



St Mawes School and Nursey Personal Development Plan

What is personal development at our schools?

Personal Development (PD) focusses on

“preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.” (Ofsted Inspection Handbook July 2022 paragraph 292)

Personal Development at St Mawes is focussed on developing the whole child in order that they reach their full potential academically, socially, emotionally and spiritually. We aim for all pupils to grow into well- educated, respectful, responsible adults who are:

- Comfortable with who they are and have a deep sense of belonging
- Respectful of others and see difference as positive
- Able to make a positive contribution to school life, the wider community and society in general
- Happy, safe, confident and resilient
- Financially secure
- Model citizens prepared for life in modern Britain

Personal Development underpins all areas of the curriculum and is therefore taught daily through a variety of lessons and Circle Time sessions. Some aspects are taught in personal, social, health, and economic education (Jigsaw PSHE), science, computing (online safety) and PE.

Other aspects are delivered through a comprehensive enrichment programme including:

- Trips (day and residential),
- Visiting speakers
- Assemblies
- Sports clubs
- Performing arts
- Music performance and events

- Forest school
- Subject learning clubs.
- Mentoring programmes (Reading Buddies)
- Leadership programmes e.g. School Council
- Special Events: religious and cultural

Aspect	Early Years	Key stage 1	Lower Key stage 2	Upper Key Stage 2
<p>PSHE Pupils' wider safety</p> <ul style="list-style-type: none"> • Content on common risks (roads, fire, using equipment, medicines, strangers). 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.</p> <ul style="list-style-type: none"> • Discussing risks when on trips • Discuss stranger danger • PSHE lessons on safety beyond the home • RNLI talks • PSHE Healthy Me unit on medicines and what you put on / in your body 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>Year 1</p> <ul style="list-style-type: none"> • Risks on trips / road safety/ management in a public place-shared with children before trips and visits. • Beach safety • Risk of medicines • Emergencies and Getting help. • Using PE equipment safely. • Discussion of firework safety near bonfire night. • Fire drill/ lockdown situation <p>Year 2</p> <ul style="list-style-type: none"> • Keeping safe inside (electricity. slips trips and falls, medicines) and outside (roads, lakes etc) 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>Year 3</p> <ul style="list-style-type: none"> • Road safety • Fireworks and Bonfire Safety • Drugs • Strangers/E-Safety learning • Sewing work in DT (safety of using needles) <p>Year 4</p> <ul style="list-style-type: none"> • PSHE lessons on First Aid and phoning Emergency Services • E-Safety - keeping your personal information private, not talking to strangers online. 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>Year 5</p> <ul style="list-style-type: none"> • Financial risks (gambling) • Online contact/online content in PSHE and Computing • E-safety • Water safety and self-rescue in PE/Geography • Unhealthy diet (foods that affect us mentally and physically) • Medications and vaccines in PSHE • Exploring risks in everyday situations in PSHE • Personal and group safety during residential

		<ul style="list-style-type: none"> • First aid • Firework safety near bonfire night • Fire Safety talk from Fire Brigade • Risk assessments on trips - management in public places shared with children before trips. 	<ul style="list-style-type: none"> • Sewing work in DT (safety of using needles) • Working Scientifically across the year • Food Hygiene and using knives in when making cooking • Using hot glue guns and saws in DT 	<ul style="list-style-type: none"> • Sewing in DT • Safe use of equipment in science (SC1) • Bikeability in the Autumn Term <p>Year 6</p> <ul style="list-style-type: none"> • Learnt basic and emergency first aid • During residentials we have briefs on keeping safe in a variety of environments • E-safety unit in computing and PSHE, children think about online relationships and how to stay safe • Science - Healthy Bodies has a focus on health and unhealthy drugs and children find out about the effects of alcohol and tobacco on the body. • Bikeability in the Autumn Term
<p>PSHE Economic understanding</p> <ul style="list-style-type: none"> • Choices about money, keeping it safe, saving vs spending, risks. 	<p>Recognising money (coins, notes). Using money in class for day-to-day activities (eg paying for fruit).</p> <ul style="list-style-type: none"> • Role play area - inside and outside • Maths sessions - exploring and handling money 	<p>How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid.</p>	<p>Decisions about money. Spending vs saving. Loans and debt. Value vs cost. Risks (loss, theft). Keeping track of money. Keeping money safe.</p>	<p>Money – responsible management of money. Profit and loss.</p>

