

**PERSONAL DEVELOPMENT PLANNING**

Aspect	Early Years	Key stage 1	Lower Key stage 2	Upper Key Stage 2
<b>PSHE Pupils' wider safety</b> ●Content on common risks (roads, fire, using equipment, medicines, strangers).	Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. <ul style="list-style-type: none"> <li>Discussing risks when on trips</li> <li>Discuss stranger danger</li> <li>PSHE lessons on safety beyond the home</li> <li>RNLI talks</li> <li>Beach Safety</li> <li>PSHE Healthy Me unit on medicines and what you put on / in your body</li> <li>During outdoor learning sessions all aspects of outdoor safety are reinforced.</li> </ul>	Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.  <b>Year 1</b> <ul style="list-style-type: none"> <li>Risks on trips / road safety/ management in a public place- shared with children before trips and visits.</li> <li>Using scissors safely</li> <li>Beach safety</li> <li>Risk of medicines – PSHE SCARF Unit – Keeping Safe</li> <li>PSHE SCARF Units – Keeping Safe, Growing and Changing</li> <li>Using PE equipment safely.</li> <li>Discussion of firework safety near bonfire night.</li> <li>Fire drill/ lockdown situation</li> <li>The importance of working safely outdoors and when using gardening tools.</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>Keeping safe inside (electricity, slips trips and falls, medicines) and outside (roads, lakes etc)</li> <li>First aid</li> <li>Firework safety near bonfire night</li> <li>Risk assessments on trips - management in public places shared with children before trips.</li> <li>The importance of working safely outdoors and when working with gardening tools.</li> </ul>	Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.  <b>Year 3</b> <ul style="list-style-type: none"> <li>Risk assessments and continuous talk of Road safety, and stranger danger on visits.</li> <li>Fire safety with Outdoor learning area</li> <li>Year 3 beach walk and summer camp at school.</li> <li>Fireworks, Bonfire and Pet Safety in Outdoor learning lesson.</li> <li>Keeping safe : Safe or unsafe ½ term theme Scarf Unit Spring</li> <li>Alcohol and cigarettes the facts Scarf in PSHE</li> <li>Healthy balanced diet in science lessons (Animals including humans)</li> <li>Strangers/E-Safety learning</li> <li>Working Scientifically across the year</li> <li>The importance of working safely outdoors and when using gardening tools Outdoor learning</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>PSHE lessons on First Aid and phoning Emergency Services</li> <li>E-Safety - keeping your personal information private, not talking to strangers online.</li> <li>Sewing work in DT (safety of using needles)</li> <li>Working Scientifically across the year</li> <li>Food Hygiene and using knives in DT food topic.</li> <li>The importance of working safely outdoors and when using gardening tools.</li> <li>Medications and drugs in PSHE</li> <li>Exploring risks in everyday situations in PSHE. Risk assessments shared on educational visits e.g. the zoo and mixing with the public.</li> <li>Safety at the swimming pool.</li> <li>Personal and group safety during residential</li> <li>Shared risk assessments for outdoor education</li> <li>Whole school fire and lockdown practice</li> </ul>	Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.  <b>Year 5</b> <ul style="list-style-type: none"> <li>Bikeability</li> <li>E-safety</li> <li>Water safety and self-rescue in PE and visit from the RNLI.</li> <li>Surf day at Gwithian Towans with Global Boarders.</li> <li>Health related fitness in PE.</li> <li>Medications and drugs in PSHE</li> <li>Exploring risks in everyday situations in PSHE. Risk assessments shared on educational visits e.g. the zoo and mixing with the public.</li> <li>Safety at the swimming pool.</li> <li>Personal and group safety during residential</li> <li>Use of equipment in DT e.g. sewing.</li> <li>Safe use of science equipment at Nexus e.g. mixing materials to form a solution.</li> <li>Shared risk assessments for outdoor education</li> <li>Whole school fire and lockdown practice.</li> <li>Junior Lifeskills session at Tolvaddon fire station with various safety aspects explained.</li> <li>The fire triangle and fire safety.</li> <li>The importance of working safely outdoors and when using gardening equipment.</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>Learnt basic and emergency first aid</li> <li>E-safety unit in computing and PSHE to teach children about online relationships and how to stay safe.</li> <li>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.</li> <li>Y6 residential to London- risk assessments created with children to outline and manage risks.</li> </ul>
