



Personal Development

EYFS - Understanding the World/Physical Development

PSHE Pupils' Wider Safety

Nature and being outdoors safety – experiencing the environment and local place, taking risks and being/learning how we are safe (reference Nature Inspired Progression)

Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.

- ✓ Road safety: Kids know best 'Think!' video
- ✓ Firework Safety - Circle time; age-appropriate safety tips discussion/assembly
- ✓ Water safety: spot the dangers posters (x3) to be viewed and discussed + water safety song + potential R/yr1 class presentation from RNLI
- ✓ Safe use of equipment and handling different objects taught throughout different activities as and when needed, e.g., safe use of scissors; using cutlery at lunch etc
- ✓ Stranger danger appropriate lesson to be taught in autumn. Teacher discretion/assembly

PSHE Economic Understanding

Choices about money, keeping it safe, saving vs spending, risks.

Recognising money (coins, notes).

Using money in class for day-to-day activities (e.g. paying for fruit).- real-life and relevant opportunities e.g. ice cream shop (role play and visit to real one)

- ✓ Bank of England financial resources for schools: Lesson 1: All about money
- ✓ money activities through exploration of number and play, e.g. coin recognition; coin rubbing; cake sale; shops etc
- ✓ Continual reference to real-world throughout teaching and asking children if they think things are expensive or cheap

PSHE Technology & Media

Learning to use technology in learning.

- ✓ All Computing learning emphasising the importance of e-safety rules throughout year: videos watched and discussed (e.g., what happens when we watch something scary?)
- ✓ Use of new 'surface pro' for children to be able to write on and have their writing/image displayed on interactive white board
- ✓ Use of interactive board for child engagement
- ✓ Laptops used later in the year for continuous provision
- ✓ E-safety week shared with the children in an age-appropriate way

RSHE - Relationships

- ✓ Teaching throughout EYFS will be discussion based around staying safe
- ✓ Risks online discussed during e-safety week and as appropriate

RSHE Sex Education

Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships.

- ✓ EYFS Jigsaw focus: 'Changing me' includes lessons around: naming different body parts, respecting my body and growing up.

Our skilled team often discuss the language they use in different 'circle-time' activities when children openly talk about their parent/s relationships.

They will make professional decisions on what to say if children (for example) have parents of the same sex. They may use words like, 'Not all children have a mummy and a daddy, sometimes they have two mummies or two daddies who love them just as much... + stories shared with the children to open up conversations about how families look different,

RSHE Physical Health & Well-being

Healthy eating. Physical health/fitness, Oral hygiene, sleep, sun protection (see optional Jigsaw lesson).

- ✓ Centrally cooked school dinners for all children with skilled kitchen team always encouraging children to 'try' small amounts of new food. Praise provided for children who have shown a more courageous approach to trying different food.
- ✓ Skilled team also will continuously discuss with class about healthy food choices (e.g., daily for snack time)
- ✓ Discussion around 'treat' foods and other healthier foods
- ✓ Importance of staying hydrated: adults' role-model with their drinking habits, e.g., 'Has anyone else drunk half their bottle?'
- ✓ EYFS Jigsaw focus: 'Healthy me' lessons include: 'We like to move it, move it' 'Food glorious food,' 'Sweet dreams,' 'Keeping clean,' and 'Stranger danger.'
- ✓ Trying new foods also ties into certain topics
- ✓ Real PE have units focussed on how the body feels and benefits from exercise + the importance of how exercise makes us happy.

Citizenship

- ✓ Daily reference to our Ways of Being
- ✓ Active citizens through GLGs and Harmony Principle focus – sustainability theme and how we can make small changes to help

- ✓ Jigsaw supports discussions in EYFS when 'exploring relationships'
- ✓ Always part of discussion with our 'Class rules' throughout the year; that the children are in charge of their behaviour choice; aiming to teach the children responsibility.

