



Trewidland Primary School Personal Development Programme

Aspect of Personal Social Health and Economic Education	EYFS and Key Stage 1	Key Stage 2	To further improve we need to:
PSHE Pupils' wider safety <ul style="list-style-type: none"> Content on common risks (roads, fire, using equipment, medicines, strangers). 	<ul style="list-style-type: none"> Health and wellbeing week annually in June covers – fire safety, road safety, online safety, beach safety, stranger danger, medicine safety and basic and emergency first aid. Weekly Picture News which focuses on current affairs, including how to stay safe in different situations. National Safer Internet day each February e.g. theme of Too Good to Be True/Scams with progressive lessons across the school. Regular fire drill practice and discussions about keeping classrooms tidy with staff and pupils to support this Wild Tribe Lessons led by our specialist Wild Tribe Lead Teacher for all pupils – focus on science and SECRET skills. Safety of outdoors, pond area, resources used taught and discussed. 		<ul style="list-style-type: none"> Fireworks and Bonfire Safety Further education on the use and awareness of drugs due to county lines Based on our school location, it is challenging to practice walking on roads. Further consideration with how we can practice and promote this safety. Organise Banardos Workshops for Y2 focus on keeping themselves safe
	EYFS <ul style="list-style-type: none"> Divali – making candle tea light holder discussions Year 1/2 <ul style="list-style-type: none"> Pupils are taught about road safety in PSHE 1 decision Lessons. Safe use of equipment in science (SC1), DT and Art. Great fire of London – fire safety and how fires spread How to tie shoelaces 	<ul style="list-style-type: none"> Pupils are taught about the safe use of and dangers of Drugs in PSHE Strangers/E-Safety learning – we celebrate national safer internet day. Pupils are taught about the safety of leaning out of windows in PSHE Working scientifically across the year in our Science curriculum Food Hygiene and using knives in DT Healthy Living - foods that affect us mentally and physically. This is taught in PSHE, PE PSHE lessons on peer pressure and smoking. Online contact/online content in PSHE and Computing Medications and vaccines in PSHE Exploring risks in everyday situations in PSHE Safe use of equipment in science (SC1) Local PSCO visits school for local discussions and supports safety e.g. anti-social behaviour PSHE lessons on alcohol Science - Healthy Bodies has a focus on health and unhealthy drugs and children find out about the effects of alcohol and tobacco on the body. Personal and group safety during the residential and day trips 	

PSHE Economic understanding <ul style="list-style-type: none"> • Choices about money, keeping it safe, saving vs spending, risks. 	<ul style="list-style-type: none"> • Annual Harvest Lunch and link with Liskeard and Looe Foodbank – cooking events modelling cooking, where to shop and costings for parents/carers and children • PTA events – children pay for own snacks, etc. 		
PSHE Technology & media <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"> • Money in maths lessons • Unit of money matters in in PSHE 1decision Lessons 	<ul style="list-style-type: none"> • Unit of money matters in PSHE 1decision (YA) • Money in Real life Maths • Unit of the working world (chores at home) in PSHE 1decision (YB) • Unit of the working world (enterprise) in PSHE One Decision (YC) • Money (Maths) • Unit of the working world (in-app purchases) in PSHE One Decision (YD) • There is a heavy focus on the current issues that children face such as loot boxes on games like Fifa and chests on iphone games like Clash of the Clans – Picture News • Support the PTA events running their own stalls with money • Selling of Remembrance Poppy merchandise to peers in school 	<ul style="list-style-type: none"> • To introduce termly economic understanding lesson in maths and evidence in real-life floor books. • Develop children’s choice of charity to develop understanding and fundraise for during the year
	<ul style="list-style-type: none"> • Monthly Online Safety Newsletters sent to parents with up to date reliable information about keeping themselves and their children safe. All on our website too. • Health and Well-being week in June annually recaps online safety • Marking National Emoji Day July • National Safer Internet Day in February • See computing online/e safety overview document for termly coverage for each year group. • Assemblies respond to current issues as needed within our locality • Picture News responds to current issues 	<ul style="list-style-type: none"> • Computer safety (making friends online, computer safety) unit delivered through PSHE One Decision. • CEOP Jessie and Friends episode 3 • Computer safety (online bullying) unit delivered through PSHE One Decision. • CEOP Film 1 Block him right • Computer safety unit (image sharing and adults’ children views) delivered through PSHE One Decision Lessons) • CEOP Film 2 Who’s Magnus? Focus on discussing logging into people’s accounts/making posts public. • Source reliability in History – exploring the past • Coding – manipulating variables • Multi-media presentations • Computer safety unit (making friends online) delivered through PSHE One Decision Unit. • CEOP Film 3. They have friends but we have fans. Focus on talking to strangers online. • Class discussions personalised to the children and current issues • Transition events with Secondary Schools 	<ul style="list-style-type: none"> • Continue to help pupils to stay safe when using group chat facilities – responding to current issues in classes as needed • Continue to ensure pupils understand the difference between appropriate and inappropriate online conduct • Continue to help pupils understand that not all news is real and must come from a reliable source – develop through Picture News