<b>PSHE Economic understanding</b> ●Choices about money, keeping	Recognising money (coins, notes). Using money in class for day-to-day activities (eg paying for fruit).	How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants.	Decisions about money. Spending vs saving. Loans and debt. Value vs cost.	Money – responsible management of money. Profit and loss.  <b>Year 5</b>

<p>it safe, saving vs spending, risks.</p>	<ul style="list-style-type: none"> <li>• Role play area - inside</li> <li>• Maths sessions - exploring and handling money</li> <li>• Comparing different localities and life styles</li> </ul>	<p>Different jobs and how people are paid.</p> <p>Year 1</p> <ul style="list-style-type: none"> <li>• Discussed when creating crafts for sale – Christmas fair making a Christmas decoration</li> <li>• Money in Maths (brief discussion)</li> <li>• Money in provision – shop</li> <li>• PSHE SCARF Unit – Rights and Respect</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Teaching Money in maths</li> <li>• Discussion around spending or saving.</li> </ul>	<p>Risks (loss, theft). Keeping track of money. Keeping money safe.</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>£ Money- Rights and Respect Scarf in PSHE.</li> <li>£ Craft fairs making Christmas decorations to sell.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>£ Whole unit on money in Maths (essential and non-essential items, bills and budgeting, banks, credit cards).</li> <li>£ SCARF – learning about expenses and paying taxes</li> </ul>	<ul style="list-style-type: none"> <li>• Craft fair – raising money for the Christmas fair by making a decoration.</li> <li>• Money (Maths)</li> <li>• Raising money through charity e.g. sponsored events</li> <li>• RE – charity as part of religion and ways in which is spent</li> <li>• Budgeting aspect to Parliament day at County Hall</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• PSHE unit - Spending decisions and exploring risk in relation to gambling</li> <li>• Before moving into bigger spending decisions people have to make such as mortgages and bills. This is covered in the SCARF unit 'Being my Best'.</li> <li>• Craft fair – raising money for the Christmas fair by making a decoration.</li> </ul>
<p><b>PSHE Technology &amp; media</b></p> <ul style="list-style-type: none"> <li>• Forms of media and their impact (reliability of online content, risks of sharing).</li> </ul>	<p>Learning to use technology in learning.</p> <ul style="list-style-type: none"> <li>• Use the IWB</li> <li>• Use of ipads</li> <li>• CD player</li> <li>• E Safety week</li> <li>£ Safer internet day</li> </ul>	<p>Finding information using technology. Ensuring adult supervision.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>£ use of ipads</li> <li>£ use of chromebooks</li> <li>£ PSHE SCARF Unit – Keeping Safe, Growing and Changing</li> <li>£ Internet Safety computing</li> <li>£ Safer internet day</li> <li>£ Beebots and Scratch coding</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>£ E-safety</li> <li>£ PSHE Lessons - Playing games online and friends online.</li> <li>£ Seeking permission when taking photographs</li> <li>£ Use of ipads and chromebooks</li> <li>£ Safer internet day</li> <li>£ Range of media – scratch, coding</li> </ul>	<p>Finding information using technology. The reliability of online content. Risks of sharing text, information and images.</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>£ E-Safety Unit throughout computing curriculum Safe Internet Day February.</li> <li>£ Screen-time unit in PSHE</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>£ Follow Digital Literacy LTP: <ul style="list-style-type: none"> <li>- Online identity</li> <li>- know how others can find me online,</li> <li>- evaluate content I post online,</li> <li>- differentiate between opinions, beliefs and facts</li> <li>- Understand how technology can affect healthy sleep</li> <li>- How internet use can be monitored and who owns content</li> </ul> </li> <li>£ PSHE Unit on Keeping Safe - assessing risks and knowing where to go for help.</li> <li>£ Range of media – recording and editing audio, datalogging, taking and editing photographs, Scratch programming, micro:bits.</li> </ul>	<p>Finding information using technology. 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><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• E-safety Autumn Term focus + throughout (Computing)</li> <li>• Online content and online contact (PSHE)</li> <li>• Source reliability in History – exploring the past.</li> <li>• Computing editing visual media.</li> <li>• SCARF – Play, like share – who sees what I post online and how to deal with negative outcomes.</li> <li>• Multi-media presentations.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• E-safety Autumn Term focus + throughout (Computing)</li> <li>• Lessons during Website design unit about copyright and safe sharing of information.</li> </ul>