	<ul style="list-style-type: none"> ● Fundraising - discussions on where money comes from ● comparing different localities and life styles 	<p>Year 1</p> <ul style="list-style-type: none"> ● Discussed when creating items for sale for summer and Christmas fairs. ● Money in Maths (brief discussion) ● Spending/ saving Dojos <p>Year 2</p> <ul style="list-style-type: none"> ● Teaching Money in maths ● Discussion around spending or saving dojo points. - ● Aspirations day 	<p>Year 3</p> <ul style="list-style-type: none"> ● Whole unit of money (budgeting and saving) in PSHE ● Money in Maths <p>Year 4</p> <ul style="list-style-type: none"> ● Whole unit on money (essential and non essential items, bills and budgeting, banks, credit cards). ● Money in Maths. ● Raising and handling money for charity 	<p>Year 5</p> <ul style="list-style-type: none"> ● Financial risks – gambling (PSHE) ● Money (Maths) <p>Year 6</p> <ul style="list-style-type: none"> ● PSHE unit - Spending decisions and exploring risk in relation to gambling ● Before moving into bigger spending decisions people have to make such as mortgages and bills.
<p>PSHE Technology & media</p> <ul style="list-style-type: none"> ● Forms of media and their impact (reliability of online content, risks of sharing). 	<p>Learning to use technology in learning.</p> <ul style="list-style-type: none"> ● Use the IWB ● Headphones ● iPads ● CD player ● E Safety week 	<p>Finding information using technology. Ensuring adult supervision.</p> <p>Year 1</p> <ul style="list-style-type: none"> ● Use of iPads to photograph across the curriculum/ research in plants etc ● Use of Chromebooks ● E safety unit - what is personal information - not to share it with others. 	<p>Finding information using technology. The reliability of online content. Risks of sharing text, information and images.</p> <p>Year 3</p> <ul style="list-style-type: none"> ● E-Safety Unit in Autumn Term (reliability of sources and risk of sharing information) ● Screen-time unit in PSHE <p>Year 4</p>	<p>Finding information using technology. How to access information efficiently with a focus on reliability of sources and content; how to manage online contact. Risks of sharing text, information and images.</p> <p>Year 5</p> <ul style="list-style-type: none"> ● E-safety Autumn Term focus + throughout (Computing) ● Online content and online contact (PSHE)

		<ul style="list-style-type: none"> ● PSHE managing our time safely whilst online. ● Safer internet day ● Google Classroom <p>Year 2</p> <ul style="list-style-type: none"> ● E-safety ● PSHE- Playing games online and friends online. ● Seeking permission when taking photographs ● Use of iPad and Chromebook. ● Safer internet day ● Range of media – Scratch Coding, Google Slides, Google kids, iMovie 	<ul style="list-style-type: none"> ● E-Safety Unit in the Autumn Term ● PSHE Unit on E-Safety (including reliable content, personal information, when it is safe to share) ● Range of media - making own websites on Google Sites, iMovie Video advertisements, Coding 	<ul style="list-style-type: none"> ● Source reliability in History – exploring the past ● Creating a virtual gallery- 3D modelling ● Coding – manipulating variables ● Multi-media presentations <p>Year 6</p> <ul style="list-style-type: none"> ● E-safety Autumn Term focus + throughout (Computing). ● Reflecting on E-safety scenarios at the start of each lesson computing lesson to ensure information is returned to and applied
<p>RSHE Relationships</p> <ul style="list-style-type: none"> ● Pupils supported to stay safe (healthy & unhealthy relationships, respect, permission, appropriate & inappropriate contact, kindness, different families). ● Content about risks (online, where to find advice, reporting concerns). ● Supporting pupils with SEND. 	<ul style="list-style-type: none"> ● Weekly JIGSAW units exploring healthy relationships ● discussing differences as they arise ● Looking at images of different communities and discussing disabilities and celebrating differences ● Specific discussions about what we do / do not feel comfortable with 	<p>Year 1</p> <ul style="list-style-type: none"> ● Discussion about being different but still being friends is discussed in PSHE. ● Exploring different families and who can keep us safe as part of PSHE programme. ● Identifying who can help when families make us feel unhappy or unsafe ● PSHE Healthy Relationships 	<p>Year 3</p> <ul style="list-style-type: none"> ● Different families discussed in RSE ● Inappropriate and appropriate contact in RSE ● Consent via touch in RSE ● Discussion about safe adults in PSHE <p>Year 4</p> <ul style="list-style-type: none"> ● PSHE Unit on Healthy Relationships 	<p>Year 5</p> <ul style="list-style-type: none"> ● Diverse communities (personal identities, how are we all connected; preventing discrimination) PSHE ● Respectful relationships (identifying the features of a positive family life; recognising similarities and

