**Personal Development at Tregony C P School**

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| Aspect | Nursery and Reception | Key Stage 1 | Key Stage 2 |
| Pupils’ Wider Safety* Content on common risks (roads, fire, using equipment, medicines, strangers).
 | * Road safety activities in continuous provision/while out on walks/trips. Walks in the village.
* Visits from “people who help us” – police officers, nurses, firemen/fire engine.
* Fire drill practices – Emergency situations
* Fire/firework safety talks Safety through stories and role play situations within the classroom.
* Class discussions about unfamiliar places and adults – stranger danger.
* Modelling of safe behaviour from adults.
* PSHE lessons on safety beyond
* PSHE Healthy Me unit on medicines and what you put on / in your body
 | * Road safety work when walking in the village and on school trips
* Walks in the village – staying safe in our local community.
* Talk about being safe in unfamiliar places when on trips – Stranger danger.
* Visits from “people who help us” – police officers, nurses, firemen/fire engine.
* Beach safety talks
* Fire drill practices - Emergency situations.
* Fire/firework safety talks
* Water safety as part of swimming and adventurous activities.
* Safe use of equipment during science and DT lessons.
* Safety through stories and role play situations within the classroom. PSHE lessons linked to Medicines and drugs.
* Modelling of safe behaviour from adults.

Year 1● Risks on trips / road safety/management in a publicplace- shared with childrenbefore trips and visits.● Beach safety● Risk of medicines● PSHE unit Autumn 1 -Emergencies and Gettinghelp unit.● Using PE equipment safely.● Discussion of fireworksafety near bonfire night.● Fire drill/ lockdownsituationYear 2PSHE Autumn 2● Keeping safe inside(electricity. slips trips andfalls, medicines) andoutside (roads, lakes etc)● First aid● Firework safety nearbonfire night● Fire Safety talk (Truro fire service) | Road safety work when walking in the village and on school trips Staying safe in wider locations – such as towns and cities – when on residential and school trips Walks in the village – staying safe in our local community. Talk about being safe in unfamiliar places when on trips – Stranger danger. Visits from “people who help us” – police officers, nurses, firemen/fire engine, mini police.Beach safety talks – lifeguard talks and demonstrations. Fire drill practices - Emergency situations. Fire/firework safety talks – making fires safely as part of forest school work.Water safety as part of swimming lessons and adventurous activities. Lifesaving skills for more advanced swimmers. Safe use of equipment during science and DT lessons – teaching the children to work with greater independence with hand tools and electric tools – What safety equipment do I need to complete this task? PSHE lessons linked to Medicines, drugs and alcohol. Safe relationship lessons as part of SRE curriculum. Modelling of safe behaviour from adults.Year 3● Road safety in PSHE● Fireworks and BonfireSafety in PSHE● Drugs in PSHE● Strangers/E-Safetylearning● Sewing work in DT(safety of using needles)● Working Scientificallyacross the yearYear 4● PSHE lessons on First Aidand phoning EmergencyServices● Bikeability in the AutumnTerm● Walking to SwimmingAutumn Term● E-Safety - keeping yourpersonal informationprivate, not talking tostrangers online.● Sewing work in DT(safety of using needles)● Working Scientificallyacross the year● Food Hygiene and usingknives when making soupYear 5● Financial risks (gambling)in PSHE● Online contact/onlinecontent in PSHE andComputing● E-safety● Water safety and self-rescue in PE/Geography● Unhealthy diet (foodsthat affect us mentallyand physically)● Medications andvaccines in PSHE● Exploring risks ineveryday situations inPSHE● Walking to swimming● Personal and groupsafety during residential● Sewing in DT● Safe use of equipment inscience (SC1)Year 6● Bikeability – road safety when riding a bike● Sailing weekly – water safety● E-safety unit in Autumncomputing and PSHE inAutumn 2 children thinkabout onlinerelationships and how tostay safe● Science - Healthy Bodieshas a focus on healthand unhealthy drugs andchildren find out aboutthe effects of alcohol andtobacco on the body. |
| PSHE Economic understanding * Choices about money, keeping it safe, saving vs spending, risks
 | * Recognising money (coins, notes) as part of role play areas and maths activities.