RSHE Relationships <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Whole school Rules – e.g. Be respectful, Be kind, Try your hardest, Listen well ● Children are leaders of the library at lunchtimes ● Personalised plans created for children with SEND and EHCP's e.g. safe hands, self-esteem interventions. See IEP's and EHCP documents. ● British Values assemblies focus on respect for the Spring 2nd half term ● Children's Mental Health Week (February) daily activities, assembly led by SENDCo. Initiatives including kindness class jar and kindness certificates ● Safeguarding posters around school and 'worry monsters' in classes to support with who to report to ● Anti-bullying week each November including pupil and parent survey ● Picture News – Protective Characteristics ● Pre-education risk assessment discussions about being safe when on an educational visit. ● 1decision Assembly pack during Health and Wellbeing week – are we the same? 		
RSHE Sex education <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"> ● Picture News resource regularly exposes pupils to the 9 protected characteristics, including gender identity ● National Curriculum for Science EYFS <ul style="list-style-type: none"> ● NSPCC Pants Year A <ul style="list-style-type: none"> ● Science unit animals including humans – naming body parts. ● Relationships – friendship unit delivered through PSHE 1decision Year B <ul style="list-style-type: none"> ● Relationships Body language unit through PSHE 1decision unit 	Year A <ul style="list-style-type: none"> ● Relationships (touch) unit taught through PSHE One Decision unit. ● Feelings and emotions unit taught through PSHE (grief) Year B <ul style="list-style-type: none"> ● Growing and changing unit (appropriate touch and relationships) taught through PSHE One Decision Unit. ● Feelings and emotions unit taught through PSHE (jealousy) Year C <ul style="list-style-type: none"> ● Growing and changing (puberty, adult's and children's views) units taught through PSHE One Decision unit. ● Feelings and emotions unit taught through PSHE (anger, adults and children's views) Year D <ul style="list-style-type: none"> ● Feelings and emotions (worry) unit taught through PSHE One Decision NB: this will vary year to year based on children in the class and their ages. Year 6 will always be taught in a small group separately. Year A <ul style="list-style-type: none"> ● Relationships (touch) unit taught through PSHE 1decision unit. Year B <ul style="list-style-type: none"> ● Growing and changing unit (appropriate touch and relationships) taught through PSHE 1decision Unit. Year C	<ul style="list-style-type: none"> ● Continue to educate pupils through our PSHE curriculum about child on child abuse ● Make links with Banardos workshops focuses on healthy relationships with much discussion and time for pupils to ask questions. Discussions on stereotyping. <ul style="list-style-type: none"> ● Continue to professionally challenge parents who wish to withdraw their child from some or all aspects of RHE sex education