		<ul style="list-style-type: none"> • Consent - Discussion through PSHE <p>Year 2</p> <ul style="list-style-type: none"> • PSHE - prevent unit. Celebrating differences. • Computing - photography, asking permission. • RE - Jesus is a friend to all discussion. • Forgiveness, peace linking to Christian faith. 	<p>(including loss and peer pressure)</p> <ul style="list-style-type: none"> • PSHE Rap Lesson on Respect • Relationships in RSE (Summer Term) • Discussion about safe adults and who to talk to if they feel unsafe 	<p>differences between people in the community; understanding how to respect differences within the community and classroom; defining what self-respect is and why this is important; recognising how to have and encourage polite, respectful relationships</p> <ul style="list-style-type: none"> • PSHE – positive and safe relationships with others online. • Music links – ballads and lyrics exploring relationships • Pre-education risk assessment discussions about being safe when on an educational visit. <p>Year 6</p> <ul style="list-style-type: none"> • Autumn 1 PSHE unit 'Different types of relationships' explores harmful behaviour in relationships. Also, it teaches children how to manage
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				<p>situations when relationships become harmful</p> <ul style="list-style-type: none"> We also look at defining stereotypes and discrimination across society - including those who are disabled - and how the stereotypes can be problematic.
<p>RSHE Sex education</p> <ul style="list-style-type: none"> Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships. Gender identity, using correct vocabulary, misconceptions corrected. 	<ul style="list-style-type: none"> JIGSAW unit on Healthy Relationships Range of books celebrating differences 	<p>Year 1</p> <ul style="list-style-type: none"> Exploring different families and who can keep us safe as part of RSE programme. Identifying who can help when families make us feel unhappy or unsafe (RSE Summer term). PSHE Healthy/unhealthy relationships Our bodies/boundaries <p>Year 2</p> <ul style="list-style-type: none"> PSHE Friendships Music - Friendship song 	<p>Year 3</p> <ul style="list-style-type: none"> Body parts discussed in RSE (differences between males and females) Healthy relationship discussed in PSHE <p>Year 4</p> <ul style="list-style-type: none"> Year 4 PSHE Units about Puberty and Changes (opportunities to use correct vocabulary and correct misconceptions) Healthy relationship discussed in PSHE 	<p>Year 5</p> <ul style="list-style-type: none"> PSHE- puberty in males and females Managing personal change – physical and emotional <p>Year 6</p> <ul style="list-style-type: none"> Autumn 1 PSHE unit ‘Different types of relationships’ explores different types of romantic relationships - including LGBTQ+ relationships They also explore what makes up healthy family characteristics In RSE - children discuss puberty and reproduction - it is kept relevant to things they need to maintain

