

Breage CE School Personal Development Overview Our PSHE Curriculum



Assembly Overview – Personal Development					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Sustainability / Creation Care	Road Safety Anti-Bullying Internet Safety	Stranger Danger	Rail Safety Sun Awareness Beach / Water Safety	Keeping Physically Healthy Mental Health Awareness
British Values Sustainability / Creation Care	Radicalisation / Extremism	Cyber Bullying Internet Safety NSPCC Workshops	Embracing Differences – Protected Characteristics	Sun / UV Awareness Beach / Water Safety	Keeping Physically Healthy Mental Health Awareness British Values

Due to the nature of being a small school, we follow the 'small schools' curriculum set out by SCARF to ensure pupils of all ages develop their knowledge and understanding.



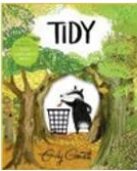


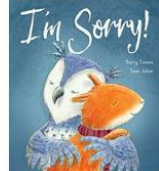






EYFS & KS1		
Cycle 1	Cycle 2	Cycle 3
Me and My Relationships <ul style="list-style-type: none"> All About Me (R) What Makes Me Special (R) Why we have classroom rules (Y1) Thinking about feelings (Y1) Our ideal classroom (1) (Y2) 	Me and My Relationships <ul style="list-style-type: none"> Me and my special people (R) Who can help me? (R) Our Feelings (Y1) Feelings & Bodies (Y1) Our Special People balloons (Y1) Bullying or teasing? (Y2) 	Me and My Relationships <ul style="list-style-type: none"> My Feelings (R) My Feelings (2) (R) Good friends (Y1) How are you listening? (Y1) Types of bullying (Y2)






<p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> Looking after my special people (R) Looking after Friends (R) Being helpful at home and caring for our classroom (R) Harold's wash & brush up (Y1) Around and about the school (Y1) Getting on with others (Y2) 	<p><u>Rights & Responsibilities</u></p> <ul style="list-style-type: none"> Looking after money (1): recognizing using, spending (R) Taking care of something (Y1) Harold's money (Y1) When I feel like erupting (Y2) 	<p><u>Rights & Responsibilities</u></p> <ul style="list-style-type: none"> Caring for our world (R) Looking after money (2): Saving money and keeping it safe (R) How should we look after our money? (Y1) Harold saves for something special (Y2)
<p><u>Valuing Differences</u></p> <ul style="list-style-type: none"> I'm special, you're special (R) Same and different (R) Same OR different? (Y1) Unkind, tease or bully? (Y1) What makes us who we are? (Y2) 	<p><u>Valuing Differences</u></p> <ul style="list-style-type: none"> Same and different families (R) Same and different homes (R) Harold's school rules (Y1) Who are our special people? (Y1) My Special People (Y2) 	<p><u>Valuing Differences</u></p> <ul style="list-style-type: none"> Kind and caring (1) (R) Kind and caring (2) (R) It's not fair! (Y1) An act of kindness (Y2)
<p><u>Being My Best</u></p> <ul style="list-style-type: none"> Bouncing back when things go wrong (R) Yes I can (R) I can eat a rainbow (Y1) Eat well (Y1) You can do it! (Y2) 	<p><u>Being my Best</u></p> <ul style="list-style-type: none"> Healthy eating (R) Healthy eating (2) (R) Harold has a bad day (Y1) Pass on the praise (Y1) Harold's bathroom (Y2) 	<p><u>Being My Best</u></p> <ul style="list-style-type: none"> Move your body (R) A good night's sleep (R) Harold learns to ride his bike (Y1) Catch it! Bin it! Kill it! (Y1) Basic 1st Aid (Y1) My body needs... (Y2)
<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> What's safe to go onto my body (R) Keeping myself safe: What's safe to go into my body (including medicines) (R) Healthy me (Y1) Super sleep (Y1) Harold's picnic (Y2) 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> Safe indoors and outdoors (R) Listening to my feelings (1) (R) Who can help? (1) (R) Harold loses Geoffrey (Y1) What should Harold say? (Y2) 	<p><u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> Keeping safe online (R) People who help to keep me safe (R) What could Harold do? (Y1) Good or bad touches? (Y1) Fun or not? (Y2)
<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Seasons (R) Life stages – plants, animals, humans (P1) Inside my wonderful body (Y1) Taking care of a baby (Y1) A helping hand (Y2) 	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Life stages – Human life stage. Who will I be? (R) Where do babies come from? (R) Then and now (Y1) Who can help? (2) (Y1) Sam moves away (Y2) 	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Getting bigger (R) Me and my body – Girls and Boys (R) Surprises and secrets (Y1) Keeping privates private (Y1) Haven't you grown! (Y2)
<p><u>PSHE Economic Understanding:</u></p> <ul style="list-style-type: none"> Recognising money (coins, notes). Using money in class for day-to-day activities (e.g. paying for fruit). How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid. 	<p><u>PSHE Technology & Media:</u></p> <ul style="list-style-type: none"> Learning to use technology in learning. Finding information using technology. Ensuring adult supervision. <p>Computing curriculum / assembly overview further enhances provision and pupil understanding of internet safety.</p>	<p><u>PSHE Wider Safety:</u></p> <ul style="list-style-type: none"> Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.