		<ul style="list-style-type: none"> Growing and changing (puberty, adult's and children's views) units taught through PSHE 1decision unit. Science unit animals including humans – changes as humans develop. <p>Year 6</p> <ul style="list-style-type: none"> Growing and changing (conception) unit taught through PSHE 1decision lessons. Science unit – evolution and inheritance 	
RSHE Physical health & well-being <ul style="list-style-type: none"> Healthy eating. Physical health/fitness. Oral hygiene, sleep, sun protection, dangers of tobacco drugs & alcohol. Basic first aid. 	<ul style="list-style-type: none"> Links with Healthy Cornwall who will lead assemblies as requested to meet our pupils needs e.g. Autumn 2024 sleep and screen time. Reminders about sun cream, hats and protection during hot weather. Noting of World Oral Health Day e.g. March 20th 2023 link to teeth cleaning and dangers of tobacco Expectation of water in drink bottle bought into school (except those with medical conditions) reminders on Class Dojo/Newsletters No cake/sweets policy for birthdays Physical Health and Fitness PE lessons Pupils have access to experienced SENDCO and mental health lead who plans accordingly. Access to NHS Educational Mental Health Worker - works with classes, small groups and individuals based on need. Basic first aid delivered during Health and Well being week Children's Mental Health week each February with daily activities and assembly led by SENDCo 		
	<p>EYFS</p> <ul style="list-style-type: none"> Big Brush Club Toothbrushing Club <p>Year A</p> <ul style="list-style-type: none"> Keeping/staying healthy unit (washing hands) delivered through PSHE 1decision unit. <p>Year B</p> <ul style="list-style-type: none"> Science unit humans – exercise, balanced diet, health and wellbeing. Keeping/staying healthy unit (brushing teeth) delivered through PSHE 1decision unit. 	<p>Year A</p> <ul style="list-style-type: none"> Science Unit (Animals including humans) balanced diet, hygiene and teeth. Keeping/staying healthy unit (medicine) delivered through PSHE 1decision unit. <p>Year B</p> <ul style="list-style-type: none"> Science learning on healthy eating specifically linked to teeth/oral hygiene and digestion Keeping/staying healthy unit (healthy living delivered through PSHE 1decision unit. <p>Year C</p> <ul style="list-style-type: none"> Keeping/staying healthy unit (smoking, adult's and children's views) delivered through PSHE 1decision unit. <p>Year D</p> <ul style="list-style-type: none"> In the science unit of animals and human circulatory system measuring heart rate, healthy choices, children are taught about the circulatory system and how to keep healthy. They find out about food types and their dietary information. Also, they have a lesson about the negative effects of drugs and alcohol on the body. Keeping/staying healthy unit (alcohol) delivered through PSHE 1decision unit. 	<ul style="list-style-type: none"> Implement and review the 1decision special unit for basic first aid – to be delivered in Health and Well-being week. Links with Healthy Cornwall – 'Snacktember' initiative

