



**Living our Vision and Values** - Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

## Personal Development Programme 2023-2024

*“Good moral character is not something we can achieve on our own. We need a culture that supports the conditions under which self-love and friendship flourish.” Aristotle*

### Intent of the Personal Development Programme

St Day and Carharrack Primary School’s Personal Development (PD) Programme has been constructed to ensure there is a coherent approach to the delivery of content, knowledge and skills which develop all children’s character – their attitudes and behaviours. This journey starts with living our jointly constructed Vision and Values with a Rights Respecting School and Restorative Justice culture running through all we do.

### The PD Programme aims to ensure our learners leave us equipped for life in modern Britain by:

- Knowing how to keep themselves safe and physically and mentally healthy
- Understanding and respecting British Values
- Celebrating diversity, knowing and understanding how it enriches life for all
- Understanding how to form safe, respectful relationships with others
- Developing children’s understanding of how they can lead a responsible, active role within society
- Uncovering and fostering children’s interests and talents

### Implementation of the Personal Development Programme

*\*For each piece of PSHE learning, all children explore who they can ask for help in every circumstance – this is a common thread throughout every PSHE lesson*

### Just a reminder of what we mean by 'Personal Development':

- the curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law
- the curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps

Aspect	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>PSHE Pupils’ wider safety</b> <ul style="list-style-type: none"> <li>Content on common risks (roads, fire, using equipment, medicines, strangers).</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on RRS articles and links to Golden rules</li> <li>How do we stay safe in school? Why do we have a school register? Link with self -registration in class</li> <li>Discussion about fire drills in school</li> <li>Visits out e.g. fire station/beach and lifeguards</li> <li>Learning about people who help us in and out of school</li> <li>Discussion and reflection on subjects such as Halloween – is it right that we visit strangers homes?</li> <li>Visitors into school e.g. nurse/opticians /firefighters/vets</li> <li>Road safety/bike safety and the wearing of helmets</li> <li>Discussion about Bon fire night – fire safety</li> <li>Medicine –what it is it? Role play areas such as hospitals and Vets</li> </ul>	<b>Year 1 –PSHE</b> Emergencies and getting help: practise making a 999 call. <b>Year 2 –PSHE</b> Everyday Safety: safety across a range of contexts and how to get help.	<b>Year 3 PSHE</b> Road Safety: risks in relation to road safety and how to be a responsible and safe pedestrian, cyclist and passenger. <b>Year 4 –PSHE</b> Everyday Safety: common hazards and how to identify them <ul style="list-style-type: none"> <li>Annual RNLI assembly re. beach safety – in school and at the beach</li> <li>Year 4 – swimming lessons</li> </ul>	<b>Year 5 PSHE</b> Exploring Risk: The idea of risk, and how to manage risky situations safely. <ul style="list-style-type: none"> <li>Annual RNLI assembly re. beach safety</li> <li>Year 5 – Tolvaddon Fire Station Visit – fire hazards and safety</li> <li>Mini Police Youth Engagement Project – keeping safe within the local community</li> <li>Year 6 – Bikeability</li> <li>Year 6 - Residential (water based)</li> <li>Year 6 – swimming lessons</li> </ul>
	<p style="text-align: center;"><b>WHOLE SCHOOL</b></p> <p>Age appropriate assemblies around themes of bonfire night, online safety, ‘stranger danger’, emergency services</p> <p><b>Annual Adventure Learning Week</b> – water safety awareness development within a range of activities (paddle boarding, swimming, kayaking, surfing, sailing)</p> <p>SEND – Provision Map and EHCP outcomes constructed around development of personal safety</p> <p>SEND – Children accessing nurture provision attend very small group trips to support with understanding safety</p> <p>Whole school First Aid training, including CPR</p>			