Development of Character

- ✓ Christian and other multi faith themed Time Together
- ✓ Discussion around looking after property and how the children all need to help to tidy away etc
- ✓ Daily celebration and public praise of any positive behaviours seen in class – class dojo
- ✓ Develop empowerment as to how we can take responsibility for making small changes – children are passionate about their place and nature and can articulate this

Wider Opportunities


- ✓ Curriculum is Enquiry of Learning led, e.g. Why do we need bees? – some children steered toward caterpillars/sunflowers/wildflower planting etc.
- ✓ Range of visits/trips throughout the year, e.g., farm visits, local walks around the Eden estate – visits to the biomes and linking with Eden experts/specialists, specific and regular visits to enable immersion in real life and relevant experiences to fire the children's imagination, communication skills et al
- ✓ Opportunities to mix with other classes from local schools


British Values


- ✓ Rule of law chats with the class throughout the year linked to our Ways of Being
- ✓ Various stories (e.g., 'We are all Kind) in autumn term linked to respect of one another and everyone having the right to make their own choices of learning.
- ✓ British Values: democracy link daily, e.g., 'Shall we do yoga now or story?' choosing/voting for a story choice (e.g., brick voting visual)


Inclusion and Equality of Opportunity

- ✓ Books about inclusions shared with the children, e.g. 'What happened to you?' and 'My Pirate mums.' – reading curriculum central to all our learning across all subjects – RfP focus
- ✓ Discussions/time together discuss how we are all different and should have the same chances.

Curriculum Aim		KS1	LKS2	UKS2
PSHE Pupils' Wider Safety	<p>Content on common risks (nature – beaches, woods, meadow, farms, roads, fire, using equipment, medicines, strangers).</p> 	<p>Nature Safety Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>Nature Safety – refer to Nature inspired progression</p> <ul style="list-style-type: none"> ✓ Road safety: 'Think!' First journeys video: click ✓ Firework safety: go through the PP in folder and discuss code + play the Fireman Sam video and discuss click ✓ Water safety: water safety song: 'To the Rescue' 20minute workshop click + RNLI assembly ✓ Use of equipment covered as and when with different activities throughout year, also on school camp (e.g. fire-lighting activities) ✓ Stranger danger safety: see suitable video here to discuss in autumn term click + include school SG chat about red and green lanyards. <p>Medicine and Drugs lessons available through PSHE organisation – see drive for pdf of plans. + 'Healthy Me' in our JIGSAW scheme</p>	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <ul style="list-style-type: none"> ✓ Road Safety: 'Think!' Expect the unexpected. click + JIGSAW optional lesson for KS2 ✓ Firework Safety: watch the video of Ben and his story, then play game to spot hazards. click + read through KS2 firework poster (see folder) ✓ Water safety: water safety song recap + 'To the Rescue' 20minute workshop click + RNLI assembly ✓ Fire-lighting safety for camp + other use of DT equipment as and when needed. ✓ Discussion about strangers and that most are safe; look at lesson plan ideas here and allow for Voice 21 style discussion lesson click + include school SG chat about red and green lanyards. ✓ Medicine and Drugs lessons available through Jigsaw scheme <p>Emergency situations/services lessons, e.g., Jigsaw, puzzle 4; healthy me.</p>	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situation</p> <ul style="list-style-type: none"> ✓ Road Safety: As for KS1 + explicit road safety discussions/guidelines for different trips/residentials involving walking/outdoor areas. ✓ Firework Safety: Remind classes of the video of Ben and discuss dangers with them, particularly individual examples of small gathering v larger bonfire party. ✓ Water safety: RNLI assembly + James' story (powerful story – only year 5 and 6) – click ✓ Fire-lighting safety for camp + safe use of craft knives for model making in year 6. ✓ Discussion about strangers and that most are safe; look at lesson plan ideas here and allow for Voice 21 style discussion lesson click + include school SG chat about red and green lanyards. ✓ Medicine and Drugs lessons available through PSHE organisation – see drive for pdf of plans: see specific Yrs 5/6 lessons + 'Healthy Me' in our JIGSAW scheme covering alcohol, smoking etc in KS2 + gangs, drugs and exploitation in Yr6. <p>Emergency situations: As for KS1 with added emphasis on safety in public places when discussing London trip with the children and/or other camp/residential opportunities.</p>

