







## St Newlyn East Learning Academy Personal Development Programme: 2023-2024



Aspect	Reception/Year 1	Year 1/2	Lower Key Stage 2	Upper Key stage 2
<p><b>PSHE Pupils' wider safety</b></p> <ul style="list-style-type: none"> <li>Content on common risks (roads, fire, using equipment, medicines, strangers).</li> </ul> <p>+ optional extra lessons as part of JIGSAW package below...</p> 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.</p> <p>→</p> <ul style="list-style-type: none"> <li>✓ Road safety: Kids know best 'Think!' video: <a href="#">click</a></li> <li>✓ Firework Safety circle time discussion</li> <li>✓ Water safety: spot the dangers posters (x3) to be viewed and discussed + water safety song + potential R/yr1 class presentation from RNLI</li> <li>✓ Safe use of equipment and handling different objects taught throughout different activities as and when needed, e.g. safe use of scissors; using cutlery @ lunch etc</li> <li>✓ Stranger danger appropriate lesson to be taught in autumn. Teacher discretion. Option here <a href="#">click</a> + include school SG chat about red and green lanyards.</li> </ul>	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>→</p> <ul style="list-style-type: none"> <li>✓ Road safety: 'Think!' First journeys video: <a href="#">click</a></li> <li>✓ Firework safety: go through the PP in folder and discuss code + play the Fireman Sam video and discuss <a href="#">click</a></li> <li>✓ Water safety: water safety song: 'To the Rescue' 20minute workshop <a href="#">click</a> + RNLI assembly</li> <li>✓ Use of equipment covered as and when with different activities throughout year, also on school camp (e.g. fire-lighting activities)</li> <li>✓ Stranger danger safety: see suitable video here to discuss in autumn term <a href="#">click</a> as and when needed</li> <li>✓ Medicine and Drugs lessons available through PSHE organisation – see drive for pdf of plans. + 'Healthy Me' in our JIGSAW scheme covering physical activity, balanced diet etc in KS1</li> </ul>	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>→</p> <ul style="list-style-type: none"> <li>✓ Road Safety: 'Think!' Expect the unexpected. <a href="#">click</a> + JIGSAW optional lesson for KS2</li> <li>✓ Water safety: water safety song recap + 'To the Rescue' 20minute workshop <a href="#">click</a> + RNLI assembly</li> <li>✓ Fire-lighting safety for camp + other use of DT equipment as and when needed.</li> <li>✓ Discussion about strangers and that most are safe; look at lesson plan ideas here and allow for Voice 21 style discussion lesson <a href="#">click</a> + include school SG chat about red and green lanyards.</li> <li>✓ Medicine and Drugs lessons available through JIGSAW units</li> <li>✓ Emergency situations/services lessons, e.g. Jigsaw, puzzle 4; healthy me.</li> </ul>	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situation</p> <p>→</p> <ul style="list-style-type: none"> <li>✓ Road Safety: As for KS1 + explicit road safety discussions/guidelines for different trips/residential areas. (+Bikeability in yr 6)</li> <li>✓ Water safety: RNLI assembly + James' story (powerful story – only year 5 and 6) – <a href="#">click</a></li> <li>✓ Fire-lighting safety for camp + safe use of craft knives for model making in year 6.</li> <li>✓ Discussion about strangers and that most are safe; look at lesson plan ideas here and allow for Voice 21 style discussion lesson <a href="#">click</a> + include school SG chat about red and green lanyards.</li> <li>✓ 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 +</li> </ul>

		<p>✓ Emergency situations: Discussed during fire drills and emergency drills in school. Also taught through school trips with risk assessments including what to do in an emergency situation.</p>		<p>gangs, drugs and exploitation in Yr6.</p> <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>
