



St Newlyn East Learning Academy Personal Development Programme – What Do We Do here? 2023-2024

This document works in tandem with the main PD programme

Aspect	Whole School
<p>PSHE Pupils' wider safety</p> <ul style="list-style-type: none"> Content on common risks (roads, fire, using equipment, medicines, strangers). <p>+ optional extra lessons as part of JIGSAW package below...</p>	<ul style="list-style-type: none"> ✓ For all trips and local village visits/walks there are briefings for staff and the chd: here, chd (for example) are reminded about walking away from the road and to not talk whilst crossing roads. ✓ RNLI visit for beach-safety ✓ Beach learning (e.g. Beach school and surf lessons) will always have safety briefings/reminders for the chd before any activity occurs, e.g. Julian (surfing instructor) informing chd of what to do if a rip-current takes them out ✓ All fire-lighting on camps/school grounds will include safety guidelines before the activity ✓ Strangers: chd should be well aware of the red v green tag system in school
<p>PSHE Economic understanding</p> <ul style="list-style-type: none"> Choices about money, keeping it safe, saving vs spending, risks. 	<ul style="list-style-type: none"> ✓ FOSNELA (friends of...) fund the chd's entrepreneurial activity in the summer term. Each group have a budget and have to plan for a game/activity for the public to pay for. The chd have loved this for the past 2 years. ✓ Financial literacy week for KS2 chd in spring 1 launched. Successful with many of the chd learning new facts about money, e.g. loans and interest rates in year 6.
<p>PSHE Technology & media</p> <ul style="list-style-type: none"> Forms of media and their impact (reliability of online content, risks of sharing). 	<ul style="list-style-type: none"> ✓ Strong filtering and monitoring system in school with any 'critical violations' dealt with immediately by DSL and DDSL. ✓ Chd reminded of internet safety and what to do in the event of seeing something inappropriate. ✓ Upper KS2 (through computing and JIGSAW) discuss 'fake news' and how reliable some sources of information are/are not
<p>RSHE Relationships</p> <ul style="list-style-type: none"> Pupils supported to stay safe (healthy & 	<ul style="list-style-type: none"> ✓ Consent a key part of our language around relationships. Distinction of consent linked to our 'Bubbles to Protect' learning we do with the chd. For example safety and space bubbles discussed. With safety bubbles only 'popped' by doctors, nurse, parent – assembly themes linked to this 2-3 times a year.

<p>unhealthy relationships, respect, permission, appropriate & inappropriate contact, kindness, different families).</p> <ul style="list-style-type: none"> ● Content about risks (online, where to find advice, reporting concerns ● Supporting pupils with SEND. 	<ul style="list-style-type: none"> ✓ Respect, language, fairness all taught each and every day through our Oracy programme which we are 'strengthening' in school (as of Feb '24). Active listening to be 'taught' and more formalised Oracy-curriculum to become embedded by summer of 2024. ✓ Termly SG pupil conferencing completed with SEND/NS chd; one of the focus questions to discuss is based around, 'Who/where would you go if you had a concern about something from home in school?' The autumn term monitoring showed this to be a strength with one pupil saying they would be happy going to anyone. ✓ Supporting chd with SEND strong in school, e.g. of autism support for children in year 3 and 5 based on their 'Think it, say it' – this 'tool' to be used for whole school and shown to staff on 28th Feb '24. How can any strategies/intervention and/or tools benefit all of the chd and not just those on the RON? – This needs to be the new mantra moving forward.
<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"> ✓ 2022 parent consultation ✓ 2023 parent communication on content of RSE curriculum with workshops/lesson overviews available for parents ✓ JIGSAW scheme of learning used now for the teaching of RSE: chd familiar with scheme and delivery; this safe learning environment encourages positive discussion/information ✓ Consent taught to the chd 2-3x per year and linked to 'Bubbles to Protect' training ✓ Gender identity taught in sensitive manner in UPSK2 and linked to JIGSAW curriculum ✓ Protected characteristics assemblies on Tuesday linked to story raising profile in this area