<b>PSHE Economic understanding</b> <ul style="list-style-type: none"> <li>Choices about money, keeping it safe, saving vs spending, risks.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous provision – Role play areas support children’s understanding of the need to pay for goods and services and how this happens e.g. through a café or the vets</li> <li>Continuous provision – Children have access to money to use freely within their play</li> <li>Matching and sorting money</li> </ul>	<b>Year 2 –PSHE</b> Learning about work: An introduction to different jobs and careers.	<b>Year 3 PSHE</b> World of Work: different factors involved in choosing a job and how stereotypes can influence career aspirations. <b>Year 3 PSHE</b> Spending and Saving Money: where it comes from and how people decide to use their money. How might people use their money differently and how children can keep money safe. <b>Year 4 –PSHE</b> Money Choices: Identifying whether or not something is “good” value and what might influence this. Identify resources to track spending habits and create basic budgets.	<b>Year 6 PSHE</b> Spending Decisions: begin to understand how their spending decisions positively and negatively impact their own and other’s health and well-being and the environment. <b>Year 6 PSHE</b> Gambling: risks involved with gambling and the impact it can have <ul style="list-style-type: none"> <li>Year 6 Geography – understanding economic activity on a national and global level.</li> </ul>
<b>PSHE Technology &amp; media</b> <ul style="list-style-type: none"> <li>Forms of media and their impact (reliability of online content, risks of sharing).</li> </ul>	<ul style="list-style-type: none"> <li>Learning based around computational thinking concepts and approaches. Helping to teach pupils the necessary problem-solving skills needed for everyday life and develop their awareness of how technology is used</li> <li>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> </ul>	<b>Year 1 –PSHE</b> Watching videos: This lesson explores that while the internet can be enjoyable and fun, there are sometimes things online that can be upsetting or scary. <b>Year 2 –PSHE</b> Sharing pictures: the importance of consent and sharing appropriately. <b>Year 2 –PSHE</b> Playing games: exploring personal information and sharing this with others <b>Year 2 –PSHE</b> Playing games: the negatives of being online, that people may not be truthful or be manipulative.	<b>Year 3 PSHE</b> Turn Off Let’s Play: the importance of having time away from devices and how to use others people’s devices respectfully. <b>Year 4 –PSHE</b> Play, like, share: have fun safely online, including how to keep online information private and being respectful of others. Understanding consent. Identifying risks around trusting information online.	<b>Year 5 PSHE</b> Online Content: critically assess the information and content they see online, understand whether it is trustworthy source <b>Year 5 PSHE</b> Online Contact: assessing whether contact is safe. The importance of not sharing personal information online. <b>Year 6 PSHE</b> Share Aware: think about appropriate content to share online and keeping personal information private <b>Year 6 PSHE</b> – Social Media: positives and negatives of social media use. Key strategies to support our emotional wellbeing while being online. <ul style="list-style-type: none"> <li>Year 6 Computer Champions</li> </ul>
	<p style="text-align: center;"><b>WHOLE SCHOOL - Computing</b></p> <p><b>PROJECT EVOLVE</b> (a digital citizenship toolkit) – See ‘Project Evolve – Yearly Progression for EYFS to Year 6</p> <p>eSafety – See Computing Curriculum – all year groups covering the themes of: self-image and identity, online relationships, online reputation, online bullying, managing online information, health and well-being, privacy and security, copyright and ownership</p> <p>Whole school annual celebration of ‘SAFER INTERNET DAY’ – February</p>			