PSHE Economic Understanding	<p>Choices about money, keeping it safe, saving vs spending, risks.</p>  <p>Taught in Summer 2</p>	<p>How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid.</p> <ul style="list-style-type: none"> ✓ Natwest financial resources for schools: Money and Me: x3 lessons. click: What is money? What's new with money? And 'What can I do with money?' ✓ JIGSAW additional lesson 1 and 2, objectives: 'Recognise some of the different ways we get money and some of the different forms it comes in' and, 'Understand how I can look after money to keep it safe.' ✓ 'Know the difference between the things that we need to spend money on and the things that we want to spend money on' and... 	<ul style="list-style-type: none"> ✓ Natwest financial resources for schools: Money and Me: x3 lessons. click: What is money? What's new with money? And 'What can I do with money?' ✓ JIGSAW financial education lesson obj 1: 'Identify different ways that I can pay for things and keep track of money.' + obj 2: 'Recognise how and why people decide to spend their money.' ✓ Bank of England financial resources for schools: Money and Me: Years 3/4 4x lessons click: 'Intro to banking;' 'What is the bank of England?' 'Why do process change over time?' and 'Why is money so important?' 	<p>Decisions about money. Spending vs saving. Loans and debt. Value vs cost. Risks (loss, theft). Keeping track of money. Keeping money safe. Keeping track of money Attitudes towards money</p> <ul style="list-style-type: none"> ✓ Bank of England 4x lessons click: 'Hanging on to my money;', 'How can I keep my money safe?' 'What is debt?' and 'Ethical spending.' ✓ Entrepreneurial/enterprise unit for Year 6 in summer term: £5 challenge ✓ Jigsaw: Keeping track of money and Attitudes towards money
PSHE Technology & Media	<p>Forms of media and their impact (reliability of online content, risks of sharing).</p>	<p>Finding information using technology. Ensuring adult supervision.</p> <ul style="list-style-type: none"> ✓ See link for Purple Mash overview of a connected world click – the yellow highlighted units show when e-safety is directly taught throughout the year groups. ✓ As E-safety charter at start of the year (+KS2) ✓ E-safety week 	<ul style="list-style-type: none"> ✓ All lessons involving the laptops/ipads in KS1 and 2 have reminders about online safety and strength of the school's filtering system. ✓ Example of Jigsaw unit year 3: Relationships; Keeping myself safe online lesson ✓ Example of Jigsaw unit year 4: Relationships - Piece 4 – Getting on and falling out: scenario discussion about gaming online, both positive and negative ✓ E-safety week 	<p>Finding information using technology. The reliability of online content. Risks of sharing text, information and images.</p> <ul style="list-style-type: none"> ✓ Jigsaw unit of learning: Relationships – Summer 1 – online safety focus for whole half term – year 5, e.g. how online images are not always how they seem. ✓ Jigsaw unit of learning: Relationships – Summer 1 – online safety focus – year 6, e.g. 'Being online: real or fake?' ✓ See link here for Purple Mash overview of online safety units per year group click ✓ E-safety week <p>Thorough review of any e-safety violations in school and follow-up education as and when needed (via SENSO filtering programme)</p>
RSHE - Relationships	<p>Pupils supported to stay safe (healthy & unhealthy relationships, respect, permission, appropriate & inappropriate contact, kindness, different families).</p> <p>Content about risks (online, where to find advice, reporting concerns).</p>	<ul style="list-style-type: none"> ✓ Year 2: Jigsaw focus for 'relationships' on families, friends and conflicts + trust and appreciation. <p>Purple Mash Unit overview here. Page 13 (for example) details the lesson based on online identity and use of emails.</p>	<ul style="list-style-type: none"> ✓ Year 3: Jigsaw focus for 'relationships' on being a global citizen, families, friendships and online responsibilities. ✓ Year 4: Jigsaw focus for 'relationship' unit on jealousy, boyfriends and girlfriends + celebrating relationships. <p>See Purple Mash link from previous. Example on page 18 for year 3 linked to digital footprints and maintaining a positive self-image.</p>	<ul style="list-style-type: none"> ✓ Year 5: Focus (as above) to online relationships for Jigsaw 'relationships' unit. ✓ Year 6: 6x JIGSAW unit for 'Relationships' unit in spring term. Focus on mental health, power and control; love and loss. <p>See Purple Mash Link to the left. Example from year 5 on page 31 details use of emojis in emails and how to communicate effectively online.</p>