* Using money in class for day-to-day activities (eg paying for fruit).
* Spending money during trips and visits to create/make/cook something together
 | * Recognising money (coins, notes) as part of role play areas and maths activities.
* Using money in class for day-to-day activities (eg paying for fruit). Handling real money when appropriate – example of money. Conversations in class linked to how money is obtained (earned, borrowed, won, gifts). Real life examples of this when opportunities arise. The importance of keeping money safe (during school trips etc).
* Discussion about things that we need against things that we want. What is the difference?
* Different jobs and how people are paid.
* Charity fundraisers and deciding how money is spent
 | * How do we earn money – different jobs and getting paid different amounts.
* Decisions about money what do we use it for, why is it important in society.
* What things do we need and what things do we want?
* When should we spend money and when should be save it?
* The issues of loans, debt, credit cards. The cost of things in everyday life and earning money to support this.
* Budgeting over a period of time – what can I spend, what do I need to save? Being responsible with money and the risks involved with this. (loss, theft).
* spending money when on school residential.
* Running stalls during fundraising activities
* Counting money following school events in school.
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| PSHE Technology & media* Forms of media and their impact (reliability of online content, risks of sharing).
 | * Role play situations with technology – toy laptops, tablets and phones
* Learning to use technology in learning.
* Children supported in using iPads, IWBS within the classroom when appropriate – taking pictures, using age appropriate apps.
* E Safety week
 | * Technology used in daily teaching sessions – video content, use of reliable and appropriate websites.
* Teaching safe use of technology, taking and using photographs’, sharing these with others, using photo apps independently (adult supervision)
* Finding information on the internet using technology (adult modelling and supervision)
* Using age appropriate apps to support learning within the class. Lessons incorporating safe internet and technology uses.

Year 1* Use of iPad to photograph across the curriculum/ research in plants/mini-beasts
* use of chromebooks
* E safety unit - what is

personal information - notto share it with others.Safer internet day● Google slidesYear 2● PSHE Summer 2 - Playinggames online and friendsonline.● Seeking permission whentaking photographs● chromebooks.● Safer internet day● Range of media -Google Slides,Google kids, iMovie, | Safe internet and app use across all platform and technology. Internet safety lessons covering: What is reliable onlineTrusted information/sender Security and personal data Social media use Sharing information and media Risks of sharing text, information and images – linked to dangers of this – potential outcomes. Appropriate use of social media and messaging apps – age limitsYear 3● Screen-time unit in PSHEYear 4● PSHE Unit on E-Safety(including reliablecontent, personalinformation, when it issafe to share)● Range of media - makingown websites on GoogleSites, iMovie Videoadvertisements, CodingYear 5● Online content andonline contact (PSHE)● Source reliability inHistory – exploring thepast● Coding – manipulatingvariables● Multi-mediapresentationsYear 6● E-safety Autumn Term /Mini Police visit for the week – focus on social media safety Stay SafeSummer term ‘stay safe’ worship focus on online bullying● Reflecting on E-safetyscenarios at the start ofeach lesson computinglesson to ensureinformation is returnedto and applied |
| RSHE Relationships • Pupils supported to stay safe (healthy & unhealthy relationships, respect, permission, appropriate & inappropriate contact, kindness, different families). • Content about risks (online, where to find advice, reporting concerns). • Supporting pupils with SEND.Please see separate RSE curriculum overview  | * Trusted adults within school – Key workers – how to recognise trusted adults in school – badges, familiar faces
* Children learn to recognise their feelings and learn the words to label them
* Adults modelling positive relationships, respect, manners at all times.
* Consistent adults whenever possible to build relationships.
* Daily routines to support child.
* Focus on sharing, taking turns, being a good friend, respecting others, toys and equipment.