<p><b>Relationships Education</b></p> <ul style="list-style-type: none"><li>• Pupils supported to stay safe (healthy &amp; unhealthy relationships, respect, permission, appropriate &amp; inappropriate contact, kindness, different families).</li><li>• Content about risks (online, where to find advice, reporting concerns).</li><li>• Supporting pupils with SEND.</li></ul>	<ul style="list-style-type: none"><li>• Begin to recognise that all families are different and how family members can help each other</li><li>• Children talk about how they and others show feelings</li><li>• Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</li></ul>	<p><b>Year 1 –PSHE</b> People who care for us: the qualities of healthy relationships within different family structures. Asking for help.</p> <p><b>Year 1 –PSHE</b> Healthy friendships: Being a good friend.</p> <p><b>Year 1 –PSHE</b> NSPCC PANTS: Private parts of our bodies and how this relates to appropriate and inappropriate touch.</p> <p>Year 2 – Barnardos led ‘Positive Relationships’ course</p>	<p><b>Year 4 –PSHE</b> What Makes a Good Friend: Online relationships and how friendships change and develop across lifetimes. Managing conflict in a friendship.</p> <p><b>Year 4 –PSHE</b> Resolving conflict and managing pressure within relationships</p>	<p><b>Year 5 PSHE</b> Respectful Relationships: differences between families in the community and the importance of respecting differences</p> <p><b>Year 6 PSHE</b> Different Types of Families: Diversity in both romantic and family relationships. Marriage or civil partnership and the alternatives.</p> <p><b>Year 6 PSHE</b> Healthy/Harmful Relationships: how different relationships make us feel including identifying unhealthy and harmful behaviours in a relationship</p> <p>Year 6 – Barnardos led ‘Positive Relationships’ course</p>
	<p style="text-align: center;"><b>WHOLE SCHOOL</b></p> <p>A <b>Trauma Informed School</b> approach embedded across the school – both within the environment and the relationships between everyone in our community. A <b>PACE</b> approach (Playfulness, Acceptance, Curiosity, Empathy) is implemented to forge and sustain positive relationships</p> <p><b>Respectful Relationships</b> – Behaviour for Learning policy consistently implemented to support the development of positive relationships between all, with strategies in place to overcome incidences of harm. Adults are continually modelling the expected behaviours from children</p> <p><b>Restorative Justice</b> implemented to resolve incidences of harm</p> <p><b>UNICEF Rights Respecting</b> Bronze Award in place – working towards Silver accreditation</p> <p>SEND – Provision Map and EHCP outcomes constructed around relationships – Social Communication interventions in place to support this</p> <p>SEND – Implementation of Gweras Kernow ‘Bubbles to Protect’</p> <p>NSPCC helpline displayed around school for all children to access</p> <p>Whole school – NSPCC – ‘talk PANTS’ – annual delivery of content</p> <p><b>Annual Anti-bullying week</b> (November) explored – teachers use annuals themes to drive conversation and consideration of all things anti-bullying</p>			
<p><b>RSE – Relationships and Sex Education</b></p> <ul style="list-style-type: none"><li>• Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships.</li><li>• Gender identity, using correct vocabulary, misconceptions corrected</li></ul> <p><b>Non-Statutory. Content determined necessary by St Day and Carharrack – see separate Personal, Social, Health and Economic (PSHE) Policy</b></p>	<p style="text-align: center;"><b>WHOLE SCHOOL</b></p> <p>As per the school’s <b>Relationships and Sex Education Policy</b>, school have determined that it is necessary to cover some additional (non-statutory) sex education content to meet the needs of our pupils. The content has been carefully chosen to the age and physical and emotional maturity of our pupils, preparing them for the changes adolescence brings and how a baby is conceived and born. This draws upon knowledge of the human life cycle set out in the (statutory) National Curriculum for science, alongside the PSHE content delivered on keeping physically healthy.</p> <p>The school use planning and resourcing from the ‘<b>Christopher Winter Project</b>’ to support the delivery of the additional sex education content. Families are welcome to withdraw their children from these sessions should they wish, or are very welcome to view the content due to be delivered.</p>			