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<p><b>PSHE Economic understanding</b></p> <ul style="list-style-type: none"> <li>• Choices about money, keeping it safe, saving vs spending, risks.</li> </ul> <p><i>HSBC online resources and teacher-training programme: staff meeting time planned for November. <a href="#">link</a></i></p>	<p><b>Recognising money (coins, notes). Using money in class for day-to-day activities (e.g. paying for fruit).</b></p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> <li>✓ Money activities through exploration of number and play, e.g. coin recognition; coin rubbing; cake sale; shops etc</li> <li>✓ Continual reference to real-world throughout teaching and asking chd if they think things are expensive or cheap (+ clarification of terms)</li> </ul>	<p><b>How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid.</b></p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> <li>✓ Bank of England financial resources for schools: Money and Me: x3 lessons. <a href="#">click</a>: What is money? What's new with money? And 'What can I do with money?'</li> <li>✓ 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.'</li> <li>✓ 'Know the difference between the things that we need to spend money on and the things that we want to spend money on' and...</li> <li>✓ 'Express how I feel when I have to make a difficult choice and understand that choosing how to spend our money can sometimes be difficult.'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Across KS1 and 2 the chd who form part of the SNEET – St Newlyn East Environmental Team – are in charge of their own budget and money collection from sales of produce from the polytunnel.</li> <li>✓ Across KS1 and 2 the children have 'Futures' assemblies where guests come in (or virtually) discuss their job, how they got there and how they get paid.</li> <li>✓ 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.'</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Picture News Assembly focus: Year 2 – 6</p> <p>e.g. 6<sup>th</sup> Nov: How important is it to understand money? +</p> <p>Cryptocurrency introduction</p> <p>Future of industry – Robots/AI</p> </div> <p style="text-align: center;"></p>	<p><b>Decisions about money. Spending vs saving. Loans and debt. Value vs cost. Risks (loss, theft). Keeping track of money. Keeping money safe.</b></p> <ul style="list-style-type: none"> <li>✓ Year 5: Bank of England financial resources for schools: Money and Me: Years 3/4 4x lessons <a href="#">click</a>: 'Intro to banking;' 'What is the bank of England?' 'Why do process change over time?' and 'Why is money so important?'</li> <li>✓ Year 6: 4x lessons <a href="#">click</a>: 'Hanging on to my money', 'How can I keep my money safe?' 'What is debt?' and 'Ethical spending.'</li> <li>✓ Entrepreneurial/enterprise unit for year 6 in summer term in readiness for summer fair: designing their own money-making game/store for the fair.</li> <li>✓ Upper KS2 also have focus in their computing units/PSHE (online safety unit) around spending/buying items/coins/gems for online games and the high cost this can have for children and their families.</li> </ul>
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<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><b>Learning to use technology in learning.</b></p> <ul style="list-style-type: none"> <li>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?)</li> <li>Use of new 'surface pro' for children to be able to write on and have their writing/image displayed on interactive white board</li> <li>Laptops used later in the year for continuous provision</li> <li>E-safety week shared with the chd in an age-appropriate way</li> </ul>	<p><b>Finding information using technology.</b></p> <p><b>Ensuring adult supervision.</b></p> <ul style="list-style-type: none"> <li>See link for Purple Mash overview of a connected world <a href="#">click</a> – the yellow highlighted units show when e-safety is directly taught throughout the year groups.</li> <li>As E-safety charter at start of the year (+KS2)</li> <li>E-safety week</li> </ul>	<ul style="list-style-type: none"> <li>All lessons involving the chromebooks in KS1 and 2 have reminders about online safety and strength of the school's filtering system.</li> <li>Example of Jigsaw unit year 3: Relationships; Keeping myself safe online lesson</li> <li>Example of Jigsaw unit year 4: Relationships - Piece 4 – Getting on and falling out: scenario discussion about gaming online, both positive and negative</li> <li>E-safety week</li> <li>Celebrations of homelearning projects through social media</li> </ul>	<p><b>Finding information using technology.</b></p> <p><b>The reliability of online content.</b></p> <p><b>Risks of sharing text, information and images.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Jigsaw unit of learning: Relationships – Summer 1 – online safety focus – year 6, e.g. 