* Awareness of school ‘Three Rs’ Respect, Resilience and Responsibility
 | * Positive relationships with adults and peers.
* School staff always modelling positive relationships
* Lessons and assemblies on other cultures and religions to support children in being world citizens
* Following of school ‘Three Rs’ Respect, Resilience and Responsibility.
* Daily routines, Lessons based around what a good friend looks like.
* Supporting and caring for others.
* Anti-bullying work – what does bullying look like – how do we know?
* Support for SEND pupils with relationships from TIS practitioner
* Buddy bench
 | * RE lessons on different cultures and religions around the world – learning to accept and be respectful of all cultures and beliefs
* What it means to give permission to make physical contact with others
* Bullying – how do we know? How does it make us feel? What are the consequences?
* Online relationships – how do we manage these?
* Where can we get help and advice or report concerns about online relationships and content.
* Support to all children with relationships and behaviour from TIS practitioner
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| RSHE Sex education • Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships. • Gender identity, using correct vocabulary, misconceptions corrected.Please see separate RSE curriculum overview  | * Being private about our body and staying safe
* Toileting
* Work on trusted adults – stranger danger
 | * How to keep our body clean and safe
* Trusted adults and keeping our bodies private
* Learning about appropriate clothing and contact/touching
* Life cycles of humans
* Discussions about parts of the body and keeping ourselves safe

Year 1● Exploring different familiesand who can keep us safe aspart of RSE programme.● Identifying who can helpwhen families make us feelunhappy or unsafe (RSESummer term).● PSHE Healthy/ unhealthyRelationships● Our bodies/ boundariesYear 2● Jigsaw RSE unit● PSHE Friendships● Music - Friendship song | * RSE lessons on appropriate contact and relationships
* Learning about appropriate photographs
* RSE lessons on being yourself, gender issues – LGBTQ work when appropriate
* Naming body parts and how to ensure we are keeping ourselves safe
* Puberty and reproduction – staying safe.
* Online sexual activity and appropriate behaviour.
* Technology and sharing sexualise photos and videos

Year 3● Body parts discussed inRSE (differencesbetween males andfemales)● Healthy relationshipdiscussed in PSHEYear 4● Year 4 RSE Units aboutPuberty and Changes(opportunities to usecorrect vocabulary andcorrect misconceptions)● Healthy relationshipdiscussed in PSHEYear 5● RSE- puberty in malesand females● Managing personalchange – physical‘Different types ofrelationships’ exploresdifferent types of ofromantic relationships -including LGBTQ+relationships● They also explore whatmakes up healthy familycharacteristics● In RSE - children discusspuberty andreproduction - it is keptrelevant to things theyneed to maintain healthyand good mental andphysical healthYear 6 |
| RSHE Physical health & well-being • Healthy eating. • Physical health/fitness. • Oral hygiene, sleep, sun protection, dangers of tobacco drugs & alcohol. • Basic first aid.Please see separate RSE curriculum overview  | * Healthy eating – fruit and health diet as part of daily snacks
* Cookery
* Encourage children to stay hydrated by drinking water regularly – modelled by staff.
* Role play opportunities – being healthy, shopping, doctors, vets etc. Daily teeth brushing
* Handwashing
* Sun safety – slip, slap, slop.
* Positive toilet routines
* Managing risks and danger
 | * Good daily routines at home and school.
* Learning focused on eating and what makes a healthy diet.
* Daily exercise routines, the benefit of exercise through PE lessons
* Encouraging independent sun safety – linked to beach safety work
* Keeping yourself safe and managing risks and dangers when playing
* Lessons about medicines and drugs.
 | * Clear understanding of healthy diet and lifestyle
* Importance and understanding of physical fitness and the effects of exercise
* Awareness of good mental health and how we can support or own and affect others
* How to deal with emergency situation and call for help if needed
* The impact of medicines, drugs, tobacco and alcohol on our bodies
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| CitizenshipSee jigsaw curriculum coverage Piece Celebrating differences and Being Me in my World  | * Knowing the difference between right and wrong – taught through daily stories and role play situations in class
* Encouraging talking turns and listening to others
* Good manners at School ‘Three Rs’ of Respect, resilience and Responsibility.