	<ul style="list-style-type: none"><li>• Sensitive planned circle times prepare pupils for appropriate communication and discussion around the difference of families and relationships –PSE Development</li><li>• Continuous provision in EYFS promotes healthy relationships endlessly</li><li>• Stories used correct vocabulary and tackle gender identify using the modelling the correct vocab including misconceptions are identified</li><li>• Role play areas offer varied scenarios for building relationships and the exploration of varied experiences e.g. how to look after babies, feeding and washing</li></ul>	<p>Year 1 – Introduce the concept of growing and changing – understand that babies become children then adults</p> <p>Year 2 – Describe the difference between female and male babies</p> <p>Year 2 – Understand that a new life needs a male and a female</p> <p>Year 2 – Focusing on sexual difference, name the female and male body parts</p>	<p>Year 3 – Know the differences between female and male body parts, using the agreed words</p> <p>Year 3 – To consider what is appropriate safe touch and that a person has a right to say what they like/dislike</p> <p>Year 4 – Describe body changes when a child grows up within the human life cycle</p> <p>Year 4 – Know some basic facts about puberty using anatomically correct terminology as outlined in the Christopher Winter planning</p> <p>Year 4 – To know how puberty is linked to reproduction</p>	<p>Year 5 – Explore the emotional and physical changes of puberty (LINKED TO PSHE lessons)</p> <p>Year 5 – Know how puberty effects the reproductive organs</p> <p>Year 6 – Know how puberty prepares the body for reproduction</p> <p>Year 6 – Know basic facts about conception and pregnancy</p> <p>Year 6 – Consider physical and emotional behaviour within relationships</p>
<p><b>Health Education</b></p> <ul style="list-style-type: none"><li>• Healthy eating.</li><li>• Keeping mentally healthy</li><li>• Physical health/fitness. Oral hygiene, sleep, sun safety, dangers of drugs and alcohol</li><li>• Basic first aid.</li></ul> <p><b>STATUTORY CONTENT as per DfE guidance</b></p>	<ul style="list-style-type: none"><li>• School nursing service supports and attends parent transition events</li><li>• To know basic routines of the day which include activities of self-care and looking after themselves e.g. dressing and undressing, going to the toilet</li><li>• To understand why hygiene is important and know some basic hygiene routines e.g. teeth cleaning, washing</li><li>• Exploring food groups and healthy eating</li><li>• Know the importance of exercise</li><li>• Snack times promote healthy eating + cooking activities throughout the year linked to events</li><li>• Role play areas promote basic first aid and care for selves and others –helps to re-create scenarios for children to act out</li><li>• How to keep our teeth clean activities and discussions</li></ul>	<p><b>Year 1 –PSHE</b> Our Health: basic ways to keep bodies healthy.</p> <p><b>Year 1 –PSHE</b> Healthy Food Choices: the importance of a variety of fruit and vegetables as an alternative to sugar and as part of their 5 a day.</p> <p><b>Year 1 PSHE</b> We all have feelings: recognise and describe different feelings in themselves and others</p> <p><b>Year 1 PSHE</b> Good and not so good feelings: exploring what helps people to feel better.</p> <p><b>Year 2 PSHE</b> Basic First Aid: how to recognise if someone might need help and how to give basic first aid.</p> <p><b>Year 2 PSHE</b> Horrible Hands: Prevention of spreading microbes</p> <p><b>Year 2 PSHE</b> – Big Feelings: the impact of ‘big’ feelings on their behaviour and how to manage this</p>	<p><b>Year 3 PSHE</b> – Physical Activity: benefits of regular exercise and highlights the risks of being inactive.</p> <p><b>Year 3 PSHE</b> Everyday Drugs: a foundation understanding of what drugs are, the difference between legal and illegal drugs and the health risks of both, including addiction and what this means.</p> <p><b>Year 3 PSHE</b> Everyday Feelings: feelings and emotions, how these change over time and what helps people to feel good</p> <p><b>Year 3 PSHE</b> Wellbeing: practical strategies and techniques the children could employ to support their own and others mental wellbeing.</p> <p><b>Year 3 PSHE</b> Sun Safety</p> <p><b>Year 4 –PSHE</b> Managing Feelings: managing when feelings influence actions and behaviour, sometimes negatively.</p>	<p><b>Year 5 PSHE</b> Illness: taking steps to help our bodies to keep healthy. Using medication responsibly.</p> <p><b>Year 5 PSHE</b> Nutrition &amp; Healthy Eating: the different food groups in a balanced diet - nutritional content, calories and energy.</p> <p><b>Year 5 PSHE</b> Mental Health and Keeping Well: different feelings and emotions and shifts the focus to ‘mental health’ – what we mean by this and how we look after it.</p> <p><b>Year 5 PSHE</b> – Managing Challenge and Change – What affects a person’s mental health</p> <p><b>Year 5 PSHE</b> Puberty 2: Changes that can happen during puberty both physically and emotionally. Menstruation.</p> <p><b>Year 5 PSHE</b> Puberty 1: Conception and pregnancy, understand theirs and other people’s bodies and how they relate to reproduction.</p>