				<p>healthy and good mental and physical health.</p> <ul style="list-style-type: none"> • Furthermore, a lesson is dedicated to communication within a relationship and how it is important to keep open lines of dialogue
<p>RSHE Physical health & well-being</p> <ul style="list-style-type: none"> • Healthy eating. • Physical health/fitness. • Oral hygiene, sleep, sun protection, dangers of tobacco drugs & alcohol. • Basic first aid. 	<ul style="list-style-type: none"> • JIGSAW unit on Healthy Me. • Weekly discussion in PE lessons on physical development and changes • Dental discussion 	<p>Year 1</p> <ul style="list-style-type: none"> • PSHE unit based around keeping healthy. (Includes healthy eating, people who help us, oral hygiene) PE - Get4PE importance of physical health Brain breaks • Sun protection as part of Science/ Geography/ PSHE linked to Sun, Sea, Sand topic before beach trip. • Mindful moments <p>Year 2</p> <ul style="list-style-type: none"> • PE - Get set 4 PE • Sun Protection - playtimes • Mindful moments and brain breaks • Mindfulness - PSHE lesson 	<p>Year 3</p> <ul style="list-style-type: none"> • Science Unit (Animals including humans) how to eat healthy • Physical Health and Fitness in PSHE and PE lessons • Sun safety lessons taught in PSHE • Medicine (including drugs, tobacco and alcohol) in PSHE <p>Year 4</p> <ul style="list-style-type: none"> • Science learning on healthy eating specifically linked to teeth and oral hygiene • Physical; health throughout PE lessons • Physical and Mental Health discussed in PSHE lessons (coping 	<p>Year 5</p> <ul style="list-style-type: none"> • Be able to identify the different food groups in a balanced diet; explain what foods are not healthy and reasons why; able to plan a healthy meal (PSHE) • PE – impact of physical exercise on physical and mental wellbeing • Managing risk in everyday situations – medication, alcohol, drugs and impact on health and wellbeing (PSHE) • Summer Term – reminders about hats and sun

		<ul style="list-style-type: none"> • Science - animals in including humans - sleep, healthy diet, exercise and hygiene. • PSHE - horrible hands • PSHE - healthy teeth. • PSHE Autumn - keeping safe indoors and outdoors and first aid sessions. 	<p>strategies discussed)</p> <ul style="list-style-type: none"> • PSHE First Aid lessons (including ringing the emergency services) 	<p>cream protection during hot weather</p> <ul style="list-style-type: none"> • Mindful minutes throughout the week • Survival skills – residential <p>Year 6</p> <ul style="list-style-type: none"> • In the science unit of healthy bodies, children are taught about the circulatory system and how to keep healthy. They find out about food types and their dietary information. Also, they have a lesson about the negative effects of drugs and alcohol on the body. • Weekly PE lessons and promote active living.
<p>Citizenship</p>	<p>Right and wrong</p> <ul style="list-style-type: none"> • EYFS Newsday Wednesday discussions • Morning slides - discussing images • Jigsaw Jennie sessions - exploring relationships • 	<p>Right and wrong The need for rules Different groups & communities</p> <p>Year 1</p> <ul style="list-style-type: none"> • Discussion at the beginning of the 	<p>Democracy and its institutions Voluntary community and pressure groups The range of different national, regional, religious and ethnic identities in the UK.</p> <p>Year 3</p>	<p>Democracy through history. Communities and how they function. Diversity and discrimination</p> <p>Year 5</p>