Citizenship	<ul style="list-style-type: none">● Whole school Rules – e.g. Be respectful, Be kind, Try your hardest, Listen well● Understanding the wider world (RE Cornwall Agreed Syllabus - Christianity, Islam, Hinduism and Judaism)● Know that having a voice and democracy benefits the school– School and Trust Council elected by pupils● Pupils are taught about Democracy and its institutions through assemblies and Picture News● Fundamental British Values are reinforced weekly through Newsround, Picture News and assemblies● Annual Harvest Lunch – collection for the local Foodbank● Eco Council● Sporting teams e.g. cross-country league● Award events e.g. for cross-country league● Annual Sports Day – both team events and competitive element		Develop litter picking - Eco Council
	<p>EYFS</p> <ul style="list-style-type: none">● Sense of enjoyment and fascination in learning● Understanding consequences● Participation● Co-operation <p>Year A</p> <ul style="list-style-type: none">● Being responsible (water spillage) unit through PSHE 1decision. <p>Year B</p> <ul style="list-style-type: none">● Being responsible (practice makes perfect, helping someone in need) unit through PSHE 1decision.	<p>Year A</p> <ul style="list-style-type: none">● Being responsible (stealing) unit through PSHE 1decision.● Peer Pressure is taught in PSHE <p>Year B</p> <ul style="list-style-type: none">● Being responsible (coming home on time) unit through PSHE 1decision. <p>Year C</p> <ul style="list-style-type: none">● Being responsible (looking out for others, adults and children’s views) unit through PSHE 1dDecision.● Managing peer pressure (PSHE)● Understand the rights and responsibilities associated with being a citizen in the wider community and their country. This is taught in PSHE, RE and Picture News <p>Year D</p> <ul style="list-style-type: none">● Being responsible (stealing) unit through PSHE 1decision.● Democracy in the context of history – WW	
Development of character <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.	<ul style="list-style-type: none">● Small school mixed age groups support growth in character very well● Buddy Reading with older and younger pupils● SECRET Skills support development of pupil’s character throughout the school in Y1-Y6. Planned on long term overviews for every subject. Assemblies promote SECRET skills. Certificates awarded each Friday promote the SECRET skills.● Regular stories with diversity linked as we know with our location in Cornwall experiences are lacking in this area.● British value assemblies linking with SECRET skills● EYFS focuses on the characteristics of effective learning (COEL) and identified on long term planning and ongoing observations using Tapestry.● Whole school rules – referred to by all staff● Class Dojo rewards personalised to our school e.g. Rules, SECRET skills● Christmas Performances – in hall,● Performances at external venues e.g. Poetry Slam in Liskeard Town Hall● Annual Sports Day in teams – this includes Teams element as well as individual competitive aspect		<ul style="list-style-type: none">● To develop and embed the SECRET skill badge system to promote the SECRET skills● To put photos of the SECRET skills in a more public place.● Form a link with another primary school in a different location

<ul style="list-style-type: none"> ● Promotion of positive character traits and celebration of these. 	<ul style="list-style-type: none"> ● Eco Council ● Raising money for national charity events e.g. Comic Relief, Children in Need, Save the Children ● Volunteers welcomed into school to hear readers ● Wild Tribe Lessons led by our specialist Wild Tribe Lead Teacher for all pupils – focus on science and SECRET skills ● Whole school singing assemblies – songs chosen to promote development of character e.g. the Power In Me. ● Transition events to support children moving into school (including links with nursery) moving between classes and moving on to Secondary School 		
	<ul style="list-style-type: none"> ● Belonging focus (talking about themselves and others, comparing themselves, discussing own family traditions) ● Class continuous provision and play opportunities ● Self-selecting from library 	<ul style="list-style-type: none"> ● Whole class reader books selected for diversity and to support pupils in developing their character. ● Swimming lessons at Bodmin (all areas of the curriculum – perseverance) ● First Access Music Lessons ● Friendship unit in PSHE ● Links to RE (Christianity, Hinduism, Atheism, Multi-faith) ● Learning transferrable skills for real life situations – life skills in DT ● Eden Project Educational Visit ● Peer pressure – focus on surrounding self with people with positive traits ● Healthy, positive relationships unit PSHE ● Positive online contact – PSHE ● Y6 leaders taking on roles for assemblies e.g. ICT, setting up 	<ul style="list-style-type: none"> ● Contact South West Water Workshop - Using water safely and responsibly ● Y6 to create aspiration posters and display in a communal area
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? 	Whole School <ul style="list-style-type: none"> ● Musician of the month – each month a composer or musician is celebrated planned to be diverse. ● Foodbank Project ● Sports events with other schools e.g. Dodgeball Tournament ● Links with local church – visits both to School and to the Church in a sustained relationship ● Local Villager Magazine articles in every edition ● St Piran's Day celebrations ● PTA events ● Links to local library - visits into school ● Peripatetic music lessons – keyboards, flute ● Purposeful planned trips ● Purposeful planned parental engagement opportunities e.g. books and biscuits ● Aspects of learning developed with a purpose e.g. writing sent to employers, charities. Work displayed within the community. ● Multi-faith assemblies for key festivals e.g. Newsround for Divali, ● Trust Council members in Year 5 and Year 6 attend other Trust events 		<ul style="list-style-type: none"> ● Improve cultural experience e.g. further visitors, other religious festivals ● Introduce Artist of the half- term – artists work shared and displayed in the hall from a range of cultures and backgrounds ● Develop events with parents
	<ul style="list-style-type: none"> ● Making cards for others e.g. Mother's Day ● Self-selecting snack time ● Chinese New Year Celebrations ● Class roles and responsibilities 	<ul style="list-style-type: none"> ● Cross-Country League ● Y5/6 Librarians ● Residential ● Y6 assemblies organisers including seating and ICT 	Review school enrichment overview for best quality, curriculum, purpose, cost, availability and purpose.