RSHE Sex Education	<p>Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships.</p> <p>Gender identity, using correct vocabulary, misconceptions corrected</p>		<p>Year 2 Jigsaw focus: 'Changing me' summer term includes lessons: The changing me, growing old and boys and girls differences.</p> <p>The Jigsaw scheme provide a useful 'script' which supports teachers when answering potentially tricky questions from the children. It also describes how to be sensitive around the language used, e.g. ...try not to use the would 'normal' or 'normally' ...as children need to be aware of different relationships that adults have when they grow up.</p>	<p>Year 3 Jigsaw focus: 'Changing me' summer term includes lessons around: How babies grow, inside and outside body changes.</p> <p>Year 4 Jigsaw focus: 'Changing me' summer term includes lessons around: Having a baby, girls puberty and accepting changes.</p> <p>(As a school, we follow the JIGSAW viewpoint of valuing every child and having a mindful approach to gender identity. Two examples below are exerts from two different aged lessons in KS2 which show how JIGSAW support the teachers in delivering this information)</p>	<p>Year 5 Jigsaw focus: 'Changing me' summer term includes lessons around: Puberty for girls and boys + conception.</p> <p>Year 6 Jigsaw focus: 'Changing me' summer term includes lessons around: Conception to birth; boyfriends and girlfriends and adolescent friendships.</p> <p>In different lesson examples from the 'relationship' units in upper KS2, the 'script' discusses the scenario cards (for example) that are used. They are designed for heterosexual relationships, however, some guidance supports teachers in dealing with questions/comments about different relationships and gender identity.</p>	
	RSHE Physical Health & Well-being	<p>✓ Healthy eating.</p> <p>✓ Physical health/fitness.</p> <p>✓ Oral hygiene, sleep, sun protection (see optional Jigsaw lesson), dangers of tobacco drugs & alcohol.</p> <p>✓ Basic first aid.</p>	<p>Age 6-7 years Celebrating Difference, Lesson 5, 'Gender Diversity'.</p> <p>This lesson looks at whether being a boy or a girl makes a difference when choosing friends and toys. The lesson includes a character who the children do not know is a girl or a boy to stimulate discussion about whether this makes a difference. There is no reference to LGBT+, but if a school does have a child who is questioning their gender identity, or a family member who is transgender, it may help to reflect that child's experience of the world and provide a safe classroom environment for the children to discuss any issues they have questions about. The safe learning environment is reinforced each lesson by the Jigsaw Charted established with children's ownership in the very first Jigsaw lesson.</p> <p>There are slides within the lesson on being kind to each other and being individuals. The main aim of the lesson is about treating everyone as individuals and that it is fine to be who you are, to have your own identity. Teachers use their discretion, knowing the children in their classes, and are encouraged to focus their lesson accordingly.</p>	<p>Age 10-11 years Celebrating Difference, Lesson 2 'Understanding Difference</p> <p>This lesson for pupils aged 10-11 on the Equality Act, provides a safe learning environment for children to consider age-appropriately what transgender means. We know that most schools have had questions raised by the end of primary about what transgender means, and in Jigsaw it is introduced in this wider lesson on equality and the law.</p> <p>The story of Robert/Robert Cowell is deliberately chosen as this historic figure is removed from the fashion and media hype that influences so much current discussion around transgender. This means that it allows, for a more age-appropriate discussion of the difficulties that someone who does not fit into society's stereotypes might feel, and why it is important for people to be protected by law. Its emphasis is on Roberta as a human being and her achievements as well as people's attitudes towards her at the time.</p> <p>The learning activity in this lesson following the teacher input then broadens out to focus on some of the other protected characteristics in the Equality Act.</p>	<p>✓ Year 2 Jigsaw focus: 'Healthy me' lessons include: 'Being relaxed,' 'Medicine safety,' and 'Heathy Eating.'</p> <p>✓ Excellent lunchtime food choices from centrally cooked kitchen.</p> <p>✓ Healthy snacks to be monitored by staff at break times. Any children with unsuitable snacks (e.g., chocolate bars) to have chat with staff member about a more suitable choice.</p>	<p>✓ Year 3 Jigsaw focus: 'Healthy me' lessons include: 'Being fit and healthy,' 'What do I know about drugs?' and 'Being safe and unsafe.'</p> <p>✓ Year 4 Jigsaw focus: 'Healthy me' lessons include: 'Smoking,' 'Alcohol' and 'Healthy friendships.'</p>