	<u>KS1 Computing NC: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</u>	Assembly overview further enhances provision and pupil understanding of internet safety.
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KS2		
Cycle 1	Cycle 2	Cycle 3
<u>Me and My Relationships</u> <ul style="list-style-type: none"> Looking after our special people (Y3) Ok or not ok? (part 1) (Y4) Our emotional needs (Y5) Being assertive (Y5) Behave yourself (Y6) Assertiveness skills (Y6) 	<u>Me and My Relationships</u> <ul style="list-style-type: none"> As a rule (Y3) An email from Harold! (Y4) Different feelings (Y4) Give and take (Y5) Don't force me (Y6) Acting appropriately (Y6) 	<u>Me and My Relationships</u> <ul style="list-style-type: none"> Friends are special (Y3) Under pressure (Y4) How good a friend are you? (Y5) Relationship cake recipe (Y5) Working together (Y6) Solve the friendship problem (Y6)
<u>Rights and Respect</u> <ul style="list-style-type: none"> Safety in numbers (Y4) Why pay taxes (Y4) What's the story? (Y5) Fact or opinion(Y5) Democracy in Britain 1 – Elections (Y6) Democracy in Britain 2 – How (most) laws are made (Y6) 	<u>Rights and Respect</u> <ul style="list-style-type: none"> Earning money (Y3) Who helps us to stay healthy and safe? (Y4) It's your right (Y4) Spending wisely (Y5) Two sides to every story (Y6) Fakebook friends (Y6) 	<u>Rights and Respect</u> <ul style="list-style-type: none"> How do we make a difference? (Y4) In the news! (Y4) Mo makes a difference (Y5) Rights respect and duties (Y5) What's it worth? (Y6) Happy shoppers – caring for the environment (Y6)
<u>Valuing Difference</u> <ul style="list-style-type: none"> Respect and challenge (Y3) That is such a stereotype! (Y4) Qualities of friendship (Y5) Kind conversations (Y5) Advertising friendships (Y6) Boys will be boys? – challenging gender stereotypes (Y6) 	<u>Valuing Difference</u> <ul style="list-style-type: none"> My community (Y3) Friend or acquaintance? (Y4) Is it true? (Y5) Start, stop, stereotypes (Y5) Ok to be different (Y6) We have more in common than not (Y6) 	<u>Valuing Difference</u> <ul style="list-style-type: none"> Let's celebrate our difference (Y3) Can you sort it? (Y4) What would I do? (Y4) Happy being me (Y5) Respecting differences (Y6) Tolerance and respect for others (Y6)
<u>Being My Best</u> <ul style="list-style-type: none"> What makes me ME! (Y4) Making choices (Y4) Star qualities? (Y5) Basic first aid, inc. Sepsis awareness (Y5) This will be your life! (Y6) Our recommendations (Y6) 	<u>Being my Best</u> <ul style="list-style-type: none"> My school community (1) (Y4) Basic first aid (Y4) It all adds up! (Y5) Different skills (Y5) What's the risk? (1) (Y6) What's the risk? (2) (Y6) 	<u>Being My Best</u> <ul style="list-style-type: none"> For or against? (Y3) Harold's seven R's (Y4) My school community (Y5) Independence and responsibility (Y5) Basic first aid, inc. Sepsis awareness (Y6) Five ways to wellbeing project (Y6)
<u>Keeping Safe</u> <ul style="list-style-type: none"> Picture wise (Y4) 	<u>Keeping Safe</u> <ul style="list-style-type: none"> Danger, risk or hazard? (Y4) 	<u>Keeping Safe</u> <ul style="list-style-type: none"> Help or harm (Y3)

