








St Levan School Personal Development Programme

At St Levan school we are a flagship school for the delivery of the JIGSAW programme to small schools. Our PSHE leader, Anya Finch, has played an integral part of small school training across the country both remotely and face-to-face. Our school ethos of individuality and uniqueness underpins our creation of our 'Personal Development' programme which is integral for ALL our children's development.

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 Jigsaw programme Keeping Healthy 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.</p> <p>Medicines and drugs.</p> <p>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 Jigsaw - Emergencies and Getting help unit. Using PE equipment safely. Discussion of firework safety near bonfire night. Fire drill/ lockdown situation 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.</p> <p>Medicines and drugs.</p> <p>Emergency situations.</p> <p>Year 3</p> <ul style="list-style-type: none"> Road safety in PSHE Fireworks and Bonfire Safety in PSHE Drugs in PSHE Strangers/E-Safety learning Sewing work in DT and lunchtime club (safety of using needles) Working Scientifically across the year 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.</p> <p>Medicines and drugs.</p> <p>Emergency situations.</p> <p>Year 5</p> <ul style="list-style-type: none"> Financial risks (gambling) in Jigsaw Online contact/online content in PSHE and Computing E-safety Water safety and self-rescue in PE

		<p>Year 2</p> <ul style="list-style-type: none"> • Keeping safe inside (electricity, slips trips and falls, medicines) and outside (roads, lakes etc) • 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. 	<p>Year 4</p> <ul style="list-style-type: none"> • PSHE lessons on First Aid and phoning Emergency Services • Bikeability in the Summer Term • Swimming Autumn Term • E-Safety - keeping your personal information private, not talking to strangers online. • Sewing work in DT (safety of using needles) • Working Scientifically across the year • Food Hygiene and using knives in Spring Term when preparing food • Using hot glue guns and saws in DT in Spring Term 	<ul style="list-style-type: none"> • Unhealthy diet (foods that affect us mentally and physically) • Medications and vaccines in Jigsaw • Exploring risks in everyday situations in Jigsaw • Swimming • Personal and group safety during residential • Sewing in DT and lunchtime club • Safe use of equipment in science (SC1) <p>Year 6</p> <ul style="list-style-type: none"> • Earth day • Learnt basic and emergency first aid • During field trips we had briefs on keeping safe in a variety of environments - Porthcurno beach, Minack trails • E-safety unit in computing and PSHE in Summer 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.
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<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).</p> <p>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 • Fundraising - discussions on where money comes from • comparing different localities and life styles 	<p>How money is obtained (earned, borrowed, won, gifts).</p> <p>Keeping money safe.</p> <p>Needs vs wants.</p> <p>Different jobs and how people are paid.</p>  <p>Year 1</p> <ul style="list-style-type: none"> • Discussed when creating crafts for sale. • Money in Maths (brief discussion) • Use in Flashback 4 in Maths <p>Year 2</p> <ul style="list-style-type: none"> • Teaching Money in maths – White Rose • Discussion around spending 	<p>Decisions about money.</p> <p>Spending vs saving.</p> <p>Loans and debt.</p> <p>Value vs cost.</p> <p>Risks (loss, theft).</p> <p>Keeping track of money.</p> <p>Keeping money safe.</p>  <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 (Autumn and Summer Term) 	<p>Money – responsible management of money. Profit and loss.</p> <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 ● Bluetooth headphones ● Kindles ● CD player ● E Safety 	<p>Finding information using technology.</p> <p>Ensuring adult supervision.</p>  <ul style="list-style-type: none"> ● use of ipads to photograph across the curriculum/ research in plants ● E safety Jigsaw - what is personal information - not to share it with others. ● PSHE managing our time safely whilst online. ● Safer internet day ● Google slides/ Espresso coding <p>Year 2</p> <ul style="list-style-type: none"> ● E-safety– Jigsaw ● Seeking permission when taking photographs ● Use of ipads ● Safer internet 	<p>Finding information using technology.</p> <p>The reliability of online content.</p> <p>Risks of sharing text, information and images.</p> <p>Year 3</p> <ul style="list-style-type: none"> ● E-Safety Jigsaw in Autumn Term (reliability of sources and risk of sharing information) ● Screen-time in Jigsaw <p>Year 4</p>  <ul style="list-style-type: none"> ● E-Safety in the Autumn Term ● PSHE 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 	<p>Finding information using technology.</p> <p>How to access information efficiently with a focus on reliability of sources and content; how to manage online contact.</p>  <p>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) ● 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 RSE. ● 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 Relationships ● Summer 1 - Feelings and not so good units. <p>Year 2</p> <ul style="list-style-type: none"> ● PSHE uniqueness and respect for others ● PSHE - prevent Celebrating differences. ● Computing - photography, asking permission. ● RE - Faiths ● Forgiveness, peace linking to Christian faith. 	<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 (including loss and peer pressure) ● Relationships in RSE (Summer Term) ● Discussion about safe adults and who to talk to if they feel unsafe 	<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 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 ● RSEOnline contact PSHE – positive and safe relationships with others online. ● 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