<p><b>RSHE Relationships</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> </ul>	<ul style="list-style-type: none"> <li>• PSHE/SCARF units</li> </ul> <p>I'm special you're special Same and different Same and different families Same and different homes I am caring I am a friend.</p> <ul style="list-style-type: none"> <li>• discussing differences as they arise</li> <li>• Looking at images of different communities and discussing disabilities and celebrating differences</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Discussion about being different but still being friends – PSHE SCARF Units – Me and My Relationships, Valuing Difference</li> <li>• Exploring different families and who can keep us safe. PSHE SCARF Units – Me and My Relationships, Valuing Difference, Growing and Changing</li> <li>• Identifying who can help when families make us feel unhappy or unsafe (Growing and Changing - Summer term).</li> <li>• PSHE Healthy Relationships – SCARF Me and My Relationships</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>£ PSHE SCARF Valuing Difference. Me and My Relationships</li> <li>£ PSHE SCARF Growing and Changing</li> <li>£ Year 3 lesson focus Autumn term Personal Space</li> <li>£ Discussion about safe adults in PSHE SCARF Growing and Changing. Briefing before educational visits off site</li> </ul> <p><b>Year 4</b></p>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Diverse communities (personal identities, how are we all connected; preventing discrimination) PSHE.</li> <li>• Celebrate black history month with Rosa Parks in PHSE and Mae Jemison in Science.</li> <li>• RE – promoting understanding and tolerance.</li> <li>• SCARF assemblies – promoting British Values.</li> <li>• School rules and values display and discussion each year.</li> <li>• Respectful relationships (identifying the features of a positive family life; recognising similarities and differences between people in</li> </ul>

<ul style="list-style-type: none"> <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>● Specific discussions about what we do / do not feel comfortable with</li> </ul>	<ul style="list-style-type: none"> <li>● Feelings and not so good feelings – Me and My Relationships SCARF Unit.</li> <li>● Consent – Keeping Safe and Growing and Changing – SCARF Units.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>● PSHE –Rights and respect for others</li> <li>● PSHE - valuing differences.</li> <li>● Computing - photography, asking permission.</li> <li>● RE - Jesus is a friend to all discussion.</li> <li>● Forgiveness, peace linking to Christian faith.</li> </ul>	<ul style="list-style-type: none"> <li>€ PSHE Unit on Me and My Relationships (positive, healthy relationships)</li> <li>€ PSHE Unit on Valuing Difference (negotiate and compromise, respecting others)</li> <li>€ Charanga Music Unit Stop! (Relationships and Bullying Rap)</li> <li>€ Relationships in RSE (Summer Term)</li> <li>€ Discussion about safe adults and who to talk to if they feel unsafe</li> <li>€ Motional activities based on results of class motional assessment</li> <li>€ RE – promoting understanding and tolerance</li> </ul>	<p>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"> <li>● RSE PSHE – positive and safe relationships with others online.</li> <li>● Music links – ballads and lyrics exploring relationships e.g. Adele.</li> <li>● Pre-education risk assessment discussions about being safe when on an educational visit.</li> <li>● Computing and SCARF – staying safe online.</li> <li>● LifeSkills workshop at Penzance fire station – online safety and password security.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>● SCARF unit about Me and My Relationships explores harmful behaviour in relationships.</li> <li>● SCARF unit about 'Valuing Difference' looks at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic.</li> <li>● Pupils taught about charities such as the NSPCC, who offer support to children.</li> <li>● Pupils taught about concept of consent. And to know that their decisions should be respected.</li> </ul>