<ul style="list-style-type: none"> Medicines: check the label (Y4) Vaping: healthy or unhealthy? (Y5) Would you risk it? (Y5) Rat Park (Y6) What sort of drug is...? (Y6) 	<ul style="list-style-type: none"> How dare you! (Y4) Spot bullying (Y5) Play, like, share (Y5) Drugs: it's the law! (Y6) Alcohol: what is normal (Y6) 	<ul style="list-style-type: none"> Keeping ourselves safe (Y4) Decision dilemmas (Y5) Ella's diary dilemma (Y5) Think before you click? (Y6) To share or not to share? (Y6)
<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Body Space (Y3) Secret or surprise? (Y4) Together (Y4) How are they feeling? (Y5) Taking notice of our feelings (Y5) Pressure online (Y6) Helpful or unhelpful? Managing change (Y6) 	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> Secret or surprise? (Y3) All change! (Y4) Preparing for changes at puberty (Y4) Changing bodies and feelings (Y5) Help! I'm a teenager get me out of here! (Y5) I look great! (Y6) Media Manipulation (Y6) 	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> My changing body (Y3) My feelings are all over the place (Y4) Dear Ash (Y5) Growing up and changing bodies (Y5) Is this normal? (Y6) Making babies (Y6)
<p><u>PSHE Economic Understanding:</u></p> <ul style="list-style-type: none"> Recognising money (coins, notes). Using money in class for day-to-day activities (e.g. paying for fruit). Decisions about money. Spending vs saving. Loans and debt. Value vs cost. Risks (loss, theft). Keeping track of money. Keeping money safe. <p>How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid.</p>	<p><u>PSHE Technology & Media:</u></p> <ul style="list-style-type: none"> Finding information using technology. The reliability of online content. Risks of sharing text, information and images. <p>Computing curriculum / assembly overview further enhances provision and pupil understanding of internet safety.</p> <p><u>KS2 Computing NC: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</u></p>	<p><u>PSHE Wider Safety:</u></p> <ul style="list-style-type: none"> Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations. <p>Assembly overview further enhances provision and pupil understanding of internet safety.</p>