'Being online: real or fake?'</li> <li>See link here for Purple Mash overview of online safety units per year group <a href="#">click</a></li> <li>E-safety week</li> <li>Thorough review of any e-safety violations in school and follow-up education as and when needed (via Senso filtering programme)</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> <p>Content about risks (online, where to</p>	<ul style="list-style-type: none"> <li>Teaching throughout EYFS will be discussion based around staying safe, e.g. use of lanyards in school and the chd knowing the difference between the green and red.</li> </ul> <p>Risks online discussed during e-safety week and as appropriate</p>	<ul style="list-style-type: none"> <li>Year 2: Jigsaw focus for 'relationships' on families, friends and conflicts + trust and appreciation.</li> </ul> <p>Purple Mash Unit overview <a href="#">here</a>. Page 13 (for example) details the lesson based on</p>	<ul style="list-style-type: none"> <li>Year 3: Jigsaw focus for 'relationships' on being a global citizen, families, friendships and online responsibilities.</li> <li>Year 4: Jigsaw focus for 'relationship' unit on jealousy, boyfriends and girlfriends + celebrating relationships.</li> </ul> <p>See Purple Mash link from previous. Example on page 18 for year 4 linked to digital</p>	<ul style="list-style-type: none"> <li>Year 5: Focus (as above) to online relationships for Jigsaw 'relationships' unit.</li> <li>Year 6: 6x JIGSAW unit for 'Relationships' unit in spring term. Focus on mental health, power and control; love and loss</li> </ul> <p>See Purple Mash Link to the left. Example from year 5 on page 31 details use of emojis in</p>

<p>find advice, reporting concerns</p> <ul style="list-style-type: none"> <li>Supporting pupils with SEND.</li> </ul>	<p>online identity and use of emails.</p> <p>footprints and maintaining a positive self-image.</p> <p>emails and how to communicate effectively online.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>✓ Staff know chd very well; they are aware of the chd who need more support with different aspects of 'relationships' education. Communication with parent/carers is good. Our new SENDCo, Vic Stavrou, is also aware of the needs of all of our chd on the RON and their potential vulnerabilities.</p> </div>				
<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>	<p>✓ EYFS Jigsaw focus: 'Changing me' summer term includes lessons around: naming different body parts, respecting my body and growing up.</p> <p>Our skilled team often discuss the language they use in different 'circle-time' activities when chd openly talk about their parent/s relationships. They will make professional decisions on what to say if chd (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 chd to open up conversations about how families look different.</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 word 'normal' or 'normally'...as chd 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><i>(As a school, we follow the JIGSAW viewpoint of valuing every child and having a mindful approach to gender identity. Two examples below are excerpts from two different aged lessons in KS2 which show how JIGSAW support the teachers in delivering this information: )</i></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>	

	<p>So, what is in these lessons?</p> <p><b>Age 6-7 years, Celebrating Difference, Lesson 5, 'Gender Diversity'.</b></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 help 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 Charter established with children's ownership in the very first Jigsaw lesson.</p> <p>The following 5 slides are <b>an excerpt</b> from this lesson which focuses 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 the lesson accordingly.</p>		<p><b>Age 10-11 years, Celebrating Difference, Lesson 2 'Understanding Difference'</b></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/Roberta 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 the lesson following the teacher input then broadens out to focus on some of the other protected characteristics in the Equality Act.</p>	