		<p>year setting class rules.</p> <ul style="list-style-type: none"> ● PSHE - Welcome to school - Positive behaviours. ● RE sessions - discussing different religions - comparing and contrasting. ● Roles and responsibilities ● Newsday Wednesdays ● Use of a wide range of images on slides including differing groups. <p>Year 2</p> <ul style="list-style-type: none"> ● Roles and responsibilities ● Golden Respects ● Cool to be Kind Trophy ● Newsday Wednesday ● RE - Contrasting and comparing different religions. ● RE - peace in the world/our community ● British Value ● Different images of different groups on slides ● Right and Wrong 	<ul style="list-style-type: none"> ● PSHE Peer Pressure <p>Year 4</p> <ul style="list-style-type: none"> ● PSHE Unit on Citizenship - what can we do to be good citizens of Saltash and the World ● Right and Wrong - making links to the Rule of Law ● Understanding the wider world in Saltash (RE - Christianity, Hinduism, Atheism) 	<ul style="list-style-type: none"> ● Managing peer pressure (PSHE) ● Diverse communities - describe the different communities that we belong to; explain what diversity means; describe my personal identify in simple terms; understand that we shouldn't discriminate against others; understand that we are all connected ● Democracy in the context of history – Vikings and Maya societies and how they functioned ● RE – exploring Islam in modern society <p>Year 6</p> <ul style="list-style-type: none"> ● We also look at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic
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<p>Development of character</p> <ul style="list-style-type: none"> • Ethos of aspiration. • High expectations to fulfil potential. • Wider opportunities. • Pride in the school. • Strong self-discipline. • Consideration, respect, good manners. • Promotion of positive character traits and celebration of these. 	<ul style="list-style-type: none"> • Clubs • Meeting different adults to inspire and promote different jobs • Class responsibilities • Dojos, rewards • Celebration certificates 	<p>Year 1</p> <ul style="list-style-type: none"> • Clubs • Celebration assemblies/ Golden Respect awards. • Class roles and responsibilities. • Recognising of use of Learning Muscles to support learning. • Trips and Local walks • Assemblies • Links to RE - Christianity and Judaism in particular. Recognising 	<p>Year 3</p> <ul style="list-style-type: none"> • Jobs and stereotypes in PSHE (exploring the qualities needed for different jobs in the future) • Friendship unit in PSHE (How to be a good friend) • Links to RE (Christianity, Judaism, Islam) • Swimming lessons <p>Year 4</p> <ul style="list-style-type: none"> • Swimming lessons 	<p>Year 5</p> <ul style="list-style-type: none"> • Year 5 residential; • Access to KS2 sporting competitions; • Class roles and responsibilities • Peer pressure – focus on surrounding self with people with positive traits • Healthy, positive relationships unit PSHE • Positive online contact – PSHE • Class assembly

		<p>similarities and differences/ respecting individual choices.</p> <ul style="list-style-type: none"> ● PSHE unit ● Visitors in to School ● Bedtime stories <p>Year 2</p> <ul style="list-style-type: none"> ● After school Clubs ● Assemblies ● PSHE - lessons including job roles in the community ● PSHE - friendship unit. ● Visitors into school 	<ul style="list-style-type: none"> ● Raising money for Local Charity ● PSHE lessons about healthy relationships, including friendships 	<p>Year 6</p> <ul style="list-style-type: none"> ● We regularly refer to our school's golden respects and motto which build a culture of high aspiration. ● We reward the characteristics of children in celebration assemblies and praise in public.
<p>Wider opportunities</p> <ul style="list-style-type: none"> ● To develop pupils' interests. ● To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in school and the local community). ● Is there a good take-up by disadvantaged pupils and those with SEND? ● Is there sustained participation? ● Is there a good range of lunchtime and/or after-school clubs? ● Are curricular visits designed to ensure that pupils learn what is intended from the trip? 	<ul style="list-style-type: none"> ● PDR approach to learning ● Clubs ● Opportunities to mix with other year groups ● School visits 	<p>Year 1</p> <ul style="list-style-type: none"> ● Class roles and responsibilities. ● Visits linked to curriculum learning - e.g. Geography fieldwork - activities designed to develop classroom learning. ● Clubs ● Visit to church <p>Year 2</p> <ul style="list-style-type: none"> ● School sleepover ● Class roles ● After school clubs 	<p>Year 3</p> <ul style="list-style-type: none"> ● School sleepover ● Local competitions linked to our learning <p>Year 4</p> <ul style="list-style-type: none"> ● Residential ● Raising money for Local Charity ● Local competitions linked to our learning 	<p>Year 5</p> <ul style="list-style-type: none"> ● Year 5 residential ● KS2 librarians ● Playleaders role <p>Year 6</p> <ul style="list-style-type: none"> ● Year 6 take a leadership role across the pupil parliament committees they are elected for. ● Children with SEND are on the committees and represent the school at events and clubs. ● Christmas Carol Service. ● Year 6 residential