	<ul style="list-style-type: none"> <li>PE opportunities offer discussions about how to stay healthy</li> <li>PE visitors into school e.g. sports coaches offer extra-curricular opportunities</li> </ul>	<p><b>Year 2 PSHE</b> Keeping Our Teeth Clean: facts about teeth, how to brush, floss and rinse, going to the dentist and ways to keep teeth healthy.</p> <p><b>YEAR 1 Science</b> – Develop knowledge of basic parts of the body</p> <p><b>YEAR 2 Science</b> – Notice that animals including humans have offspring</p> <p><b>P.E.</b> – Health and Fitness: Develop an awareness of the benefits of exercise, noticing the impact it has on the body.</p> <ul style="list-style-type: none"> <li>PE visitors into school e.g. AA and LC offer extra-curricular opportunities</li> </ul>	<p><b>YEAR 3 Science</b> – understand nutrition and the function of skeletons and muscles</p> <p><b>YEAR 4 Science</b> – the digestive system. Teeth and their functions.</p> <p><b>P.E.</b> – Health and Fitness: Know why the body changes during exercise. Know why it’s important to warm up and cool down.</p>	<p><b>Year 6 PSHE</b> –Keeping Your Body Safe 1: physical contact and understanding how to tell someone when a situation can lead to feelings of being uncomfortable or in danger</p> <p><b>Year 6 PSHE</b> – Changing Schools – Managing feelings and emotions around transition</p> <p><b>YEAR 5 Science</b> – describe the life processes of reproduction in plants and animals</p> <p><b>YEAR 5 Science</b> – describe the changes as humans develop to old age</p> <p><b>YEAR 6 Science</b> – recognise the impact of diet, exercise drugs and lifestyle no the way bodies function</p> <p><b>P.E</b> – Health and Fitness: Describe the components of exercise, know how long is needed to exercise to be healthy. Record and monitor how hard you’re working during exercise.</p>
	<p style="text-align: center;"><b>WHOLE SCHOOL</b></p> <p><b>Year 6 Sports Leaders</b> – taking responsibility for implementing sport, health and fitness across the school.</p> <p>Attendance at <b>local sporting events/clubs</b> for children of all ages, across a range of sports</p> <p>Annual <b>Adventure Learning Week</b> – introduction to new sports to support health and fitness</p> <p>A range of lunchtime and after school clubs to promote sport, health and fitness</p> <p>Annual <b>‘Beach Walk’</b> – Scorrier to Portreath – 5 miles</p> <p>Annual <b>Mini marathon</b></p> <p>Annual celebration of <b>‘Hello Yellow’ day</b> (October) – recognising mental health and wellbeing at an age appropriate level</p> <p>Annual <b>Anti-bullying week</b></p> <p>SEND – <b>Nurture Provision and the Zones of Regulation</b> intervention to develop self-regulation (targeted individual and small group work)</p> <p>Targeted use of the <b>Education Mental Health Practitioner (EMHP)</b> to support and advise with the promotion of positive mental health</p> <p>RRS events linked to Mental Health days e.g. skip-a-thons and mini marathons for Children in Need</p> <p><b>School lunch providers</b> host regular events for children and families to promote and support healthy eating</p>			
<p><b>Citizenship – playing an active role within the community</b></p>	<ul style="list-style-type: none"> <li>People and communities- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>Visitors into school e.g. Diwali workshops</li> <li>Events held around school e.g. car wash with the support of Y6 (RRS)</li> <li>King and Queen past celebrations linked to RRS</li> <li>RRS articles in classroom</li> <li>Kindness Ninjas –acts of kindness around school</li> <li>A huge assortment of stories are used to promote friendship, kindness and the caring of one another</li> </ul>	<p><b>Year 2 PSHE</b> - Our communities: we all belong to different communities both inside and outside of our families.</p> <ul style="list-style-type: none"> <li>RRS whole school events e.g. Mini marathons and Children in Need + collection for Homeless at Christmas</li> <li>Harvest Celebration with YR and Y1</li> <li>Y1 kindness Ninjas work with YR + celebration of Togetherness and demonstration of dance workshop</li> <li>KS1 YR weekly assemblies + stories linked to certain RRS articles</li> </ul>	<p><b>Year 3 PSHE</b> - Individual and Collective Strengths: Celebrating the diverse strengths people have</p> <p><b>Year 4 –PSHE</b> Volunteering and Citizenship: the concepts of volunteering and citizenship and how they can make a difference</p> <p><b>Year 4 –PSHE</b> The Environment: how we can have a positive impact on climate change and the environment.</p>	<ul style="list-style-type: none"> <li>Year 5 Geography – understanding Food Miles and Fair Trade. Develop an understanding of the need to be a responsible global citizen. Understanding sustainability.</li> <li>Year 6 – Responsibility for the RRS steering group – leading the organisation of this</li> </ul>
	<p style="text-align: center;"><b>WHOLE SCHOOL</b></p> <p><b>RRS</b> – articles displayed in all classrooms linking to learning and events of local, national and international significance. The steering group hold campaigns to raise awaress/funds to support local, national or international causes</p>			
<p><b>Development of character</b></p> <ul style="list-style-type: none"> <li>Ethos of aspiration.</li> <li>High expectations to fulfil potential.</li> <li>Wider opportunities.</li> <li>Pride in the school.</li> <li>Strong self-discipline.</li> <li>Consideration, respect, good manners.</li> <li>Promotion of positive character traits and celebration of these.</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> <li>Role play areas planned carefully to promote positive characters traits, manners, self-discipline and respect for others</li> <li>Kindness Ninjas</li> <li>Trips out</li> <li>RRS discussions linked to stories</li> </ul>	<p><b>Year 1 PSHE</b> Rights, responsibilities and respect</p> <p><b>Year 2 –PSHE</b> Learning about work: An introduction to different jobs and careers.</p> <ul style="list-style-type: none"> <li>Year 2 History – How best should we remember Mary Seacole (celebrating Black History)</li> <li>RRS assemblies linked with YR and Y2</li> </ul>	<p><b>Year 3 PSHE</b> - World of Work: different factors involved in choosing a job and how stereotypes can influence career aspirations.</p>	<p><b>Year 5 PSHE</b> A Diverse Community: what makes us similar and different to other people - celebrating diversity</p> <ul style="list-style-type: none"> <li>Year 5/6 - Roles of responsibility – Rights Respecting Change-Makers, Reading Champions, Sports Leaders, Computer Champions – children with SEND and/or who are considered to be disadvantaged are expected to take on these roles alongside their peers</li> <li>Year 5 History – a significant event within Black History- remembering the Windrush Generation</li> </ul>