<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 (see optional Jigsaw lesson), dangers of tobacco drugs &amp; alcohol.</li> <li>• <b>Basic first aid.</b></li> </ul> 	<ul style="list-style-type: none"> <li>✓ Centrally cooked school dinners for all chd with skilled kitchen team always encouraging chd to 'try' small amounts of new food. Praise provided for chd who have shown a more courageous approach to trying different food.</li> <li>✓ Skilled team also will continuous discuss with class about healthy food choices (e.g. daily for snack time)</li> <li>✓ Discussion around 'treat' foods and other healthier foods</li> <li>✓ Importance of staying hydrated: adults role-model with their drinking habits, e.g.' Has anyone else drunk half their bottle?'</li> <li>✓ EYFS Jigsaw focus: 'Healthy me' lessons include: 'We like to move it, move it' 'Food glorious food,' 'Sweet dreams,' 'Keeping</li> </ul>	<ul style="list-style-type: none"> <li>✓ Excellent lunchtime food choices from centrally cooked kitchen.</li> <li>✓ Healthy snacks to be monitored by staff at breaktimes. Any chd with unsuitable snacks (e.g. chocolate bars) to have chat with staff member about a more suitable choice. Also, staff now reward healthy eating choices with house points during breaktimes.</li> <li>✓ Year 2 Jigsaw focus: 'Healthy me' lessons include: 'Being relaxed,' 'Medicine safety,' and 'Heathy Eating.'</li> </ul>	 <ul style="list-style-type: none"> <li>✓ Year 3 Jigsaw focus: 'Healthy me' lessons include: 'Being fit and healthy.' 'What do I know about drugs?' and 'Being safe and unsafe.'</li> <li>✓ Year 4 Jigsaw focus: 'Healthy me' lessons include: 'Smoking,' 'Alcohol' and 'Healthy friendships.'</li> <li>✓ Year 5 Jigsaw focus: 'Healthy me' lessons include: 'Alcohol,' 'Emergency aid,' 'My relationship with food,' and 'Healthy me.'</li> <li>✓ Year 6 Jigsaw focus: 'Healthy me' lessons include: 'Drugs,' 'Exploitation,' 'Gangs,' and 'Emotional and mental health.'</li> </ul>	

<p><b>Physical health and well-being: our outdoor education programme.</b></p>	<p>clean,' and 'Stranger danger.'</p> <ul style="list-style-type: none"> <li>✓ Trying new foods also ties in to certain topics</li> <li>✓ Real PE have units focussed on how the body feels and benefits from exercise + the importance of how exercise makes us happy.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Year 2: Camping at school for one night</li> <li>✓ Year 3: Tomperrow camp for 2-nights</li> <li>✓ Year 4: Porthpean 2-night stay</li> <li>✓ Year 5: Pill Farm residential for 2-nights</li> <li>✓ Year 6: London 2-night residential</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>In addition to the summer camps, we have a one-night school field camp for new classes and teaching teams to get to know one another. This has been successful.</p> </div> <p>All camp activities centre around team-building tasks, e.g. fire-lighting, camp fire songs/shows, trails. Treasure hunts, map-reading, den-building etc. This also brings in many aspects from the geography curriculum, e.g. <i>use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps</i></p>		
<p><b>Citizenship</b></p>	<p><b>Right and wrong</b></p> <ul style="list-style-type: none"> <li>✓ Daily circle time discussions around good and 'wrong' behaviour – linked to our 'Golden roots' + reasons provided for 'why' we do this...</li> <li>✓ Jigsaw Jennie supports discussions in EYFS when 'exploring relationships'</li> <li>✓ Always part of discussion with our 'Golden roots' throughout the year; that the chd are in charge of their behaviour choice; aiming to teach the chd responsibility.</li> </ul>	<p><b>-Right and wrong</b>  <b>-The need for rules</b>  <b>-Different groups &amp; communities</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ 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.'</li> </ul>	<p><b>-Right and wrong</b>  <b>-The need for rules</b>  <b>-Different groups &amp; communities</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ 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.</li> </ul>	<p><b>-Democracy and its institutions</b>  <b>-Voluntary community and pressure groups</b>  <b>-The range of different national, regional, religious and ethnic identities in the UK.</b></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> </ul>