				<p>harmful behaviour in relationships. Also, it teaches children how to manage 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 these 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 	<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"> • Sex education lessons in jigsaw – Having a baby • Year 4 RSE 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"> • Sex education lessons in Jigsaw – conception. • RSE- puberty in males and females • Managing personal change – physical and emotional <p>Year 6</p> <ul style="list-style-type: none"> • Sex education lessons in jigsaw – Babies conception to birth • Autumn 1 PSHE unit ‘Different types of relationships’ explores different types of of romantic relationships - including LGBTQ+ relationships • They also explore what makes up healthy family characteristics

				<ul style="list-style-type: none"> ● In RSE - children discuss puberty and reproduction - it is kept relevant to things they need to maintain healthy and good mental and physical health. ● 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 visit from practicing dentist 	<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) <p>PE – Create PE importance of physical health</p> <ul style="list-style-type: none"> ● Sun protection as part of Science/ Geography/ PSHE linked to Sun, Sea, Sand topic before beach trip. ● Mindful moments during jigsaw <p>Year 2</p> <ul style="list-style-type: none"> ● PE – Create ● 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 strategies discussed) 	<p>Year 5</p> <ul style="list-style-type: none"> ● week- focus on health and wellbeing ● 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 cream protection during hot weather

		<ul style="list-style-type: none"> ● Science - animals 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. 	<ul style="list-style-type: none"> ● PSHE First Aid lessons (including ringing the emergency services) 	<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 to promote active living.
<p>Citizenship</p>	<p>Right and wrong</p> <ul style="list-style-type: none"> ● Morning slides - discussing images ● Jigsaw Jennie sessions - exploring relationships ● BV foci each week 	<p>Right and wrong</p> <p>The need for rules</p> <p>Different groups & communities</p> <p>Year 1</p> <ul style="list-style-type: none"> ● Discussion at the beginning of the year setting class rules. ● PSHE - Welcome to school - Positive behaviours. ● RE sessions - discussing different religions - comparing ● Roles and responsibilities ● 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 	<p>Democracy and its institutions</p> <p>Voluntary community and pressure groups</p> <p>The range of different national, regional, religious and ethnic identities in the UK.</p> <p>Year 3</p> <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 	<p>Democracy through history.</p> <p>Communities and how they function.</p> <p>Diversity and discrimination</p> <p>Year 5</p> <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

		<ul style="list-style-type: none"> ● Golden Respects ● Cool to be Kind Trophy ● Newsday Tuesday ● RE - Contrasting and comparing different religions. ● RE - peace in the world/our community ● British Value focus each week ● Different images of different groups on slides ● Right and Wrong - Playground 	<ul style="list-style-type: none"> ● Understanding the wider world in Saltash (RE - Christianity, Hinduism, Atheism) 	<ul style="list-style-type: none"> ● 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 ● PSHE unit ‘Different types of relationships’ explores different types of of romantic relationships - including LGBTQ+ relationships ● We have our pupil parliament which has elected members. In addition to our elected house captains. ● A weekly British Value hot spot to focus which can quite often link to democracy.
<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. 	<ul style="list-style-type: none"> ● Clubs ● Meeting different adults to inspire and promote different jobs ● Class responsibilities ● Dojos, rewards 	<p>Year 1</p> <ul style="list-style-type: none"> ● Clubs ● Celebration assemblies/ Stars of the week and head teacher awards. ● Class roles and responsibilities. ● Trips - Looe/ Local walk 	<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) 	<p>Year 5</p> <ul style="list-style-type: none"> ● Swimming lessons; ● Year 5 residential; ● Access to KS2 sporting competitions; ● Class roles and responsibilities;

<ul style="list-style-type: none"> ● Consideration, respect, good manners. ● Promotion of positive character traits and celebration of these. 	<ul style="list-style-type: none"> ● Celebration certificates 	<ul style="list-style-type: none"> ● Assemblies ● Links to RE - Christianity and Judaism in particular. Recognising similarities and differences/ respecting individual choices. ● PSHE units ● Visitors in to School ● Bedtime stories <p>Year 2</p> <p>After school Clubs</p> <p>Assemblies</p> <p>PSHE - lessons including job roles in the community</p> <p>PSHE - friendship unit.</p> <p>Visitors into school</p>	<ul style="list-style-type: none"> ● Friendship unit in PSHE (How to be a good friend) ● Links to RE (Christianity, Judaism, Islam) <p>Year 4</p> <ul style="list-style-type: none"> ● Swimming at the Leisure Centre ● Porthpean Visit ● Bikeability ● Raising money for Local Charity ● PSHE lessons about healthy relationships, including friendships 	<ul style="list-style-type: none"> ● Peer pressure – focus on surrounding self with people with positive traits ● Healthy, positive relationships unit PSHE ● Positive online contact – PSHE ● Class assembly <p>Year 6</p> <ul style="list-style-type: none"> ● 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? 	<ul style="list-style-type: none"> ● Clubs ● Opportunities to mix with other year groups across the whole school ● 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 ● Bedtime stories <p>Year 2</p> <ul style="list-style-type: none"> ● Class roles ● After school clubs ● Sleeping with the sharks 	<p>Year 3</p> <ul style="list-style-type: none"> ● Spirit of Adventure (Residential Trip - available for all children) <p>Year 4</p> <ul style="list-style-type: none"> ● Raising money for Local Charity ● Local competitions linked to our learning 	<p>Year 5</p> <ul style="list-style-type: none"> ● Year 5 residential ● Rivers lifeguarding/water safety ● KS2 librarians ● Playleaders role ● Lantern making – Lafrowda parade <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