	<p><b>WHOLE SCHOOL</b></p> <p><b>UNICEF Rights Respecting</b> Bronze Award in place – working towards Silver accreditation</p> <p>Clear embedded <b>school vision and values</b> that run through all aspects of school life</p> <p>Through the Reading curriculum, children will read a wide range of carefully chosen texts which develops their awareness of the world around them, a world that involves them – and the world that existed before them</p> <p>Fortnightly <b>virtue</b> shared with all classes; the virtue is acknowledged for all those observed practising it</p> <p>On-going rotation of <b>Rights Respecting articles</b> for each class, each half term. These are displayed and referred to – they are linked to the <b>6 Golden Rules</b> and are always explained with the responsibility that is attached to every right</p> <p>Representation at <b>sporting events</b> – displaying attitude and behaviours expected of a good sportsperson</p> <p>Weekly celebration of the <b>‘Golden Learners’</b> – this is shared with all children and shared in the school newsletter</p> <p>Exploration of different faiths and communities through <b>Religious Education</b> which develops a growing understanding and awareness of different national, regional, religious and ethnic identities in the UK – see the R.E. curriculum</p> <p>Strong links in place with the charity <b>‘Traveller Space’</b> to support members of our community who identify as Gypsy Roma or Traveller – shared events and projects each year to support the understanding and celebration of the Gypsy Roma and Traveller culture</p> <p>All school staff take responsibility for challenging and breaking down stereotypical opinions and societal biases – this is through the delivery of the curriculum and in response to any incidences of this nature.</p> <p>Restorative Justice is used to support all – to learn from all experiences and develop empathy and understanding.</p> <p><b>CHANGE model of learning</b> is in place to support development of children valuing themselves as learners</p>			
<p><b>Wider opportunities</b></p> <ul style="list-style-type: none"><li>• To develop pupils’ interests.</li><li>• To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in school and the local community).</li><li>• Is there a good take-up by disadvantaged pupils who are disadvantaged and/or have SEND</li><li>• Do pupils sustain participation?</li><li>• Is there a good range of lunchtime and/or after-school clubs?</li><li>• Are curricular visits designed to ensure that pupils learn what is intended from the trip?</li></ul>	<ul style="list-style-type: none"><li>• EYFS Lead and SENCO undertake home visits prior to new children joining in the September</li><li>• Trips out e.g. farm visits, gallery, gardens and beach</li><li>• Adventure learning week</li><li>• Working together with older class groups e.g. Car wash with the support from Y6 event</li><li>• YR and Y1 joint lunch times –outside environment is designed to offer different experiences and interests e.g. football, skipping, building bricks, mud kitchen, music junk modelling + reading when dry</li><li>• Joint visits out with Y1 including walks around the village</li></ul>	<ul style="list-style-type: none"><li>• Joint visits/trips out with YR</li><li>• YR and Y1 joint lunch times –outside environment is designed to offer different experiences and interests e.g. football, skipping, building bricks, mud kitchen, music junk modelling + reading when dry</li><li>• Walks around village planned with other classes e.g. YR</li><li>• Christmas plays/experiences planned jointly with YR</li><li>• KS1 pupils take part in a range of after school clubs e.g. building/constructions, art and craft, PE</li></ul>	<ul style="list-style-type: none"><li>• Learn an instrument with the Cornwall Music Service Trust</li></ul>	<ul style="list-style-type: none"><li>• Year 6 Residential Camp</li><li>• Year 5 supported to attend ‘Super Saturday’ events held at local secondary school</li><li>• Secondary school links with subject leaders in place to support the delivery of an engaging curriculum – leading to excellence (Science, Maths, Spanish)</li><li>• Yr6 – An afternoon of Entertainment at Christmas time for the older people of St Day and Carharrack</li></ul>
	<p><b>WHOLE SCHOOL</b></p> <p>Throughout the school year, teachers plan for a variety of trips and/or visitors to enhance the curriculum provision- supporting ‘knowing more, remembering more and being able to do more’. The curriculum for History and Geography has been designed to draw upon the local area – it is expected that children will be regularly out and about in St Day to support this learning. Visitors include authors, musicians, actors,</p> <p>Adventure Learning Week – encouraging children to attempt new activities and uncover hidden talents</p> <p>Through the Reading curriculum, children will read a wide range of carefully chosen texts which develops their awareness of the world around them – and the world that existed before them</p> <p>A range of lunch and after school clubs in place – some of which are led by experts in their field to provide inspiration and aspiration. Attendance at clubs is closely monitored to ensure fair access for all.</p> <p>Annual Christmas events including a community based event and a whole school trip to a pantomime/show</p> <p>All children with SEND are expected to, and facilitated to attend all out of school events</p> <p>Choir visit the local residential care home at Christmas for singing</p> <p>Bi-annual whole school trip to the Minack Theatre</p> <p>RRS events e.g. offer opportunities to campaign for certain interests the children are passionate about such as recycling + Outright campaigns</p> <p>Weekly music and singing assemblies in place for all children</p>			
<p><b>British values</b></p> <ul style="list-style-type: none"><li>• Democracy, the rule of law, individual liberty and mutual tolerance and respect.</li><li>• Are pupils taught that these values are precious and not seen across the world?</li><li>• 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?</li><li>• Does the school ensure that British values are not presented in a stereotypical manner with just cups of tea and Big Ben?</li></ul>	<ul style="list-style-type: none"><li>• Golden rule model –children learn about looking after their environment</li><li>• Children are encouraged to tidy away –sweep floors etc and encouraged to be as independent as possible</li></ul>	<p><b>Year 1 –PSHE</b> Welcome to school: positive behaviours, school and/or classroom rules.</p> <p><b>Year 1 PSHE</b> Rights, responsibilities and respect</p> <p><b>Year 2 PSHE</b> Respecting Uniqueness: This lesson helps children to understand that we are all special and unique</p>	<p><b>Year 4 –PSHE</b> Respecting Others: Respecting other people’s opinions and viewpoints.</p>	<ul style="list-style-type: none"><li>• Year 5 and 6 – democratic selection process for all the roles of responsibility</li></ul>
	<p><b>WHOLE SCHOOL</b></p> <p><b>Weekly assemblies</b> –focus on developing and growing carefully chosen virtues and RRS articles</p> <p><b>Special events</b> are celebrated such as Queens Jubilee and King Charles Coronation</p> <p>Displays around school promote British Vales</p> <p><b>RRS and PSHE</b> displays promote democracy, tolerance and respect</p> <p><b>Picture News</b> displays promote themes linked to British values – these can be accessed in classrooms and used as discussion points</p> <p><b>Anti-bullying week + Black History week</b> promotes British vales</p> <p><b>SEE SEPARATE BRITISH VALUES DOCUMENT</b></p>			