<ul style="list-style-type: none"> <li>✓ We use Primary Picture News to help structure our weekly Monday assemblies. These are tweaked to incorporate the school values which are in turn acknowledged each week, e.g. 'We listen.' + British Values linked in to each assembly.</li> <li>✓ Each class discuss and agree on classroom rules at the start of the year.</li> <li>✓ Each year will also be comparing and contrasting different world religions and their own rules and value systems.</li> <li>✓ Whole school use of Dojo awards (for whole class recognition) and (voted for) Dojo treats at the end of each term</li> <li>✓ Friday 'Citizen of the Week' award which links to our 'Golden roots'</li> </ul>				



				<ul style="list-style-type: none"> <li>✓ We are making strong ties with the local community: we attend a half-termly 'Good Companions Group' presentation: here we share learning with the OAPs from the village. This connection is growing in strength and also provides an 'outside audience' for the chd to perform to away from school.</li> <li>✓ Strong ties being made with St. Stephens School in London with the foundations for future camps/sleepovers being formulated in 23/24. Powerful response from the chd when they received their letters and met their new friends on TEAMS.</li> </ul>
<p><b>Development of character</b></p> <ul style="list-style-type: none"> <li>• Ethos of aspiration.</li> <li>• High expectations to fulfil potential.</li> <li>• Wider opportunities.</li> <li>• Pride in the school.</li> <li>• Strong self-discipline.</li> <li>• Consideration, respect, good manners.</li> <li>• Promotion of positive character traits and celebration of these.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Christian themed workshops from Lynda (Truro Baptist Church): links to 3P values and the stories of Jesus</li> <li>✓ Discussion around looking after property and how the chd all need to help to tidy away etc</li> <li>✓ Daily celebration and public praise of any positive behaviours seen in class</li> </ul>		<ul style="list-style-type: none"> <li>✓ We have a Personal Development – 'futures' assemblies which was launched in 2022. Here special guests we have in school discuss their careers and aspirations.</li> <li>✓ During 2023 we worked with 'Inspiring the Future' who ran 'career presentations' with us.</li> <li>✓ Parent guest-speakers are currently being invited to school for 23/24 are asked to incorporate our 3Ps into their assembly presentation which helps support our values, e.g. RNLI/chartered account, physio etc</li> </ul>	<ul style="list-style-type: none"> <li>✓ House (Sports) Captains supporting with praise of good behaviour at breaktimes.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Our 'citizen' (celebration assembly) each Friday praises chd who have stood out for their behaviours which have exhibited the 3Ps</li> <li>✓ Clubs throughout the year that children ask for have aspirational qualities to them, e.g. calligraphy, singing, science clubs, Taekwondo, Lego league etc (+ 2 x dance specialists offering after school clubs)</li> <li>✓ Science ambassadors from KS1 and 2 that have to apply in person for this position</li> <li>✓ School councillors voted for in democratic process in each class</li> <li>✓ Pride in school linked to high staff morale and all adults caring for the growth of our children. Children reflect adults high expectations in school with manners of the children very good.</li> <li>✓ School prefects voted for by children and staff who then support the school with welcoming visitors/support with parents evenings etc</li> <li>✓ Whole school dojo reward system + School values award</li> <li>✓ Responsibilities of children discussed prior to every trip out of school and how we act to represent the school in a positive way</li> <li>✓ Lego League after school</li> <li>✓ Our North Star and SEND children are prioritised for clubs and supported financially for all trips and school camps</li> <li>✓ NS and SEND chd valued for their feedback for school improvement: they are always chosen for pupil conferencing and to speak to leaders about how they feel about different subjects.</li> </ul>				
			<ul style="list-style-type: none"> <li>✓ Swimming for KS2 chd who cannot swim at Truro High School.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Year 5/6 Cornish Pirate TAG rugby coaching for autumn term 1 – aspirational links to</li> </ul>



			<ul style="list-style-type: none"> <li>✓ Years 6 raise money from the sale of produce from polytunnel and re-investing in seeds, equipment for continued sustainability</li> </ul>	<ul style="list-style-type: none"> <li>becoming a professional sportsperson</li> <li>✓ Year 6 bikeability to be introduced this autumn</li> <li>✓ Taekwondo club</li> </ul>