* Rewards for good behaviour and achievements.
* Being Me In My World Jigsaw piece Autumn
* Relationships Jigsaw piece: Summer Terms
 | * Democracy through the school council
* Knowing the difference between right and wrong – reinforced through stories, PSHE lessons and daily routines in class
* Understand the importance of rules to ensure things are done in an orderly way and are fair for everyone
* RE/PSHE focuses on different groups, religions and communities to promote acceptance and understanding of all.
* ‘Three Rs’ of Respect, resilience and Responsibility.
* Rewards for good behaviour and achievements.
* Positive behaviour for learning die to embedded routines and expectations
* Being Me in My World Jigsaw Piece Autumn
* Relationships Jigsaw piece : Summer Terms
 | * Democracy through school council and house captains across the school.
* Special focuses on general elections and world media events when appropriate.
* Understanding of local, national and international religions and communities to promote an acceptance of all.
* School prefects to promote positive role model within the school community.
* Building on the importance of rule and governance to support all members of the community.
* ‘Three Rs’ of Respect, resilience and Responsibility.
* Rewards for good behaviour and achievements.
* Positive behaviour for learning.
* Being Me in My World Jigsaw Piece Autumn
* Relationships Jigsaw piece : Summer Term
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| Development of character• 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 | * ‘Three Rs’ of Respect, resilience and Responsibility.
* School identity through uniform
* Weekly celebration certificates in assemblies
* Team points House teams and rewards
* Headteacher stickers
* Staff cultures
* Promote good manners – adults’ model and praise this.
* Weekly newsletter to share class achievements, individuals’ achievements
* Positive behaviour for learning with clear school routines
* Support EYFS children by modelling and practising positive behaviour
* Work with parents to agree on appropriate expectations such as feeding, getting dressed and undressed, hanging coat on peg etc and time to practise these independent skills
* Learning to Learn and Class shields at the end of each term for each class
* PSA to support specific pupils and their families
 | * Members of the school council
* Achievements shared with school community – website, newsletter. Termly assembly performances to parents/carers
* Representing the school in sporting events and fixtures
* Staff cultures
* Key stage 1 end of term playground award
* Learning to Learn and Class shields at the end of each term for each class
* PSA to support specific pupils and their families

Year 1● Discussion at the beginningof the year setting classrules.● PSHE - Welcome to school -Positive behaviours.● RE sessions - discussingdifferent religions -comparing andcontrasting● Roles and responsibilities● Use of a wide range ofimages on slides includingdiffering groups.Year 2● Roles and responsibilities● RE - Contrasting andcomparing differentreligions.● Different images ofdifferent groups on slides | * Team captains
* Senior members of the school council School
* Prefects
* Key roles in school performances
* Representing the school in sporting events and fixtures – school teams.
* Supporting younger children in school – acting as positive role models
* Staff cultures
* Key stage 2 end of term playground award
* Learning to Learn and Class shields at the end of each term for each class
* PSA to support specific pupils and their families

Year 3● Jobs and stereotypes inPSHE (exploring thequalities needed fordifferent jobs in thefuture● School camps● Friendship unit in PSHE(How to be a goodfriend)● Links to RE (Christianity,Judaism, Islam)● SurfingYear 4● Swimming at the LeisureCentre● School camps● Raising money for LocalCharities (Rainforest, local animal shelter etc)● Swimming● SurfingYear 5● Swimming lessons;● Year 5 residential;● Access to KS2 sportingcompetitions;● Class roles andresponsibilities;● Peer pressure – focus onsurrounding self withpeople with positivetraits● Healthy, positiverelationships unit PSHE● Positive online contact –PSHE● Class assemblyYear 6● We reward thecharacteristics ofchildren in celebrationassemblies● Praise in public via newsletter and Facebook pageTRLC Cathedral Awards  |
| Wider opportunities • 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 after school clubs? | * Extra-curricular clubs aimed at EYFS children.