	EYFS & KS1: Maple Class	KS2: Oak Class
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.• Promotion of positive character traits and celebration of these.	<p>Our School Values:</p> <div><div>Respect </div><div>Care </div><div>Happiness </div><div>Forgiveness </div><div>Friendship </div><div>Honesty </div></div> <div><p>Our School Vision: </p><p>Our vision is to be a loving and caring school where children are equipped to flourish in the real world.</p></div> <ul style="list-style-type: none">• Our school values are underpinned by three children's story books, these have been selected to support our younger pupils in understanding how our values link to their own actions and experiences.• Each week we hold a 'Celebration Assembly', pupils are selected as 'Stars of the week' linked to our school values.• We teach pupils in EYFS & KS1 about the importance of looking after our school environment (and link this to our value of respect).	<div><p>Our School Vision: </p><p>Our vision is to be a loving and caring school where children are equipped to flourish in the real world.</p></div> <div><p>Our Values:</p><p>Happiness Respect Care Forgiveness, Friendship Honesty</p></div> <ul style="list-style-type: none">• Our school values underpin all that we do at Breage School. Pupils can articulate how these ensure our school helps them to develop these key attributes.• Each week we hold a 'Celebration Assembly', pupils are selected as 'Stars of the week' linked to our school values.• Pupils in are selected to be members of Eco-committee, school council and playground leaders each year – this provides them with aspiration to be a pupil leader, whilst also providing positive role models for our younger pupils.
Wider opportunities <ul style="list-style-type: none">• To develop pupils' interests.• To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in school and the local community).• Is there a good take-up by disadvantaged pupils and those with SEND?• Is there sustained participation?• Is there a good range of lunchtime and/or after-school clubs?• Are curricular visits designed to ensure that pupils learn what is intended from the trip?	<ul style="list-style-type: none">• Three members of Maple class represent the School Council – elections are held at the start of each school year and all pupils are able to put themselves forward. Pupils learn about democracy throughout this process.• A diverse mix of pupils (PP / SEND) have a voice on the School Council. Impact in the 2024 school year includes the addition of a basketball hoops and outdoor play resources chosen by the pupils.• After school clubs are available for pupils from Reception – Year 6. These include clubs such as singing club, KS1 and KS2 sports clubs and Art club. Uptake is consistently high across all clubs.• Curricular visits are designed to further enhance learning.• DT coaching support the school in establishing events such as cross country.	<ul style="list-style-type: none">• Four members of Oak class represent the School Council – elections are held at the start of each school year and all pupils are able to put themselves forward. Pupils learn about democracy throughout this process.• A diverse mix of pupils (PP / SEND) have a voice on the School Council. Impact in the 2024 school year includes the addition of a basketball hoop and outdoor play resources chosen by the pupils and the selection of a charity for Breage School to support.• After school clubs are available for pupils from Reception – Year 6. These include clubs such as singing club, KS1 and KS2 sports clubs and art club. Uptake is consistently high across all clubs.• Curricular visits are designed to further enhance learning.• DT coaching support the school in establishing events such as cross country. <div><p>SCHOOL COUNCIL UPDATES</p><p>Our School Council have met and decided that 'Surfers Against Sewage' should be the 2024/25 school charity.</p></div>
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	<p>Pupils learn about British Values beyond our PSHE curriculum through:</p> <ul style="list-style-type: none">✓ British Values revisited each Autumn Term as part of the school's Assembly Overview.✓ Through campaigning and electing members of the School Council each year (democracy). <p>Coverage in our PSHE Curriculum:</p> <p><i>Recognise what is fair and unfair, kind and unkind, what is right and wrong.</i></p> <p><i>To identify and respect the similarities and differences between people.</i></p> <p><i>To help construct, and agree to follow, group and class rules and to understand how these</i></p>	<p>Pupils learn about British Values beyond our PSHE curriculum through:</p> <ul style="list-style-type: none">✓ British Values revisited each Autumn Term as part of the school's Assembly Overview.✓ Through campaigning and electing members of the School Council each year (democracy). <p>Coverage in our PSHE Curriculum:</p> <p><i>To recognise and respond appropriately to a wider range of feelings in others.</i></p> <p><i>To listen to and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see,</i></p>

<p>without one or more of these values?</p> <ul style="list-style-type: none">• Does the school ensure that British values are not presented in a stereotypical manner with just cups of tea and Big Ben?	<p><u>rules help them.</u> <u>To understand that people and other living things have needs and that they have responsibilities to meet them.</u> <u>To understand that they belong to various groups and communities.</u></p> <div><div>Individual liberty</div><div>Mutual Respect</div><div>Democracy</div><div>Freedom of faiths and beliefs</div><div>The rule of law</div></div>	<p><u>respect and if necessary constructively challenge their points of view.</u> <u>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</u> <u>To understand that everyone has human rights.</u> <u>To understand how and why rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</u> <u>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</u> <u>To have increased responsibility to keep themselves and others safe to recognise their increasing independence.</u> <u>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.</u> <u>To understand that the universal rights are there to protect everyone and have primacy both over national law and family and community practices.</u> <u>To recognise reasons for rules and laws and the consequences of not adhering to these rules and laws.</u></p>
<p>Inclusion and equality of opportunity</p> <ul style="list-style-type: none">• No-one should be treated or thought of as less favourable because they belong to a specific group.• Are pupils taught that not to be inclusive is to be unjust to some people?	<p><u>SCARF units linked to inclusion and equality of opportunity:</u></p> <ul style="list-style-type: none">○ <u>Valuing Difference</u>○ <u>Rights & Respect</u> <p>The school's positive behaviour policy is underpinned by the school's vision & values. These both promote equality and inclusion, with a focus on kindness and respect towards all.</p>	<p><u>SCARF units linked to inclusion and equality of opportunity:</u></p> <ul style="list-style-type: none">○ <u>Valuing Difference</u>○ <u>Rights & Respect</u> <p>The school's positive behaviour policy is underpinned by the school's vision & values. These both promote equality and inclusion, with a focus on kindness and respect towards all.</p>