<p><b>RSHE 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>	<ul style="list-style-type: none"> <li>● PSHE/SCARF units – Keeping Safe</li> <li>● PSHE/SCARF units – Me and my relationships.</li> <li>● PSHE/SCARF units – Growing and Changing.</li> <li>● Relationships</li> <li>● Range of books celebrating differences</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>● Identifying who can help when families make us feel unhappy or unsafe (Growing and Changing - Summer term).</li> <li>● PSHE Healthy Relationships – SCARF Me and My Relationships</li> <li>● Feelings and not so good feelings – Me and My Relationships SCARF Unit.</li> <li>● Consent – Keeping Safe and Growing and Changing – SCARF Units.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>● PSHE Me and My Relationships</li> <li>● Music - Friendship song</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>€ Body parts discussed in RSE PSHE SCARF Growing and Changing</li> <li>€ Healthy relationship discussed in PSHE</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>€ Year 4 RSE Unit Growing and Changing (understand puberty and changes to their bodies - opportunities to use correct vocabulary and address misconceptions)</li> <li>€ Healthy relationship and staying safe discussed in PSHE (Me and My Relationships, Valuing Difference, Keeping Safe, Growing and Changing)</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>● RSE- puberty in males and females</li> <li>● Managing personal change – physical and emotional</li> <li>● PHSE – Tolerance of differences including gender identity.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>● SCARF lessons explore different types of relationships.</li> <li>● Children taught about types of formal relationships including forced marriage, arranged marriage and civil partnerships.</li> <li>● They also explore what makes up healthy family characteristics</li> <li>● In SCARF in Summer unit Growing and Changing' - children discuss puberty and reproduction.</li> </ul>
<p><b>RSHE Physical health &amp; well-being</b></p> <ul style="list-style-type: none"> <li>●Healthy eating.</li> <li>●Physical health/fitness.</li> <li>●Oral hygiene, sleep, sun protection, dangers of tobacco drugs &amp; alcohol.</li> <li>●Basic first aid.</li> </ul>	<ul style="list-style-type: none"> <li>● PSHE/SCARF units – Being my Best.</li> <li>● . PSHE/SCARF units – Keeping Safe.</li> <li>● Weekly discussion in PE lessons on physical development and changes</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>● PSHE unit based around keeping healthy SCARF Unit – Being My Best (Includes healthy eating, people who help us, oral hygiene)</li> <li>● PE - importance of physical health.</li> <li>● Design and Technology – designing and making fruit kebabs.</li> <li>● Sun protection as part of Science/ Geography/ PSHE</li> <li>● The importance of plants. Sowing seeds, harvesting vegetables and discussing healthy eating during outdoor learning.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>€ Science Unit (Animals including humans) how to eat healthy Balanced diet Eat Well plate Food Pyramid</li> <li>€ Physical Health and Fitness in PSHE and PE lessons weekly lessons</li> <li>€ Sun safety lessons taught in PSHE SCARF Assembly RNLI Beach safety Assembly.</li> <li>€ Medicine (including drugs, tobacco and alcohol) in PSHE SCARF lesson Keeping Safe</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>● Healthy snack at break. Free fruit for all children.</li> <li>● 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).</li> <li>● PE – impact of physical exercise on physical and mental wellbeing – Health elated fitness topic and access to a wide range of clubs and PE experiences to foster a love of a healthy lifestyle e.g. cross fit and climbing.</li> </ul>

		<p>Year 2</p> <ul style="list-style-type: none"> <li>€ PE – health and fitness</li> <li>€ Sun Protection - playtimes</li> <li>€ Mindful moments and brain breaks</li> <li>€ Science - animals in including humans - sleep, healthy diet, exercise and hygiene.</li> <li>€ PSHE – Being My Best</li> <li>€ PSHE Autumn - keeping safe indoors and outdoors and first aid sessions.</li> <li>€ Sowing and growing. Healthy eating and the importance of plants during outdoor learning sessions.