<p>British values</p> <ul style="list-style-type: none"> ● Democracy, the rule of law, individual liberty and mutual tolerance and respect. ● Are pupils taught that these values are precious and not seen across the world? ● Can pupils describe what life would be like (in an age-appropriate manner) what life would be like without one or more of these values? ● Does the school ensure that British values are not presented in a stereotypical manner with just cups of tea and Big Ben? 	<ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons 	<p>Year 1</p> <ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE sessions. ● Newsday Wednesday assembly focus. ● Pupil Parliament ● Roles and Responsibilities <p>Year 2</p> <ul style="list-style-type: none"> ● Newsday Wednesday assembly ● RE and PSHE discussions ● Pupil Parliament ● Roles and Responsibilities ● Lunchtime buddies 	<p>Year 3</p> <ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons <p>Year 4</p> <ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons 	<p>Year 5</p> <ul style="list-style-type: none"> ● Newsday Wednesday assembly focus ● Considered use of materials for lesson e.g., range of characters depicted. ● Rule of law discussed in context of Viking invasion of Lindisfarne and England <p>Year 6</p> <ul style="list-style-type: none"> ● Taught and revisited throughout the year during PSHE ● Newsday Wednesday assembly prompts discussions about the British values in a purposeful, current context.
<p>Inclusion and equality of opportunity</p> <ul style="list-style-type: none"> ● No-one should be treated or thought of as less favourable because they belong to a specific group. ● Are pupils taught that not to be inclusive is 	<ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons ● Morning slides challenge stereotypes ● Books about inclusion / exclusion in library and class book corners 	<p>Year 1</p> <ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE sessions. ● Newsday Tuesday assembly focus. ● Differences taught as part of RSE unit. ● Wide and varied images used on 	<p>Year 3</p> <ul style="list-style-type: none"> ● Differences unit taught in PSHE (linked to how to be a good friend unit) <p>Year 4</p> <ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons 	<p>Year 5</p> <ul style="list-style-type: none"> ● Equal opportunities in Sport ● RE – respect of all religions/beliefs ● PSHE unit on value of diversity in communities <p>Year 6</p>

<p>to be unjust to some people?</p>		<p>slides within sessions.</p> <p>Year 2</p> <ul style="list-style-type: none"> • PSHE • Varied images used in resources 		<ul style="list-style-type: none"> • We also look at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic • Autumn 1 PSHE unit 'Different types of relationships' explores different types of of romantic relationships - including LGBTQ+ relationships
<p>Spiritual, Moral, Social and Cultural development</p>	<p>See SMSC document</p>			
<p>Effective pedagogy for PD</p> <ul style="list-style-type: none"> • Pupils revisit previous content. • Teachers check what pupils know. • Pupils' misconceptions are addressed. • Relationships are positive and respectful. 	<ul style="list-style-type: none"> • Plan, do, review approach ensures all pupils learn to review processes and outcomes • Regular formative assessment through maths and RWI sessions • Staff and pupils discuss relationships during PSHE 	<p>Year 1</p> <ul style="list-style-type: none"> • Flashback used in all learning. • Oracy activities used to support and identify misconceptions. • Circle times used when required to support social difficulties. • Misconceptions built in to teaching. • Robust transitions • DOJOs 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> • Flashback activities throughout all lessons • Oracy activities throughout all lessons • Relationships discussed in PSHE Units 	<p>Year 5 and 6</p> <ul style="list-style-type: none"> • Flash back opportunities • End of unit assessments • Assessment weeks • Use of ICT programmes to identify common misconceptions or gaps in knowledge • Flexible planning, adapted to meet needs of the class.