Physical Health & Well-being

	EYFS & KS1: Maple Class	KS2: Oak Class
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. 	SCARF Coverage Nursery & EYFS: <ul style="list-style-type: none"> ○ Talk about healthy choices and activities; ○ Name what their bodies need for energy (food, water, exercise, sleep); ○ Describe how they feel when they don't have enough food, water, exercise or sleep; ○ Make healthy choices independently, in their home or education setting. ○ Name and choose healthy foods and drink; ○ Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); ○ Explain the jobs of different food groups. ○ Describe the changes in their body during exercise and what is happening to their body; ○ Explain how exercise can help us stay well - physically and mentally; ○ Name some ways to keep their body fit and well. ○ Suggest ways to have a calm evening and bedtime routine. SCARF Coverage Year 1: <ul style="list-style-type: none"> ○ Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ○ Identify simple bedtime routines that promote healthy sleep. ○ Recognise the importance of fruit and vegetables in their daily diet; ○ Know that eating at least five portions of vegetables and fruit a day helps to maintain health. ○ Recognise the importance of regular hygiene routines. ○ Understand that the body gets energy from food, water and air (oxygen); 	SCARF Coverage Year 3: <ul style="list-style-type: none"> ○ Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; ○ Explain what is meant by the term 'balanced diet'; ○ Give examples what foods might make up a healthy balanced meal. SCARF Coverage Year 4: <ul style="list-style-type: none"> ○ Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. SCARF Coverage Year 5: <ul style="list-style-type: none"> ○ Explain the function of at least one internal organ. ○ Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. ○ Identify people who are responsible for helping them stay healthy and safe; ○ Identify ways that they can help these people. SCARF Coverage Year 6: <ul style="list-style-type: none"> ○ Explain what the five ways to wellbeing are; <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p>
	<ul style="list-style-type: none"> ○ Recognise that exercise and sleep are important parts of a healthy lifestyle. SCARF Coverage Year 2: <ul style="list-style-type: none"> ○ Understand that vaccinations can help to prevent certain illnesses. ○ Explain the importance of good dental hygiene; ○ Describe simple dental hygiene routines. ○ Understand that the body gets energy from food, water and oxygen; ○ Recognise that exercise and sleep are important to health. 	
Opportunities beyond PSHE 	<ul style="list-style-type: none"> ✓ Pupils in EYFS take part in the 'Big Brush Club', this focuses on the importance of brushing your teeth. ✓ PE and Science curriculums focus on the importance of a healthy lifestyle and a balanced diet. ✓ Maple class outdoor learning space facilitates outdoor physical activity as part of daily learning and continuous provision. ✓ Regular forest school learning enables pupils to be outdoors and take part in active learning. ✓ Maple class are offered a physical extra-curricular club each week as part of the school's clubs offer. ✓ Whole-school sporting events such as cross country (led with Lizard schools) provide pupils with opportunities to take part in competitive sport. 	<ul style="list-style-type: none"> ✓ PE and Science curriculums focus on the importance of a healthy lifestyle and a balanced diet. ✓ Regular forest school learning enables pupils to be outdoors and take part in active learning. ✓ Oak class are offered a physical extra-curricular club each week as part of the school's clubs offer. ✓ Whole-school sporting events such as cross country (led with Lizard schools) provide pupils with opportunities to take part in competitive sport.

