conscience through a deep respect of and empathy for others. 	<ul style="list-style-type: none"> • Has developed a strong social conscience through a deep respect of and empathy for others, and empowers others to act in this way. 	<ul style="list-style-type: none"> • RR29: Is able to show respect and care for their own human rights and others, their own cultures and other cultures and the environment.
Joyful “a deep sense of contentment with life” Habitudes Optimistic Generous and Inspiring Positive Self-Esteem		<ul style="list-style-type: none"> • Recognise when you are feeling happy and sad. 	<ul style="list-style-type: none"> • Uses a strengths-based approach to identify the feeling of true happiness. 	<ul style="list-style-type: none"> • Uses a strengths-based approach to identify the feeling of true contentment and recognise the cause of this. 	<ul style="list-style-type: none"> • Uses a strengths-based approach to develop optimism and show self-kindness in the ability to recognise and enjoy moments of true happiness. 	<ul style="list-style-type: none"> • RR31: Is able to find to relax and play and take part in a range of cultural and artistic activities.
Hopeful “holding on and working for a better future” Habitudes Sense of Purpose Resilient Spiritual Eagerness		<ul style="list-style-type: none"> • ELG: Be confident to try new activities and show independence and resilience in the face of challenge. 	<ul style="list-style-type: none"> • Knows their goals and understands the need for a growth mindset to be able to achieve them. 	<ul style="list-style-type: none"> • Knows their goals and demonstrates resilience and a growth mindset on the journey to achieve them. 	<ul style="list-style-type: none"> • Knows and clearly articulate their goals and demonstrates cognitive flexibility through resilience and a growth mindset on the journey to achieve them. 	<ul style="list-style-type: none"> • RR6: Is able to thrive and develop to reach their full potential.
Self-Controlled “having the ability to manage our own emotions and actions” Habitudes Positive Emotional Awareness Criticism Receptive Positive Coping Skills		<ul style="list-style-type: none"> • ELG: Being able to control immediate impulses when appropriate (Partial) 	<ul style="list-style-type: none"> • Is developing social and relational skills and mindfulness 	<ul style="list-style-type: none"> • Has developed social and relational skills and mindfulness to enable critical thinking. 	<ul style="list-style-type: none"> • Has developed social and relational skills and mindfulness to enable critical thinking and be receptive to feedback. 	n/a
Patient “the way we wait and the attitude we adopt as we do so – a long-term perspective” Habitudes		<ul style="list-style-type: none"> • ELG: Being able to wait for what they want (Partial) 	<ul style="list-style-type: none"> • Understands the need to be patient and is beginning to develop 	<ul style="list-style-type: none"> • Has developed problem solving skills, is motivated to persevere and can demonstrate 	<ul style="list-style-type: none"> • Has developed problem solving skills through being a critical thinker, is motivated and demonstrates 	n/a

Competent Learner Positive GRIT Responsible Decision Maker			problem solving skills.	good judgement.	good judgement in a range of situations.	
Forgiving “to choose not to allow actions of others in the past to determine our behaviour towards them in the future” Habitudes Selflessness Positive Self-Control Empowered		<ul style="list-style-type: none"> • Being able to say sorry with meaning 	<ul style="list-style-type: none"> • To be able to accept an apology and show positive self-control in letting go. 	<ul style="list-style-type: none"> • To recognise when they find it difficult to be kind and caring towards all, due to prior differences and show positive self-control in letting go. 	<ul style="list-style-type: none"> • Is able to use positive self-control and cognitive flexibility to be kind and caring towards all, regardless of prior differences. 	n/a
Considerate “Treating others in the way we would like to be treated.” Habitudes Empathetic Positive Citizenship Respectful/ Appreciative Kindness		<ul style="list-style-type: none"> • ELG: To form positive attachments to adults and friendships with peers and to act with kindness at all times. 	<ul style="list-style-type: none"> • Begins to use emotional intelligence to deliberately include others, acting with kindness in a range of situations. 	<ul style="list-style-type: none"> • Is developing connectedness through being other focussed and emotionally aware. 	<ul style="list-style-type: none"> • Is a positive Influencer through developing a strong emotional awareness, developing connectedness through being other focussed. 	<ul style="list-style-type: none"> • RR14 know they have the right to think and believe what they and not stop others from enjoying their right to do the same.
Humble “seeing the intrinsic worth in other, all created equal; giving honour and encouragement to all; not lauding it over others” Habitudes Positive Listener Culturally Aware/Respectful Adaptable Learner		<ul style="list-style-type: none"> • ELG: Show sensitivity to their own and others needs. 	<ul style="list-style-type: none"> • Can listen to others using a growth mindset. 	<ul style="list-style-type: none"> • Is insightful when listening using a growth mindset to understand value of each individual. 	<ul style="list-style-type: none"> • Is insightful when listening using a growth mindset to be adaptable, understand the values of others and develop cultural receptiveness. 	<ul style="list-style-type: none"> • RR15 to meet with other children and join groups and organisations and know this is the choice of others to decide to join or not.

Approach to Recording

At Oasis Academy Temple, children predominantly record their work on the slides within the pupil decks. Evidence of physical work may be added as photos. Similarly, children may record their work digitally using voice notes or videos. This allows a freedom for children to record how much they have learnt. All learning is grouped in units on a pupil Showbie profile this efficiently shows progress over time throughout the unit, terms and academic year.



Approach to Monitoring

PSHE at Oasis Academy Temple is monitored through work scrutiny, lesson drop-ins, pupil voice and staff voice.