	 <p>Physical health and well-being: our outdoor education programme.</p>	<ul style="list-style-type: none"> ✓ Weekly outdoor learning in the school's grounds and wider Eden estate.. ✓ Aspects of the curriculum taught outdoors as well as typical Forest school activities. ✓ Gardening, growing and tasting. Use of raised beds, fruit bushes, apple trees, foraging and herbs. 	<ul style="list-style-type: none"> ✓ Weekly outdoor learning in the school's woodland and grounds. ✓ Aspects of the curriculum taught outdoors as well as typical Forest school activities. ✓ Gardening, growing and tasting. Use of polytunnel, raised beds, fruit bushes, apple trees, foraging and herbs. 	<ul style="list-style-type: none"> ✓ Alternate years: London or Outdoor Pursuits 5 day/4 night residential. ✓ Weekly outdoor learning in the school's woodland and grounds. ✓ Aspects of the curriculum taught outdoors as well as typical Forest school activities. ✓ Gardening, growing and tasting. Use of polytunnel, raised beds, fruit bushes, apple trees, foraging and herbs.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Citizenship</p>		<p>Right and wrong The need for rules Different groups & communities</p> <ul style="list-style-type: none"> ✓ Year 1; Jigsaw; Being me in the world – Lessons include 'Feeling safe and special' (in class and school); 'Trying to make the school community a better place,' and Rights and responsibilities of learning ✓ Year 2: Jigsaw; Being me in the world – Lessons include 'Helping others to feel welcome,' 'Rights and responsibilities (for effective learning)' and 'Caring about other people's feelings' + 'Working well with others.' 	<p>Right and wrong The need for rules Different groups & communities</p> <ul style="list-style-type: none"> ✓ Year 3: Jigsaw; Being me in the world – Lessons include 'Getting to know each other,' 'Our nightmare (and dream) school' – the lessons centre around rules and order in order for good classroom climates ✓ Year 4: Jigsaw; Being me in the world – Lessons include 'Becoming a class team,' 'Being a school citizen,' and 'School charter.' All linked to the need for rules in all work places including schools. 	<p>Democracy and its institutions Voluntary community and pressure groups The range of different national, regional, religious and ethnic identities in the UK.</p> <ul style="list-style-type: none"> ✓ Year 5: Jigsaw; Being me in the world – Lessons include 'My year ahead,' 'Being a citizen of this country,' 'Responsibilities' etc...links here to global views on rules needed for a positive community/school. ✓ Year 6: Jigsaw; Being me in the world – Lessons include 'My Year ahead' and a longer emphasis on the global citizen progressing from their year 5 learning.
	<ul style="list-style-type: none"> ✓ Weekly whole school Time Together (assemblies) incorporate the school values which are in turn acknowledged each week, e.g. 'We listen.' + British Values linked in to each assembly. ✓ Each class discuss and agree on classroom rules at the start of the year, incorporating school values and are ways of being. ✓ Each year will also be comparing and contrasting different world religions and their own rules and value systems. ✓ Whole school use of Dojo awards and (voted for) Dojo treats at the end of each term ✓ 'Sparkle cards' awarded to children and sent home as and when sparkle moments are observed. 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Development of Character</p>	<ul style="list-style-type: none"> ✓ Ethos of aspiration. ✓ High expectations to fulfil potential. ✓ Wider opportunities. ✓ Pride in the school. ✓ Strong self-discipline. ✓ Consideration, respect, good manners. ✓ Promotion of positive character traits and celebration of these. 	<p>Swimming for LKS2 at Lux Park, Liskeard Year 4 Bikeability Learn to Ride</p>	<p>Swimming for UKS2 at Lux Park, Liskeard Year 6 Bikeability Learn to Ride</p>	<ul style="list-style-type: none"> ✓ Our Time Together each Friday praises children; Class dojos are awarded for those who have stood out for their behaviours which have exhibited the Ways of Being – sparkle Moment cards are posted home to celebrate with families. ✓ Many of our school clubs throughout the year have aspirational qualities to them, e.g. studying, teamwork, singing, science clubs etc. ✓ Science ambassadors from KS1 and 2 that have to apply in person for this position ✓ School councillors voted for in democratic process in each class then as a whole school ✓ Y6 School prefects welcoming visitors/support with parents' evenings etc ✓ Award system in place where the children collect points for a joint effort prize. ✓ Responsibilities of children discussed prior to every trip out of school and how we act to represent the school in a positive way ✓ Whole school activities where the older pupils support the younger ones. ✓ School Council decide and present an award each week for an 'act of kindness'. ✓ Organisation of Charity days is done by our School Council; children can put forward their ideas for fundraising. ✓ Office angels/ninjas who help support our school office.