<ul style="list-style-type: none"> ● Are curricular visits designed to ensure that pupils learn what is intended from the trip? 		<ul style="list-style-type: none"> ● Dazzling starts/midpoint motivators/fabulous finales. 		<p>represent the school at events and clubs.</p> <ul style="list-style-type: none"> ● Year 6 have an residential designed to build new and memorable life experiences they can remember for the rest of their lives. Such as kayaking on a lake or completing a zip line.
<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. ● Pupil council ● Roles and Responsibilities ● Lunchtime buddies <p>Year 2</p> <ul style="list-style-type: none"> ● RE and PSHE discussions ● Pupil council ● Roles and Responsibilities ● Lunchtime awards 	<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"> ● Considered use of materials for lesson e.g., range of characters depicted. ● Rule of law discussed in context of a variety of situations <p>Year 6</p> <ul style="list-style-type: none"> ● Taught and revisited throughout the year during PSHE ● During the world wars where the BV's weren't always displayed by some nations, children considered what life would have been like.
<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. 	<ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons ● Morning slides challenge stereotypes 	<p>Year 1</p> <ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE sessions. ● Differences taught as part of RSE unit. 	<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 5</p> <ul style="list-style-type: none"> ● Equal opportunities in Sport ● RE – respect of all religions/beliefs

<ul style="list-style-type: none"> ● Are pupils taught that not to be inclusive is to be unjust to some people? 	<ul style="list-style-type: none"> ● Books about inclusion / exclusion in library and class book corners 	<ul style="list-style-type: none"> ● Wide and varied images used on slides within sessions. <p>Year 2</p> <ul style="list-style-type: none"> ● Varied images used in resources 	<p>Year 4</p> <ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons 	<ul style="list-style-type: none"> ● PSHE unit on value of diversity in communities <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 ● 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 	<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. ● Class circle time in addition to PSHE planning to address

		<p>Year 2</p> <ul style="list-style-type: none"> ● Flashbacks ● oracy activities across the curriculum ● Kahoot quizzes ● Misconceptions built into lessons. ● Transitions are robust at the end of the year. 		<p>relationships and social difficulties.</p> <ul style="list-style-type: none"> ● Baseline activities to start units e.g. KWL grids
<p>Effective assessment</p> <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 	<p>Year 1</p> <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. <p>Year 2</p> <ul style="list-style-type: none"> ● Flashbacks used to review previous learning. ● AFL used to inform future planning. 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> ● PSHE Spiral Curriculum (Consent in Year 3 and revisited in Year 6 - specific taught content) 	<p>Year 5 and 6</p> <ul style="list-style-type: none"> ● PSHE Spiral Curriculum (Consent in Year 3 and revisited in Year 6 - specific taught content)
<p>Effective culture for PD</p> <ul style="list-style-type: none"> ● Pupils are interested and engaged in the programme. ● There are high expectations of what pupils can learn. ● Content is supported by a package of wider opportunities. 	<ul style="list-style-type: none"> ● Pupils have a say in shaping their questions for learning ● Discussions ensure that expectations / discussions around progress remain high 	<p>Year 1</p> <ul style="list-style-type: none"> ● Adaptive learning within all subjects. ● Assemblies - cross curricular when appropriate ● Purposeful writing opportunities ● Knowledge organisers ● Visit to St Just Library to experience what St Just has to offer. 	<p>Year 3</p> <ul style="list-style-type: none"> ● Differentiated learning within each subject. ● Discrete water safety, self-rescue session ● Fieldwork – Geography river study ● Outdoor forest school opportunities to explore. 	<p>Year 5</p> <ul style="list-style-type: none"> ● Differentiated learning within each subject. ● Discrete water safety, self-rescue session ● Fieldwork – Geography river study ● Outdoor forest school opportunities to explore.

		<ul style="list-style-type: none"> ● Visit to St Levan Church linked to Special Places <p>Year 2</p> <ul style="list-style-type: none"> ● Class Assemblies ● Knowledge Organisers ● Raising money for good causes ● Purposeful writing opportunities 	<p>Year 4</p> <ul style="list-style-type: none"> ● Differentiated learning within each subject. ● Discrete water safety, self-rescue session ● Fieldwork – Geography river study ● Outdoor forest school opportunities to explore. 	<p>Year 6</p> <ul style="list-style-type: none"> ● Differentiated learning within each subject. ● Discrete water safety, self-rescue session ● Launch days ● Fieldwork – Geography river study
<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 	<ul style="list-style-type: none"> ● MF RE lead ● AF Science lead ● MF PE Lead/outdoor learning ● MF DT Lead ● MF History Lead Geography Lead ● AF PSHE, RSE and Writing Lead <p>Progression documents used when planning</p>		