<b>Inclusion and equality of opportunity</b> <ul style="list-style-type: none"><li>• No-one should be treated or thought of as less favourable because they belong to a specific group.</li><li>• Are pupils taught that not to be inclusive is to be unjust to some people?</li></ul>	<ul style="list-style-type: none"><li>• Inclusion is paramount in Reception –stories are used to support the teaching of inclusion, equality and opportunity</li><li>• RRS articles in classrooms –displayed</li><li>• Proactively address barriers such as stereotyping, conscious and unconscious bias, and negativity.</li><li>• Every child is unique and brings a rich cultural heritage with them when they arrive at an Early Years setting. The differences between their families, homes and beliefs offer fantastic opportunities to discover and celebrate a wide range of cultures. In addition, making children’s voices central in telling their own stories supports them in developing a positive sense of self. This is supported with the RRS</li></ul>	<ul style="list-style-type: none"><li>• All KS1 weekly assemblies support inclusion and equality</li><li>• RRS articles in classrooms –displayed</li></ul> <p>Year 2 Art Curriculum – celebrating diversity through the artist Olumide Egunlae</p>	RRS articles in classrooms –displayed	RRS articles in classrooms –displayed
<b>Spiritual, Moral, Social and Cultural development (SMSC)</b>	<p><b>WHOLE SCHOOL</b></p> <p>The RRS approach considers and includes events and campaigns for local and global issues</p> <p>Our bespoke <b>Art Curriculum</b> has been carefully constructed to grow children’s awareness of individual and cultural diversity celebrating difference</p> <p>School hosts visitors from a range of backgrounds to inform and inspire such as sportspeople, storytellers, artists, musicians</p> <p><b>SEE SEPARATE SMSC DOCUMENT</b></p>			
<b>Effective pedagogy for PD</b> <ul style="list-style-type: none"><li>• Pupils revisit previous content.</li><li>• Teachers check what pupils know.</li><li>• Pupils’ misconceptions are addressed.</li><li>• Relationships are positive and respectful.</li></ul>	<ul style="list-style-type: none"><li>• Continuous provision, planned provocations are carefully selected to support all areas of development</li><li>• The EYFS and KS1 environments are carefully planned and organised to support the revisiting of learning experiences underpinning children choice and independence in learning</li><li>• Practitioners meticulously support children in their play choices and sensitively know when to scaffold learning while assessing what children know</li><li>• Observations made by the adults support next steps in learning</li><li>• Homework is directly linked to RWInc learning and reading –learning is continually revisited</li></ul>	<p><b>WHOLE SCHOOL APPROACHES</b></p> <p>School’s carefully constructed <b>CHANGE model of leaning</b> is implemented to structure teaching and learning. Within this, deliberate opportunities are in place to ensure teachers revisit content before introducing new learning and that the continual checking of knowledge and for misconceptions runs throughout lessons.</p> <p>The school’s <b>Golden Rules</b> are in place to support the behaviours for learning needed for children’s successful engagement in all lessons</p> <p><b>Curriculum coverage leaflets</b> – are sent home termly to support families in knowing what is being taught in classes</p> <p>The <b>PSHE and RSE curriculum</b> are sequenced to ensure new knowledge builds on prior knowledge and that content is introduced at an age-appropriate level</p> <p><b>Weekly newsletters and class emails home</b> to families support clear communication and celebration of all learning</p> <p>Teachers will use ‘in the moment’ and incidental opportunities to support overall Personal Development e.g. when discussing issues arising from the news, an event that has happened locally etc. These will be addressed sensitively to explore themes, worries, solutions.</p>		
<b>Effective assessment</b> <ul style="list-style-type: none"><li>• Teachers check pupils’ knowledge.</li><li>• Formative assessment is timely and focused.</li><li>• Pupils have secure knowledge across elements (British values, finances etc...).</li></ul>	<ul style="list-style-type: none"><li>• A systematic assessment process is adopted linked directly to ELG</li><li>• Teacher in YR consistently trains staff working within EYFS in order to effectively track and monitor designing the continuous provision to support ALL areas of learning</li><li>• An assessment framework called Two Simple is used by all adults in YR. Both teachers and parents are linked to this observation platform –parents share their observations from home.</li></ul>	<p><b>WHOLE SCHOOL APPROACHES</b></p> <p>See <b>CHANGE model of learning</b></p> <p>Teachers implement formative assessment approaches throughout the learning – this might be through careful questioning or the use of quizzes/Cahoot</p> <p>Teachers use the start of each new lesson to check prior learning has been retained; teachers will adapt learning where this has not been the case, or if a misconception has developed.</p> <p>Teachers will revisit content until it is assessed that children are ready for new learning.</p>		
<b>Effective culture for PD</b> <ul style="list-style-type: none"><li>• Pupils are interested and engaged in the programme.</li><li>• There are high expectations of what pupils can learn.</li><li>• Content is supported by a package of wider opportunities.</li></ul>	<ul style="list-style-type: none"><li>• Expectations are high and the importance of being as independent as possible is key to learning</li><li>• The well thought out environment both inside and outside engage and motivate children in their learning. Staff rely on current research from the Early Excellence Centre and The Curiosity Approach.</li><li>• In St Day and Carharrack School we are of the opinion it is vitally important to celebrate differences and diversity, giving all our children the chance to learn about society and building a culture where everyone is valued and included.</li><li>• We provide opportunities for children to explore household items from different cultures, stories and family photographs that realistically reflect a range of backgrounds</li></ul>	<p><b>WHOLE SCHOOL APPROACHES</b></p> <p>Our <b>Respectful Relationships Policy</b> drives the culture of the school, intrinsically integrated with our Trauma Informed Approach, RJ and RRS approaches, <u>Personal Development is at the heart of everything we do.</u> We have a commitment to foster relationships which are safe, and we have a commitment to challenge behaviour which causes harm and/or discrimination of any kind. Adults (Duty Bearers) in school take responsibility for modelling the culture expected to be seen and experienced in school</p> <p>Our <b>Rights Respecting Schools</b> approach supports all children to have an understanding of their rights and responsibilities as an active citizen within the communities with which they belong. Adults will use the language of the articles to support reflections of actions (both positive and harmful) to help foster the desired culture within school</p> <p>Our <b>curriculum</b> has been designed to ensure opportunities for Personal Development are embedded in relevant, meaningful ways. Our curriculum contains ‘mirrors and doors’ – children can see themselves reflected and are also afforded opportunities to see the world from different perspectives – and know what opportunities exist for them as they grow</p> <p>Many <b>enrichment opportunities</b> are in place to support Personal Development. These have been carefully chosen to enhance the delivery of the curriculum and acknowledge the barriers to cultural capital our community may experience</p> <p>The use of <b>external expertise</b> supports Personal Development. The school has strong relationships with the Mental Health Support Team and utilises this expertise for the benefit of the community</p>		