</li> <li>€ Design technology lesson- Making Pizzas Summer</li> </ul>	<ul style="list-style-type: none"> <li>€ The importance of plants in our diet. Outdoor learning lessons highlighting how plants provide us with all our daily vitamins and minerals. Science lesson Animals including humans</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>€ Science learning on healthy eating specifically linked to teeth and oral hygiene</li> <li>€ Physical health throughout PE lessons</li> <li>€ Physical and Mental Health discussed in PSHE lessons (coping strategies discussed)</li> <li>€ PSHE First Aid lessons (including ringing the emergency services)</li> <li>€ Design Technology- Seasonal Food Unit in the Summer Term</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing club for target children.</li> <li>• Sports tracker to identify the less active for entry into PPE cluster sports events.</li> <li>• Healthy travel e.g. bike shelter and bikeability.</li> <li>• Sustrans walk to school week and survey.</li> <li>• Managing risk in everyday situations – medication, alcohol, drugs and impact on health and wellbeing (PSHE)</li> <li>• Summer Term – reminders about hats and sun cream and hats protection during hot weather.</li> <li>• Sports Leaders each lunchtime to help children play</li> <li>• Swimming lessons at Penryn pool</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Children taught basic first aid in addition to the recovery position and CPR with an expert in school.</li> <li>• 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 on the body.</li> <li>• Weekly PE lessons and give me 5 week to promote active living.</li> <li>• Outdoor and adventurous PE unit, including visits to a Cross fit gym and climbing wall to encourage good physical and mental health.</li> <li>• DT unit of healthy burgers.</li> <li>• Assembly by Life Guards about keeping safe in the sun and sea.</li> <li>• School field camping –and beach walk challenge</li> <li>• Wellbeing champions in each class.</li> <li>•</li> </ul>
<b>Citizenship</b>	<p>Right and wrong</p> <ul style="list-style-type: none"> <li>€ Discussion at the beginning of the year setting class rules.</li> <li>€ PSHE/Scarf unit – Me and my relationships.</li> <li>€ PSHE/SCARF unit – Valuing differences</li> <li>€ Caring for animals.</li> <li>€ Respect for the environment. Litter picks.</li> </ul>	<p>Right and wrong The need for rules Different groups &amp; communities</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>€ Discussion at the beginning of the year setting class rules.</li> <li>€ PSHE – Me and My Relationships, valuing difference</li> <li>€ RE sessions - discussing different religions Christianity and Islam - comparing and contrasting.</li> <li>€ Caring for animals. Empathy and respect.</li> <li>€ Care for the environment.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Roles and responsibilities</li> <li>• RE - Contrasting and comparing different religions.</li> <li>• RE - peace in the world/our community</li> <li>• British Values</li> <li>• Right and Wrong - Playground</li> </ul>	<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><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• PSHE Peer Pressure SCARF Keeping Safe</li> <li>• Right and Wrong - making links to the Rule of Law BRITISH VALUES KS2 Scarf Assemblies</li> <li>• Understanding the wider world (RE - Christianity, Hinduism, Islam) RE Lessons</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Right and Wrong - making links to the Rule of Law BRITISH VALUES KS2 Scarf Assemblies</li> <li>• Understanding the wider world (RE - Christianity, Hinduism, Islam) RE Lessons</li> <li>• Caring for our planet. Reduce, reuse and recycle. KS2 SCARF assembly</li> </ul>	<p>Democracy through history. Communities and how they function. Diversity and discrimination</p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Managing peer pressure (PSHE)</li> <li>• 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. Supported by RE and PHSE lessons.</li> <li>• Democracy in the context of history – e.g, how the Greeks founded democracy. .</li> <li>• RE – exploring faith in modern society.</li> <li>• <b>Animal care. The RSPCA compassionate class.</b></li> <li>• <b>The importance of respecting the wider environment. Reduce, reuse, recycle, rethink.</b></li> </ul> <p><b>Year 6</b></p>



		Teaching the importance of being kind for everyone and everything.		<ul style="list-style-type: none"> <li>• Discussion about stereotypes including gender as well discrimination across society - including those who are disabled.</li> <li>• School Council which has elected members to represent the class.</li> <li>• Y6 prefects to help children at lunchtime and around school.</li> <li>• Lessons about British values.</li> <li>• Reduce, Reuse and Recycle.</li> </ul>