* Individual support for younger children attending clubs to get them used to the experience.
* Different clubs offered across the year to cater for different interests (where possible).
* Visitors from the local communities to share experiences – local farmers/tractors/dentist etc
* School trips build on the learning and topics within the classroom. Local village walks and wider trips used to give a variety of experiences.
* Links with The Roseland Academy for ‘Farm Friday’
* Fundraising for the food bank
* Tregony Christmas lights lantern parade
 | * Variety of KS1 clubs offered to support children interests.
* All children support to attend after school cubs should they wish Monitor jobs around the classroom to support responsibility.
* Daily routine and expectations encourages independence.
* Class visits built around the learning and curriculum – opportunities for local and wider visits.
* School sleepover offered.
* Forest school with Forest School practitioner to support individual needs.
* Pupil premium and sports funding used to support participation of all pupils
* Fundraising for the food bank
* Key Stage 1 nativity
* Tregony Christmas lights lantern parade
 | * Variety of KS2 clubs offer to support children’s interests across the year.
* School prefects – supporting other children around school in lessons, break and lunchtimes – acting as daily role models in school.
* Class trips to wider locations to develop and support the curriculum Longer and wide ranging residential visits offered to build resilience and diverse experiences
* Forest school with trained practitioner to support individual needs.
* Pupil premium and sports funding used to support participation of all pupils
* Litter picking
* Fundraising for the food bank
* Links with Tregony’s Age Concern group (concerts and food boxes at Harvest time)
* Key Stage 2 summer play
* Tregony Christmas lights lantern parade
 |
| British values • 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 | * School Three Rs ‘Respect, Resilience and Responsibility’
* Take part in local, countrywide and national celebrations and events.
* Awareness of British culture and values through role play and stories
* Involvement with community celebratory events
 | * School Three Rs ‘Respect, Resilience and Responsibility’
* School council – Children are able to vote on members of the school council and become a school councillor themselves.
* School Council play an active role on staff recruitment
* Pupil surveys used to inform practice
* School Three Rs ‘Respect, Resilience and Responsibility’
* Take part in national and historical events linked to British values and cultures.
* PSHE lessons liked to British values
* Involvement with community celebratory events
* Integral part of Jigsaw (see curriculum map)
 | * School Three Rs ‘Respect, Resilience and Responsibility’
* School council – Children are able to vote on members of the school council and become a school councillor themselves
* School Council play an active role in staff recruitment
* Pupil surveys used to inform practice
* Take part in national and historical events linked to British values and cultures.
* PSHE lessons liked to British values.
* Class link learning to key British, cultural and historical events throughout the year. Work on rules and tolerance towards others
* Involvement with community celebratory events
* Year 5/6 trip to London and the houses of parliament
* Integral part of Jigsaw (see curriculum map)
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| 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? | * Sharing and turn taking modelled and supported in class
* Awareness of different cultures
* Following routines and rules.
* Resources reflect diversity
* Selected English texts celebrate diversity of gender, race and culture
* Protected characteristics texts
* Curriculum content ensures representation to challenge unconscious bias
 | * Learning about different cultures and beliefs within the RE curriculum and Jigsaw but also diversity is reflected in selected English texts, and key people who are studied
* Learning about everyone being individuals but all being treated the same threaded through the curriculum.
* Selected English texts celebrate diversity of gender, race and culture
* Protected characteristics texts
 | * Learning about different cultures and beliefs.
* Learning about everyone being individuals but all being treated the same threaded through the curriculum.
* Selected English texts celebrate diversity of gender, race and culture
* Protected characteristics texts
* More in depth understanding of tolerance of others – discussion about why and how to be tolerant and the impact of not being.