<b>Wider opportunities</b> <ul style="list-style-type: none"> <li>• To develop pupils' interests.</li> <li>• To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in school and the local community).</li> <li>• Is there a good take-up by disadvantaged pupils and those with SEND?</li> <li>• Is there sustained participation?</li> <li>• Is there a good range of lunchtime and/or after-school clubs?</li> <li>• Are curricular visits designed to ensure that pupils learn what is intended from the trip?</li> </ul>	<ul style="list-style-type: none"> <li>✓ North star (DP) and SEND chd at the heart of all we do; HT interviews identify their needs and wants. This informal catch-up also charts their happiness levels.</li> <li>✓ Curriculum is child-led within topic, e.g. How things grow – some chd steered toward caterpillars/sunflowers etc. Another example was Africa topic and the chd being particularly interested in the geography of the continent</li> <li>✓ After school clubs offered after Christmas, this varies but may include library, Science, music clubs etc</li> <li>✓ Range of visits/trips throughout the year, e.g. local walks in village</li> <li>✓ + visitors coming to us, e.g. police-dog visit and fire brigade</li> <li>✓ Opportunities to mix with other classes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Please see section above for outdoor education programme/residential camps</li> <li>✓ 3x main visits per term focussed on topic links, e.g. Geevor mine, Eden project and National Maritime Museum</li> <li>✓ Beach School for years 1/2 in summer term: focus on beach safety; beach cleanliness; coastal habitats; RNLI and mermaid visit!</li> <li>✓ Range of sporting competition throughout the year which different year groups take part in; effective use of new mini-bus to widen scope of travel for chd and to allow more opportunities for sporting competition</li> <li>✓ Links with Manse Care home in village for donation of excess veg from polytunnel (started summer '22) + Christmas Choir concert</li> <li>✓ School participation in Christmas light parade and switch on</li> <li>✓ Stronger links (post-covid) now being developed with the village church, e.g. Remembrance Day contribution from school and Carol concert in December + Harvest festival celebrations + strong links with the 'Good Companions Group.'</li> <li>✓ Lunchtime provision in drier months allowed for tennis, den-building, football, trim trail obstacle course; also reception/year 1 class mix with older role-models at lunch during these months. Plus, lunch activities available from FOSNELA (PTA). Timetabled football and basketball slots each week.</li> <li>✓ Just Dance club once a week</li> </ul>		<ul style="list-style-type: none"> <li>✓ Science ambassadors voted in</li> <li>✓ Sports leaders 2x a week</li> <li>✓ Year 6 prefects voted in (as mentioned before)</li> </ul>
<b>British values</b> <ul style="list-style-type: none"> <li>• Democracy, the rule of law, individual liberty and mutual tolerance and respect.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Rule of law chats with the class throughout the year linked to the Golden Roots, e.g. 'We are kind and helpful.'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Democracy and rule of law/punishment discussed in topics, e.g. Great Fire of London/Guy Fawkes discussion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Rule of law and democracy discussed in topic based on India: similarities and differences discussed.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Rule of law and democracy discussed in the World War topics and how life was same/different for children then and now.</li> </ul>