Wider Opportunities	<ul style="list-style-type: none"> ✓ To develop pupils' interests. ✓ To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in school and the local community). ✓ Is there a good take-up by disadvantaged pupils and those with SEND? ✓ Is there sustained participation? ✓ Is there a good range of lunchtime and/or after-school clubs? ✓ Are curricular visits designed to ensure that pupils learn what is intended from the trip? 	<ul style="list-style-type: none"> ✓ From Year 1 children will achieve 60 things to do before you leave Sky Primary and Eden Project Nursery (6 Great Works plus 4 more – see below) ✓ Please see section above for outdoor education/residential camps. ✓ Learning outcome focus visits per term focussed on topic links, e.g. Woodland Valley Farm, Eden Project and coastal visit. ✓ Range of sporting competition throughout the year which different year groups take part in. ✓ Harvest celebration with community ✓ Remembrance parade with local community – Treverbyn Memorial ✓ Christmas experience at Eden – Sing Along and Sparkle ✓ Children use the Meadow and tipi for all playtimes where there is a forest/mud kitchen, sports play equipment, loose parts etc, where all children mix and there are opportunities for older children to be role models for high quality play. ✓ From Year 2 a good range of clubs for a small school. All teachers take a club each term. Registers are kept and disadvantaged/SEND pupils encouraged to take part. ✓ Outdoor Learning nature connection focus for all year groups across the curriculum from Nursery. ✓ School clubs are focused on children's interests. ✓ When planning trips, teachers are expected to outline learning opportunities that intended for the occasion and recap of learning is always revisited after the trip. 		
British Values	<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? 	<p>Democracy and rule of law/punishment discussed in topics, e.g. Great Fire of London</p>	<p>Rule of law and democracy discussed in topic based on India: similarities and differences discussed.</p>	<p>Rule of law and democracy discussed in the World War topics and how life was same/different for children then and now.</p>
		<ul style="list-style-type: none"> ✓ As we grow : ✓ British Values slide discussed in every Monday whole school assembly and linked to Picture News presentation ✓ Our 'School Values Tree' image presented in every Monday assembly and linked to the Picture News theme. Also, it is physically present in Monday and Friday's assembly where the member of staff leading will give a message linked to the 6Ps or the Golden roots. ✓ When voting for school councillors, Science Ambassador, Green Team etc, democracy will always be recalled and discussed. ✓ Addressed in Jigsaw lessons throughout the year, one example would be from year 5; Dreams and goals – there is a lesson based on goals of other children from other countries and how they are the same/different ✓ Mutual tolerance and respect taught throughout Cornwall Agreed Syllabus, e.g., understanding of different faiths and their festivals that they celebrate. 		

**Inclusion and
Equality of
Opportunity**

- ✓ **No-one should be treated or thought of as less favourable because they belong to a specific group.**
- ✓ **Are pupils taught that not to be inclusive is to be unjust to some people?**

- ✓ Weekly Picture News class assemblies; Various Jigsaw units; discussed in reference to different world religions in RE; + various opportunities offered to all children across KS2 for different sports and extra-curricular pursuits
- ✓ Jigsaw RE curriculum covers aspects of equality of opportunity.
- ✓ Time together on Fridays focus on national events, festivals, celebrations and religious key dates - 'some children and families in our country. county...'

Spiritual

Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values.

Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on their experiences.

The school follows the Cornwall RE Syllabus.

As a small school it is like a family and respect is very much at the heart of all we do.

Moral

Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

Children are aware of our Ways of Being

We ensure the children are engaged in their learning by making the lessons fun and exciting. As a school there is a great number of activities that are hands on within our nature inspired curriculum where there is a wealth of benefits for children learning outdoors.