* Staff ensuring opportunities are offered to all children in a fair and inclusive manner.
 |
| Effective pedagogy for PD • Pupils revisit previous content.• Teachers check what pupils know. • Pupils’ misconceptions are addressed. • Relationships are positive and respectful. | * Staff model desired behaviours at all times Continual reinforcement of school rules and expectations
* Strong learning routines
* A wide range of literature is used to support the teaching of PD (see Tuesday Texts and protected characteristic books)
* Pupils given the freedom to make choices through open ended resources for children to explore and decide what they want to do with them
* Play earning opportunities are developed and built upon to encourage children to tackle more complex activities
 | * Jigsaw is a spiral curriculum whereby learning is revisited and built upon year on year
* School councillors changed each year to reinforce process
* Safety messages reinforced each time to ensure they are embedded. Language around school rules reinforced in daily conversations to embed it.
* Assemblies and rewards linked to school rules
* Chat partners and group work used frequently to ensure full engagement and to foster self-reflection
* Strong learning routines
 | * Jigsaw is a spiral curriculum whereby learning is revisited and built upon year on year
* Key safety messages are reinforced each year and built on – e.g. online safety, beach safety
* Key roles revisited in school as the children move through to reinforce their value e.g. school council, school prefects
* Language around school rules reinforced in daily conversations to embed it
* Assemblies and rewards linked to school rules
* Chat partners and group work used frequently to ensure full engagement and foster self- reflection
* Strong learning routines
 |
| Effective assessment • Teachers check pupils’ knowledge. • Formative assessment is timely and focused. • Pupils have secure knowledge across elements (British values, finances etc…) | * Observations of pupils’ behaviour and development.
* Progress towards Early learning goals
* Staff meetings always have behaviour on the agenda to ensure that any Trends are picked up on quickly and addressed collaboratively in a swift manner
 | * Observations of children in lessons and when interacting with peers and adults.
* Termly assessments linked to key learning.
* Conversations with pupils within lessons and also when moving around school.
* Pupil conferencing
* Parent feedback
* A wide range of literature is used to support the teaching of PD (see Tuesday Texts and protected characteristic books)
* Staff meetings always have behaviour on the agenda to ensure that any Trends are picked up on quickly and addressed collaboratively in a swift manner
 | * Deeper understanding of personal development over time in school. Modelling key values and messages to other children
* Supporting other children in understanding key messages and enforcing school rules

Staff meetings always have behaviour on the agenda to ensure that any Trends are picked up on quickly and addressed collaboratively in a swift manner* A wide range of literature is used to support the teaching of PD (see Tuesday Texts and protected

characteristic books) |
| Effective culture for PD • 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. | Children encouraged to be inquisitive about things in order to gain more understanding and develop | * Children encouraged to express their own opinions and experiences in line with the learning to help with understanding
* Staff have high expectations of pupil outcomes and support SEND pupils where appropriate
* Staff plan a variety of opportunities to develop and support pupils
* Children are clear on learning routines and can follow them, talk about them and the reasons for them
 | * Pupils are able to support their own understanding with real life examples.
* Children refer to learning that has taken place when they experience something new or challenging.
* Staff continually support pupils to achieve their best and go above and beyond the expectations
* Children are clear on learning routines and can follow them, talk about them and the reasons for them
* Pupils are aware of their responsibility to report undesirable behaviours even if not part of them
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| Effective leadership of PD • 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. | * Staff continually review continuous provision to support children’s interests and needs
* Build positive relationships with parents and carers to support children’s development both in and out of school
* Frequent Jigsaw training
* Curriculum on website
* Parents are informed of key teaching prior to RSE and further details and info shared should it be required
 | * PSHE curriculum is reviewed during staff meeting to evidence its effectiveness
* Current national and global events and issued are discussed and shared with the children in an appropriate way
* Teachers are effective at delivering the curriculum and support children with individual needs
* Frequent Jigsaw training
* Curriculum on website
* Parents are informed of key teaching prior to RSE and further details and info shared should it be required
 | * Staff follow a clear curriculum path that provides progression as well as reinforcing and recapping key messages across all year groups
* Frequent Jigsaw training
* Curriculum on website
* Parents are informed of key teaching prior to RSE and further details and info shared should it be required
 |