<ul style="list-style-type: none">● Are curricular visits designed to ensure that pupils learn what is intended from the trip?		<ul style="list-style-type: none">● Playground equipment leaders● SATS Breakfast provision● Preparation for Secondary School● End of Year Performance	Lunchtime – create a school magazine written by the pupils Organise librarians
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?	<ul style="list-style-type: none">● British Value focus each half-term during assemblies and ongoing in class. Images used challenge stereotypes.● British Values posters evident around the school● School Rules● Consistently discussed within PSHE, RE lessons and Picture News● Protected characteristics discussed through Picture News● We ensure that the teaching materials we use reflect a diverse and inclusive society – reading books. See our reading spine.● Remembrance Day marked with 1-minute silence, the Last Post● The 1decision programme threads the British Values throughout. For example, whilst using the alternative videos, children will be asked to vote to support the characters in choosing the right decision. This supports students in the early understanding of the ‘British Value’ - Democracy.		Gather pupil voice to review impact of British Values
Inclusion and equality of opportunity <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">● Black History Month - promoted knowledge of Black history, culture and heritage through assemblies, whole class reading● Anti-bullying Week November● Children’s Mental Health Week February● Deaf Awareness Week assembly - May● Planned story assemblies based on diversity, inclusion and equality.● Celebrate events like National Dyslexia Awareness Week● All children encouraged to be part of the School Council, Eco-Council● Consistently discussed within PSHE and RE lessons● We have created a culture where difference is celebrated and understood● Equal opportunities in Sport e.g. cross country league		To develop staff training using 1 Decision materials

SMSC	See separate document			
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...).	EYFS <ul style="list-style-type: none">● Use of Tapestry	Y1 – Y6 <ul style="list-style-type: none">● PSHE Curriculum through the use of 1decision as a scaffolding for our coverage● Topics revisited through 1decision● Formative assessments inform planning● Small classes allows targeted questioning closely matched to individual children's needs● British Values are taught and discussed through Picture News lessons and assemblies● End of unit 1 Decision assessments		Develop SECRET skills pupil self-assessment
Effective culture for PD <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.	<ul style="list-style-type: none">● Pupils are immersed in their learning through our curriculum, the chosen reading books - see class curriculum overviews for topics● Our bespoke curriculum matches the aims of the national curriculum. We ensure we have high expectations by networking with subject leaders across the trust● Our curriculum is supported by our enrichment overview which plans events within school and education trips to enrich learning● Home Learning Menus each half-term include exciting topic linked learning activities for parents/carers and pupils to engage in learning together e.g. making a flower garden, reading rivers, sewing, make volcano● Wild Tribe area supports the science curriculum and the development of SECRET skills			Gather pupil voice to review
Effective leadership of PD <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">● This PD document is reviewed annually with action for further improvement● The aims of the PD programme are shared with parents through the school's Facebook page, website, newsletters and celebration events <p>Please note, careful adaption will be made based on pupil numbers in the class/school and their ages as well as need. Year 6 will always be taught in a small group separately e.g. for sex education.</p>	