There are regular pupil conferences for children to express their views and experiences on different subjects and learning experiences.
Annual pupil questionnaire (Developed by the Trust).

Social

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Our Ways of Being and school values provide character development and are comprehensively referred to

RE is taught with a clear message of different cultures and religions within Britain

Cultural

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.

Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

We have opportunities to link with schools across the planet with Eden Project

The school celebrates cultural days e.g., Chinese New Year, Diwali etc.

Picture News will be used as discussion prompts

Our nature inspired curriculum and learning beyond the classroom approach enables us to become immersed in experiences and experience unique, real life and relevant learning and experts

Reading lead keeps the school library topped up with cultural books that the children are inspired to read. - working closely with Wherreadingrocks to access contemporary authors and curriculum focus books

Through history/geography lessons, the children learn about the local studies

					of the area. Mining and farming having played a greatest influence locally.
Effective Pedagogy for Personal Development	<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"> ✓ Use of knowledge organisers for topic learning supports remembering of skills. ✓ Prior knowledge from previous lessons quizzed regularly in multiple ways ✓ Pupils' misconceptions in maths picked up during lesson with skilled use of TA/HLTA ✓ All adults in the school model positive relationships with one another. 			
Effective Assessment	<ul style="list-style-type: none"> ✓ Teachers check pupils' knowledge. ✓ Formative assessment is timely and focused. ✓ Pupils have secure knowledge across elements (British values, finances etc...). 	<ul style="list-style-type: none"> ✓ Formative assessment is timely and informs future planning. Multiple ways in which this is carried out in classes, e.g. 'in the moment' marking in maths and instant feedback during the lesson; 'in the moment' marking of spellings in lessons with children correcting them instantly. ✓ Chronology focus for learning in class for specific related subjects. ✓ Low stake quizzes at the start of lesson to recall prior learning. ✓ End of unit quizzes used in science (for example) to quiz children on knowledge retained. 			
Effective Culture for Personal development	<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. 	<p>Year 1 & 2</p> <ul style="list-style-type: none"> ✓ The class aims to provide trips to extend learning/experiencing culture/awe and wonder. ✓ Theatre trips ✓ Opportunities for becoming leads in School Council ✓ Activity Week in the Summer Term ✓ Sports days, Charity fundraising days ✓ Outdoor Learning ✓ Learning experience to Plymouth 	<p>Year 3 & 4</p> <ul style="list-style-type: none"> ✓ The class aims to provide a trip each term extended learning/experiencing culture/awe and wonder. ✓ Theatre trips ✓ Opportunities for becoming leads in School Council ✓ Activity Week in the Summer Term ✓ Bikeability ✓ Sports days, Charity fundraising days ✓ Outdoor Learning ✓ Learning experience to Bristol 	<p>Year 5 & 6</p> <ul style="list-style-type: none"> ✓ The class aims to provide a trip each term extended learning/experiencing culture/awe and wonder. ✓ Yearly 5 day Residential – biannual trip to London/outdoor pursuits ✓ Visitors including musicians, Secondary School experiences, etc ✓ Theatre trips ✓ Transition opportunities ✓ End of Primary School celebrations and performance ✓ Opportunities for becoming leads in School Council, Prefects etc ✓ Bikeability ✓ Sports days, Charity fundraising days ✓ Outdoor Learning 	

	Sixty Things to do before you leave Sky	Year 1 Sky Hero Awards; Christmas Showcase; Mystery Voyage Challenge; Giant of Sky Story; Garden Designs; Animal Top Trumps; *Sing year months *Community Thank Yous *Local Litter Pick – SAS Plastic Free Schools; *Unusual Reading Place in Nature	Year 3 tbc	Year 5 tbc
		Year 2 tbc	Year 4 tbc	Year 6 tbc
Effective Leadership of Personal Development	<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"> ✓ Personal development lead – EV – development of Nature inspired progression – connection of learning across the curriculum ✓ EV– PSHE/RE lead, whilst subject monitoring will filter relevance seen in curriculum planning etc into the PD programme ✓ EV - Regular links to the PD programme from these subject reviews. ✓ This PD programme to be reviewed alongside other key school improvement documents and for staff to be aware of developments/changes via staff meeting updates 		