Effectiveness of Personal Development

	EYFS & KS1: Maple Class	KS2: Oak Class
Effective pedagogy for PD <ul style="list-style-type: none"> Pupils revisit previous content. Teachers check what pupils know. Pupils' misconceptions are addressed. Relationships are positive and respectful. 	<p><i>SCARF follows a spiral curriculum following 6 units:</i></p> <ul style="list-style-type: none"> <i>Me & My Relationships</i> <i>Valuing Difference</i> <i>Keeping Safe</i> <i>Rights & Respect</i> <i>Being My Best</i> <i>Growing & Changing</i> <p><i>Pupils revisit previous content each year before building upon this with new knowledge at an age-appropriate level.</i></p> <p><i>Assembly safeguarding / safety / personal development overview is revisited each year so that pupils can build upon their knowledge and understanding over time.</i></p>	<p><i>SCARF follows a spiral curriculum following 6 units:</i></p> <ul style="list-style-type: none"> <i>Me & My Relationships</i> <i>Valuing Difference</i> <i>Keeping Safe</i> <i>Rights & Respect</i> <i>Being My Best</i> <i>Growing & Changing</i> <p><i>Pupils revisit previous content each year before building upon this with new knowledge at an age-appropriate level.</i></p> <p><i>Assembly safeguarding / safety / personal development overview is revisited each year so that pupils can build upon their knowledge and understanding over time.</i></p>
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...). 	<p>Learning and reflections in PSHE are evidenced in floor books, pupils have the opportunity to revisit prior learning and reflect upon own experiences. Spiral curriculum supports revisiting learning.</p> <p>School TLPs for questioning and on-going assessment applied in PSHE and PD learning.</p> <p>Pupil conferencing is used as a tool to check pupil understanding over time, with any areas for development actioned.</p>	<p>Learning and reflections in PSHE are evidenced in floor books, pupils have the opportunity to revisit prior learning and reflect upon own experiences. Spiral curriculum supports revisiting learning. Pupils take an increased ownership in the recording of their voice and reflections as part of learning in PSHE.</p> <p>School TLPs for questioning and on-going assessment applied in PSHE and PD learning.</p> <p>Pupil conferencing is used as a tool to check pupil understanding over time, with any areas for development actioned.</p>
Effective culture for PD <ul style="list-style-type: none"> Pupils are interested and engaged in the programme. 	<p>Pupils are interested and engaged in their learning across the curriculum. There are high expectations for all pupils, including those with SEND.</p> <p>Personal Development extends beyond the PSHE curriculum (extra-curricular clubs, trips & residentials, assemblies, pupil leadership, curriculum).</p>	<p>Pupils are interested and engaged in their learning across the curriculum. There are high expectations for all pupils, including those with SEND.</p> <p>Personal Development extends beyond the PSHE curriculum (extra-curricular clubs, trips & residentials, assemblies, pupil leadership, curriculum).</p>
<ul style="list-style-type: none"> There are high expectations of what pupils can learn. Content is supported by a package of wider opportunities. 		
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"> The school has a 'Personal Development' lead, who is responsible for the quality of PSHE, RE & Pupil Voice. The PD lead works alongside school leaders to monitor the quality of teaching and provision across the school, also providing training and updates for staff. Staff are supported to develop their subject knowledge through the use of resources such as 'SCARF' and the Cornwall Agreed Syllabus for RE. The assembly lead provides support and training linked to themes covered in these sessions. Both PSHE and RE follow a progressive / spiral curriculum from Nursery to Year 6 with clear continuity and progression. Curriculum information is shared with parents at the start of each school year, information regarding PSHE & SRE is shared with all new starters (and in Year 6 annually). Curriculum information is also available on the school website. 	<ul style="list-style-type: none"> The school has a 'Personal Development' lead, who is responsible for the quality of PSHE, RE & Pupil Voice. The PD lead works alongside school leaders to monitor the quality of teaching and provision across the school, also providing training and updates for staff. Staff are supported to develop their subject knowledge through the use of resources such as 'SCARF' and the Cornwall Agreed Syllabus for RE. The assembly lead provides support and training linked to themes covered in these sessions. Both PSHE and RE follow a progressive / spiral curriculum from Nursery to Year 6 with clear continuity and progression. Curriculum information is shared with parents at the start of each school year, information regarding PSHE & SRE is shared with all new starters (and in Year 6 annually). Curriculum information is also available on the school website.