<b>Development of character</b> <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>• Clubs</li> <li>• Meeting different adults to inspire and promote different jobs</li> <li>• Class responsibilities</li> <li>• Proud Cloud</li> <li>• Celebration certificates</li> <li>• Celebration Assembly</li> <li>• Trips – Newquay Zoo, Local Farm, Seal Sanctuary</li> <li>• Sharing pupil work on displays in class and corridor.</li> <li>• Career day</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Clubs</li> <li>• Celebration assemblies/ Star of the week.</li> <li>• Class roles and responsibilities.</li> <li>• Key Stage Assemblies. Shine assembly</li> <li>• Links to RE - Christianity and Islam in particular. Recognising similarities and differences/ respecting individual choices.</li> <li>• PSHE unit</li> <li>• Visitors into School</li> <li>• Extensive range of extracurricular activities e.g. multi-skills sports sessions</li> <li>• Sharing pupil work on displays in class and corridor.</li> <li>• Career day</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• After school Clubs</li> <li>• PSHE - lessons including job roles in the community and being a good friend.</li> <li>• Visitors into school</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>£ Jobs and stereotypes in PSHE (exploring the qualities needed for different jobs in the future) Year 3 Autumn display in class ongoing reference what would you like to be when you are older .</li> <li>£ Swimming lessons</li> <li>£ Careers Day</li> <li>£ Friendship unit in PSHE (How to be a good friend) PSHE SCARF . Weekly class chats and support with friendships at playtime. From teacher and TA</li> <li>£ TIS lead supporting friends Nurture group.</li> <li>£</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>£ Class roles and responsibilities</li> <li>£ Digital Literacy lessons each half term (staying safe online)</li> <li>£ Swimming lessons</li> <li>£ Access to KS2 sporting competitions</li> <li>£ PSHE lessons about healthy relationships, including friendships</li> <li>£ PSHE lessons about respecting others</li> <li>£ Careers day</li> <li>£ Celebrate at weekly celebration assemblies</li> <li>£ Pupil work shared on displays throughout the school</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Swimming lessons;</li> <li>• Access to KS2 sporting competitions</li> <li>• Class roles and responsibilities;</li> <li>• Peer pressure – focus on surrounding self with people with positive traits.</li> <li>• Healthy, positive relationships unit PSHE</li> <li>• Positive online contact – PSHE</li> <li>• Extensive range of extracurricular activities</li> <li>• Careers day.</li> <li>• Pride and responsibilities e.g. gardening club.</li> <li>• Representing the school at Nexus or sporting competitions.</li> <li>• Celebrate at weekly celebration assemblies.</li> <li>• Share pupil work on our displays and social media.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Careers Day</li> <li>• We regularly refer to our school's rules and values which build a culture of high aspiration.</li> <li>• We reward the characteristics of children in celebration assemblies and praise in public.</li> <li>• Class councillors, Sports Leaders all promote high expectations</li> </ul>
<b>Wider opportunities</b> <ul style="list-style-type: none"> <li>•To develop pupils' interests.</li> <li>•To further develop character/citizen ship (meaningful voluntary work and taking on responsibilities in school and the local community).</li> <li>•Is there a good take-up by disadvantaged pupils and those with SEND?</li> <li>•Is there sustained participation?</li> <li>•Is there a good range of lunchtime and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Clubs</li> <li>• Opportunities to mix with other year groups – sharing stories.</li> <li>• School visits linked to the learning in EYFS</li> <li>• Class rules</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Class roles and responsibilities.</li> <li>• Visits linked to curriculum learning - e.g. English, History and Science activities designed to develop classroom learning.</li> <li>• Clubs</li> <li>• Visit to church</li> <li>• Sharing stories</li> <li>• Active breaktimes</li> <li>• Class visits</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Class roles</li> <li>• After school clubs</li> <li>• Class visits</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>£ School camp night summer term.</li> <li>£ Church Visits RE link and Art link.</li> <li>£ Royal Cornwall Heritage museum visit</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>£ School Camp – one night in Summer Term</li> <li>£ Visits to local woodlands and beaches – walks/hikes</li> <li>£ Nurture and playleaders support at lunchtime</li> <li>£ Careers day</li> <li>£ Access to range of after school clubs</li> <li>£ Access to KS2 sporting events</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Year 5 residential</li> <li>• Lifeguarding/water safety.