<p>RSHE Physical health & well-being</p> <ul style="list-style-type: none"> • Healthy eating. • Physical health/fitness. • Oral hygiene, sleep, sun protection (see optional Jigsaw lesson), dangers of tobacco drugs & alcohol. • Basic first aid. 	<ul style="list-style-type: none"> ✓ Meals in school well balanced and nutritious; Gemma and Ange know the children well and know who (North Star chd) may need 'seconds' ✓ Gemma and Ange also encourage the chd to try new foods with 'small taster mouthful' ✓ Breaktime snacks monitored ✓ Role models in school who enjoy physical exercise which transfers to chd ✓ Celebration in assembly of sporting success ✓ Many different competitive sports/activities attended throughout the year ✓ Clubs external to promote sports/exercise: Netball; Taekwondo; Tag Rugby, Dance: modern and tap. ✓ Hector – our resident therapy dog benefits chd 1x per week
<p>Citizenship</p>	<p>Prime example of this is the positive link we are forming with St Stephens School in London. +</p> <p>Securing a Spanish school link with year 4 class.</p> <p>Huge Oracy focus re-ignited from Feb '24</p>
<p>Development of character</p> <ul style="list-style-type: none"> • Ethos of aspiration. • High expectations to fulfil potential. • Wider opportunities. • Pride in the school. • Strong self-discipline. • Consideration, respect, good manners. • Promotion of positive character traits and celebration of these. 	<ul style="list-style-type: none"> ✓ Pupil council: ability to make change in the school, e.g. 'Excellent walking' ✓ Science ambassadors ✓ Prefects ✓ Year 2 support/The Lodge support for walking ✓ Right from wrong explicitly taught from younger age – focus on the Golden Roots/rules that link to our 3Ps ✓ Rules and debating – through Voice 21 ✓ Consideration and respect for others and their POVs taught and celebrated daily: Voice-21 Oracy project now taking this to new level in 2024.
<p>Wider opportunities</p> <ul style="list-style-type: none"> • To develop pupils' interests. • To further develop character/citizenship 	<ul style="list-style-type: none"> ✓ We aim to set-up clubs that NS chd would like to attend or invite them directly first: e.g. polytunnel club, Lego-league, Taekwondo, drama, Minecraft, Sewing, Just Dance, Science, swimming, school camps, Bikeability ✓ Social card game group set-up in mornings and for wet break – 'Mantis' – NS chd invited to play ✓ Choir Xmas performance at local care-home and Church festival in Newquay

<p>(meaningful voluntary work and taking on responsibilities in school and the local community).</p> <ul style="list-style-type: none"> • 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"> ✓ Email outreach sent to local village leaders: vision for 'Village gardening' project/s to be set-up. Two areas to focus on: churchyard and OAPs gardens ✓ Year 6 Beach clean ✓ 'Good companions' local OAP group attended once per half term: chd read, share learning and have platform for presenting; really positive feedback from this group. ✓ Good take-up of NS chd for clubs, e.g. football = sewing = Minecraft = ✓ Lunchtime provision: Rotation of football and basketball; mini-playground games; year 6 sports leaders 1/2x a week ✓ (when dry: den-building activities on field) ✓ Extra-curricular trips planned in line with curriculum needs, e.g. library visit for EYFS/year 1 ✓ 'Futures'/career assemblies from parents in autumn term '24 ✓ House-team activities half termly for siblings and team work – full participation from all
<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 	<ul style="list-style-type: none"> ✓ BVs well known by chd with recent pupil conferencing highlighting that the chd believe that 'Tolerance' is not an inclusive enough word for the middle value. Samson, and now others, believe that 'accepting' or 'welcoming' are more suitable ✓ Monday assembly linked in to BVs and use 'Picture News' as basis for the assembly ✓ Assemblies and teachings in the curriculum highlight certain parts of the world where these values are not commonplace, e.g. yr 5 JIGSAW unit, with lesson focussed on North Korea and a person's view of their world from inside the country