<ul style="list-style-type: none"> <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>✓ 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.</li> <li>✓ British Values: democracy link daily, e.g. 'Shall we do massage now or story?' choosing/voting for a story choice (e.g. brick voting visual)</li> </ul>			<ul style="list-style-type: none"> <li>✓ British Values slide discussed in every Monday whole school assembly and linked to Picture News presentation</li> <li>✓ 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.</li> <li>✓ When voting for school councillors, Science Ambassador, SNEET member etc, democracy will always be recalled and discussed.</li> <li>✓ 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</li> <li>✓ Mutual tolerance and respect taught throughout Cornwall Agreed Syllabus, e.g. understanding of different faiths and their festivals that they celebrate.</li> <li>✓ 'Tolerance' has recently been challenged in year 6 as not being positive enough as a value. They mentioned 'acceptance' or 'friendship.'</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>✓ Books about inclusions can be shared with the children as and when appropriate, e.g. 'What happened to you?' and 'My Pirate mums.'</li> <li>✓ Discussions/circle time discuss how we are all different and should have the same chances</li> <li>✓ RE discussions: 'Belonging to a community.'</li> </ul>			<ul style="list-style-type: none"> <li>✓ Monday Picture News 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</li> <li>✓ Protected Characteristics now being 'strengthened' in school. A regular Tuesday assembly has targeted this area with the children now growing in confidence in their understanding of these areas.</li> </ul>

<p><b>Effective pedagogy for PD</b></p> <ul style="list-style-type: none"> <li>• Pupils revisit previous content.</li> <li>• Teachers check what pupils know.</li> <li>• Pupils' misconceptions are addressed.</li> <li>• Relationships are positive and respectful.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Plan, do, review approach ensures all chd learn to review processes and outcomes</li> <li>✓ Regular formative assessment in small group work</li> <li>✓ Modelling of good relationships daily in the interaction between adults, e.g. language choice, manners, phrasing</li> <li>✓ Dojo used for reward for positive relationships</li> <li>✓ Public discussions of positive behaviour, e.g. 'I'm so proud of 'x' for pulling that chair out and helping your friend sit down.'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use of knowledge organisers for topic learning supports remembering of skills.</li> <li>✓ Introduction of 'Chronological Card Sort' with sticky facts quiz combined launched in Sept' 2022</li> <li>✓ Prior knowledge from previous lessons quizzed regularly in multiple ways (Sept '22 re-model)</li> <li>✓ Pupils misconceptions in maths picked up during lesson with skilled use of TA/HLTA</li> <li>✓ All adults in KS1 and 2 model positive relationships with one another; team-bonding school camping night reinforces/strengthens these relationships.</li> <li>✓ Floorbooks showcasing learning from previous years available in the library and available for teachers to use to quiz current class on knowledge retained.</li> </ul>		
<p><b>Effective assessment</b></p> <ul style="list-style-type: none"> <li>• Teachers check pupils' knowledge.</li> <li>• Formative assessment is timely and focused.</li> <li>• Pupils have secure knowledge across elements (British values, finances etc...).</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupil conferencing showing that this is a strength of the school, e.g. Jan '24 conferencing showed that the chd have a good understanding of the British Values and that they are willing to challenge</li> <li>✓ Behaviour is good in school with behaviour for learning also strong. This is a regular piece of feedback from external visitors and school improvement colleagues</li> <li>✓ Safeguarding of children is a strength (Jan '24 Trust audit)</li> <li>✓ Parent, pupil and staff surveys are generally strong; children like school and parents would recommend it</li> <li>✓ Children like/love school and are happy/safe here (NS interviews 2023)</li> <li>✓ Democracy is strong here: chd were able to tweak the 'Excellent walking' rule</li> <li>✓ Pupil council strong and growing in strength with improved comms with the HT after meetings.</li> </ul>		