		Year 2 <ul style="list-style-type: none"> Flashbacks Oracy activities across the curriculum Misconceptions built into lessons. Transitions are robust at the end of the year. DOJOs 		<ul style="list-style-type: none"> Class circle time in addition to PSHE planning to address relationships and social difficulties. Launch day opportunities to explore pupil starting points.
Effective assessment <ul style="list-style-type: none"> Teachers check pupils' knowledge. Formative assessment is timely and focused. Pupils have secure knowledge across elements (British values, finances etc...). 	<ul style="list-style-type: none"> Formative assessment takes place daily and pupil progress is discussed during PPA and in planning learning 	Year 1 <ul style="list-style-type: none"> Flashbacks assess prior knowledge AFL used to inform future sessions to ensure appropriate for the class. Discussions between class teachers take place during PPA when planning. Use of floor books to be looked back upon. Year 2 <ul style="list-style-type: none"> Flashbacks used to review previous learning. AFL used to inform future planning. Floor books to be reflected back on. 	Year 3 and Year 4 <ul style="list-style-type: none"> PSHE Spiral Curriculum (Consent in Year 3 and revisited in Year 6 - specific taught content) 	Year 5 and 6 <ul style="list-style-type: none"> PSHE Spiral Curriculum (Consent in Year 3 and revisited in Year 6 - specific taught content)
Effective culture for PD <ul style="list-style-type: none"> Pupils are interested and engaged in the programme. 	<ul style="list-style-type: none"> Pupils have a say in shaping their questions for learning PPM ensure that expectations / discussions around progress remain high 	Year 1 <ul style="list-style-type: none"> Fieldwork - community linked to Art identifying places on a map and creating 	Year 3 <ul style="list-style-type: none"> Tomb Raiders (Egyptians), Rock of Ages (Stone Age - Iron Age), Togatastic (Romans) all 	Year 5 <ul style="list-style-type: none"> Vikings ; Ancient Maya, Rivers and King Arthur and the Sword in the Stone.

<ul style="list-style-type: none"> • There are high expectations of what pupils can learn. • Content is supported by a package of wider opportunities. 		<p>own simple map of route taken.</p> <ul style="list-style-type: none"> • Fieldwork — Comparing similarities and differences between Cornwall and the Lake District, identifying physical and human features • Differentiated learning within all subjects. • Assemblies - cross curricular when appropriate • Purposeful writing opportunities • Knowledge organisers • Visit to Church linked to Special Places <p>Year 2</p> <ul style="list-style-type: none"> • Fire brigade visit to school • Class Assemblies • Knowledge Organisers • Raising money for charity • Purposeful writing opportunities 	<p>engaging topics for Year 3 children</p> <ul style="list-style-type: none"> • Dancer in for Egyptians, mummifying an orange, exploding volcanoes. <p>Year 4</p> <ul style="list-style-type: none"> • The Invaders (Anglo-Saxons), Greece is the Word (Modern and Ancient Greece), Our Earth (Saving the Planet) • Beowulf visit to introduce English learning and Fantastic Finale to reenact the Battle of Hastings, making Anglo-Saxon Soup, Reading Anglo Saxon legends around campfire, making our own mythical beast (writing letter link), tasting traditional Greek food, making a travel brochure, making an electrical buzz wire game, making bird feeders and planting seeds, raising money for charity 	<ul style="list-style-type: none"> • Differentiated learning within each subject. • Discrete water safety, self-rescue session • Launch days • Fieldwork – Geography river study • Outdoor forest school opportunities to explore Vikings. <p>Year 6</p> <ul style="list-style-type: none"> • Range of launch day, mid-point motivator and finale enrichment activities within each topic/unit. • Differentiated learning within each subject. • Discrete water safety, self-rescue session • Launch days • Fieldwork – Geography river study
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<p>Effective leadership of PD</p> <ul style="list-style-type: none"> ● Monitoring, evaluation and review. ● Staff have good subject knowledge. ● Strengths and weaknesses are identified. ● There is clear continuity and progression from early years to Year 6. ● The aims of the PD programme are shared with parents. 	<ul style="list-style-type: none"> ● NC EYFS Lead practitioner responsible for pupil welfare and progress ● Planning docs indicator clear progression in skills across the school 	<p>English and Oracy lead- LE Phonics and Early Reading -KC Maths lead -KC Science lead – KC EYFS- KC DT lead - KC Art lead - KC Computing - KC History Lead -LE Geography Lead -EG PSHE, RSE RE lead - LE PE Lead/outdoor learning- EG Music Lead- EG Progression documents used when planning</p>
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