</li> <li>• Careers day</li> <li>• Playleaders support at lunchtimes. Active breaktimes and Moki trackers.</li> <li>• Wide range of clubs. Trips integrated into the curriculum.</li> <li>• Nexus visits to enhance science provision and provide an opportunity to experience a secondary school.</li> <li>• Sporting events at CSIA to support transition.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Year 6 visit Parliament as part of their London residential to learn about democracy and citizenship.</li> <li>• Children with SEND/PP are on the committees and represent the school at events and clubs.</li> <li>• Pupils have wide range of after school clubs including, netball, art and sewing.</li> </ul>

<p>after-school clubs?</p> <ul style="list-style-type: none"> <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>Pupils invited to attend sports fixtures including cross country, swimming cricket and bowling. Some events are aimed at less active children.</li> </ul>
<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>Consistently discussed within PSHE and RE lessons</li> <li>SCARF/PSHE Key Stage assembly focus.</li> <li>Playtime/Lunchtime buddies.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Consistently discussed within PSHE and RE sessions.</li> <li>SCARF/PSHE Key Stage assembly focus.</li> <li>Links made in lessons where appropriate and to current affairs.</li> <li>Roles and Responsibilities</li> <li>Lunchtime buddies</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>RE and PSHE discussions</li> <li>Roles and Responsibilities</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Consistently discussed In Scarf Assemblies</li> <li>And within PSHE and RE lessons</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>SCARF assembly focus</li> <li>Links made in lessons where appropriate</li> <li>SCARF Valuing Difference Topic</li> <li>SCARF Rights and Responsibility Topic</li> <li>RE Understanding Hinduism and Judaism and the difference between right and wrong</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>SCARF assembly focus</li> <li>Links made in lessons where appropriate and to current affairs – First News newspaper.</li> <li>RE and PSHE – children understand that understanding differences help us to be a tolerant society.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Scarf assemblies and lessons teach British Values.</li> <li>Links are made to these in literacy lessons about refugee and in Black History Month.</li> <li>First Newspapers prompt discussions about the British values in a purposeful, current context.</li> <li>Visit to Parliament and by MPs, Royalty and International Politics.</li> <li>Rule of law discussed in Crime and Punishment Topic; how law has developed in this country and when/how the police force was formed.</li> </ul>
<p><b>Inclusion and equality of opportunity</b></p> <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>Consistently discussed within PSHE and RE lessons</li> <li>Books about inclusion / exclusion in library and class book corners</li> <li>Key Stage PSHE assemblies.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Consistently discussed within PSHE SCARF Units</li> <li>RE – respect of all religions and beliefs</li> <li>Key Stage PSHE assemblies</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Key Stage PSHE assemblies.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Differences unit taught in PSHE (linked to how to be a good friend unit)</li> <li>Me and My relation ships. Valuing Difference</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>SCARF Valuing Difference Topic</li> <li>SCARF Rights and Responsibility Topic</li> <li>RE Understanding Hinduism and Judaism and the difference between right and wrong</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Equal opportunities in Sport which are tracked.</li> <li>RE – respect of all religions/beliefs</li> <li>PSHE unit on value of valuing differences e.g. Rosa Parks.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>We also look at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic</li> <li>Valuing Differences unit of SCARF explores different types of romantic relationships and to accept people who look or sound different.</li> <li>Visit to London to experience a diverse environment in contrast to the one most have been brought up in.</li> </ul>