<p><b>Effective culture for PD</b></p> <ul style="list-style-type: none"> <li>• Pupils are interested and engaged in the programme.</li> <li>• There are high expectations of what pupils can learn.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Child-led learning with chd's interests guiding their learning</li> <li>✓ Adults ensure high expectations for learning by all</li> <li>✓ Opportunities are engaging and memorable, with outside used to widen experiences</li> </ul>	<ul style="list-style-type: none"> <li>✓ Great Fire of London immersive experience with the local fire brigade</li> <li>✓ Beach School focus for summer term for years 1 and 2.</li> <li>✓ Sharing of half termly homelearning projects with parents – model making projects etc (across school)</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>✓ Geevor Mine – spring term 2</li> <li>✓ Penlee House – Iron Age village day – autumn term 2</li> <li>✓ Mini-Beach school</li> <li>✓ Eden Project</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>✓ Pendennis castle visit</li> <li>✓ Police visit for e-safety</li> <li>✓ Archery linked learning- Vikings</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>✓ STEM focus for guest visitors, e.g. Robert Wilshire: software development Cornwall workshop (+ yr6)</li> <li>✓ Chd working with SNEET and local Cornwall Council STEM leader – Janine Bisson; fortnightly programme linked to eco-schools</li> </ul>

<ul style="list-style-type: none"> <li>Content is supported by a package of wider opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>When teaching about real-life, the physical set-up reflects the real-life situation, e.g. building of a shop/bank</li> </ul>	<ul style="list-style-type: none"> <li>Maritime museum in spring</li> <li>Woodland walk</li> <li>Habitat walk in summer in Newquay</li> </ul>	<ul style="list-style-type: none"> <li>Biffa presentation on recycling and waste</li> <li>RNLI visit</li> <li>Year 3 and 4 Royal Cornwall Show visit</li> </ul>	<ul style="list-style-type: none"> <li>Off-shore wind turbine workshop on Fistril beach</li> <li>Eden project trip – global warming focus</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Flambards – Britain in the Blitz</li> <li>London trip – summer term</li> <li>Clip ‘n’ Climb linked to explorer topic for autumn term</li> </ul>	
<p><b>Effective leadership of PD</b></p> <ul style="list-style-type: none"> <li>Monitoring, evaluation and review.</li> <li>Staff have good subject knowledge.</li> <li>Strengths and weaknesses are identified.</li> <li>There is clear continuity and progression from early years to Year 6.</li> <li>The aims of the PD programme are shared with parents.</li> </ul>	<ul style="list-style-type: none"> <li>EYFS lead responsible for children progress and well-being</li> <li>Whole class monitoring of development areas half termly to ensure progress, e.g. managing emotions as focus point (potentially) in autumn term</li> <li>Clear progression of skills throughout, e.g. for music/Jigsaw – rolling themes/strategies that continue into KS1/2</li> <li>Trust-wide training days, e.g. ‘What’s new in early years – (Chris Barnes)’</li> <li>Moderation as a Trust</li> <li>Links with more experienced practitioners for support</li> </ul>	<ul style="list-style-type: none"> <li>Personal development leads – AW and JI to review document every term with input from staff: ‘<i>What else do we offer at SNELA for PD?</i>’</li> <li>JI and TS – Outdoor education and PE lead – as above. Regular links to the PD programme from these subject reviews.</li> <li>AW and VS – Voice 21/Oracy leads filter in termly development days into our curriculum, e.g. ‘Stand proud; no-hands; discussion stems etc – need to develop longer term plan for progression of Oracy in 2024.</li> <li>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</li> </ul>			
<p><b>Assessment – ‘We feel our PD programme works well at St Newlyn East because...’</b></p> <ul style="list-style-type: none"> <li>Wider stakeholder surveys – pupil, parent and staff – indicated that the school is a good place to learn and work in. Most of the chd, staff and parents are happy here, with virtually all of the parents recommending it</li> <li>Feeder secondary school, rated our chd as 9/10 for ‘readiness’ for secondary</li> <li>Very good behaviour reports from school improvement and safeguarding visits</li> <li>The ‘feel’ that visitors say they get when they come to out school is always positive</li> <li>The positive change parents have noted in their chd since joining school</li> <li>Incidents of bullying and serios behaviour low; no exclusions in four years</li> <li>A whole school staff approach to being a little bit better everyday, e.g. the re-launch of our Oracy programme (Feb ’24), positive already with all staff taking on a ‘Can do’ attitude</li> </ul>					