<div><b>Effective leadership of PD</b><ul style="list-style-type: none"><li>● Monitoring, evaluation and review.</li><li>● Staff have good subject knowledge.</li><li>● Strengths and weaknesses are identified.</li><li>● There is clear continuity and progression from early years to Year 6.</li><li>● The aims of the PD programme are shared with parents.</li></ul></div>	<div><ul style="list-style-type: none"><li>• Staff often critique teaching and support one another when making observations etc</li><li>• Teacher holds training sessions with staff</li><li>• Close connections and good working relationships with feeder Preschool including support cpd opportunities</li><li>• Teacher workshops are held with parents during transitions into school</li><li>• Home visits to families before school are conducted with SENCo</li><li>• Strengths and weaknesses are addressed in Professional Performance Management meetings –action plans are drawn up</li></ul></div>	<div><div><b>LEADERSHIP</b></div><div>Living our ‘Vision and Values’ – is at the core of our personal development offer – to ensure all of our children Enjoy, Engage and Excel to become responsible ‘Change-Makers’.</div><div>Our personal development offer is underpinned by restorative values and in line with being a RRS.</div><div>Aspects of Personal Development are <b>monitored and evaluated</b> regularly by those responsible (middle leaders). This may be through learning walks, book looks or taking Pupil Voice</div><div><b>Link governors</b> will jointly monitor with leaders e.g. the governor responsible for behaviour, well-being and safety will visit school to talk with pupils and undertake CPOMS analysis. All monitoring is used to review provision and make changes where needed/necessary along with celebrating what is going well</div><div>Regular <b>parent questionnaires</b> are implemented to ensure families can share feedback about their child’s experiences at school</div><div>The curriculum for PSHE and RSE, and those subjects which support Personal Development, are sequentially planned and enable progression – knowing more, remembering more and doing more</div><div>School continue to <b>invest in training and qualifications</b> for staff. School have 4 qualified Trauma Informed Practitioners, a qualified Senior Mental Health Lead and a trained Nurture Lead. Training throughout the year includes aspects of Personal Development and can be led by school staff or external professionals – see CPD programme.</div><div>The curriculum has been shared with governors and families and is available on the school’s website.</div><div>This Personal Development Plan has been shared with families and is available on the school’s website</div></div>
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