<p>more of these values?</p> <ul style="list-style-type: none"> • Does the school ensure that British values are not presented in a stereotypical manner with just cups of tea and Big Ben? 	
<p>Inclusion and equality of opportunity</p> <ul style="list-style-type: none"> • No-one should be treated or thought of as less favourable because they belong to a specific group. • Are pupils taught that not to be inclusive is to be unjust to some people? 	<ul style="list-style-type: none"> ✓ Tuesdays (and sometimes Mondays) assemblies focussed on protected characteristics. Focus each week often linked to a story for the children to 'see' and 'hear' examples, e.g. My Pirate Mums for same-sex marriage/partnership ✓ Racist incidents dealt with openly, swiftly and with parent/s included in the process. Chair of governors supports with this too ✓ Wide range of texts for our reading and humanities curriculum include authors and characters from different cultural backgrounds
<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"> ✓ Previous content in all subjects re-visited through different forms of quizzing ✓ Formative assessment in all subjects; also in PSHE/RSE, the adults know our chd well and will respond accordingly if there are difficult subject areas – e.g. marriage separation ✓ Positive relationships are crucial at school and are central to everything we do; chd 'see' the positive relationships that the adults have and these act as 'good examples' for the chd to follow ✓ Positive relationships are always highlighted as a strength from the chd when we carry out pupil conferencing, e.g. NS interviews where a 'happiness level' is given each time by the chd
<p>Effective culture for PD</p>	<ul style="list-style-type: none"> ✓ A prime example of the chd buying into the PD programme is the connection we have made with St Stephen's school in London. The TEAMS calls and subsequent 'pen-pal'/letter writing activity has been very well received by the chd, e.g. 'My Penpal likes everything that I like, Harry Potter and singing...'

<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>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"> ✓ More frequent monitoring and evaluation of programme needed. One way to address this is to include 1 or 2 consistent questions when carrying out specific subject leadership, e.g. ‘How are you feeling about school at the moment?’ ‘How are your friendships?’ etc etc. TBD with the team before rolling out ✓ More regular half termly evaluation of the programme to be built into staff meeting time where strengths and weaknesses are highlighted ✓ System needed to share programme with parents. This is not in place yet. <p>How we feel our PD programme is effective?</p> <ul style="list-style-type: none"> ✓ Wider stakeholder/visitor feedback always positive – see examples ✓ The ‘feel’ visitors have commented on + positive feedback from student teachers must be celebrated as it indicates our strong, positive culture ✓ Feeder secondary school rated our chd at 9 out of 10 for readiness for life ✓ Good behaviour for learning reports from school improvement partners ✓ SG audit in Jan ’24 positive ✓ Behaviour for learning (combined with good oracy levels) praised in school with other school visiting us to see what we do ✓ Positive stake holder surveys – 2023
<p>SMSC</p> <p>Spiritual</p> <ul style="list-style-type: none"> -Faith and religions -Natural world -Celebrate achievements <p>Moral</p> <ul style="list-style-type: none"> -Right from wrong? -Appreciate others opinions/beliefs -Consequences of actions 	<ul style="list-style-type: none"> ✓ We celebrate different world religions. They are shared in our Tuesday assemblies at different times ✓ We invite guest speakers into school to talk about their faith – e.g. Jeremy Jacobson from The Cornish Jewish Society ✓ We have two strong Christian links with Deborah Hale supporting with the teaching of our curriculum and Lynda Sanders – City Life Church. ✓ We celebrate achievements with the chd both in class and in assemblies (Friday celebration). We are also introducing (Feb ’24) a ‘I wish my teacher knew...’ box. Here chd can share their achievements at home with the school. This is also another way for chd to let us know if they have any concerns in or out of school <ul style="list-style-type: none"> ✓ Teaching the chd about Oracy and the different tools you need to be a good communicator, e.g. ‘I’m going to build on what ‘x’ has said...’ ✓ Rewards and quick sanctions are in place in order for chd to ‘see’ right from wrong

Social

-Help to socialise
-co-operation
-Communication with
peers/adults

- ✓ Voice-21 support for socialising/comms – e.g. mixed ability pairs
- ✓ Mixed house team social support activities
- ✓ All friendship issues dealt with quickly, openly and honestly

Cultural

-Knowledge around
shaping of the UK
-Common aspect
across cultures

- ✓ Strong links with St Stephens School in London + Spanish school link
- ✓ Discussion about leadership and different 'rules of law' around the world with different examples.
- ✓ Common aspects that we share across cultures, religions and the UK is being 'strengthened' with the penpal links