



Early Years and Key Stage One Lostwithiel Primary School Personal Development Programme

Aspect	Early Years	Key stage 1
PSHE Pupils' wider safety <ul style="list-style-type: none"> Content on common risks (roads, fire, using equipment, medicines, strangers). 	Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. <ul style="list-style-type: none"> Discussing risks when on trips Discussing safety PSHE lessons on safety beyond the home RNLI Assembly PSHE Healthy Me unit on medicines and what you put on / in your body How to Stay Safe on Internet Road safety role-play Regular walks around town Water topic in understanding of the world Fire drill/ lockdown drill Cooking – using equipment/food hygiene 	Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines Year 1 and 2 <ul style="list-style-type: none"> Discussing risks when on trips, road safety, management in a public place Beach safety – RNLI assembly Risk of medicines - PSHE unit Spring 2 Using PE equipment safely. Discussion of firework safety near bonfire night. Forest School – five minute fires Fire drill/ lockdown drill Regular walks around town Cooking – using equipment/food hygiene
PSHE Economic understanding <ul style="list-style-type: none"> Choices about money, keeping it safe, saving vs spending, risks. 	Recognising money (coins, notes). Using money in class for day-to-day activities (eg paying for fruit). <ul style="list-style-type: none"> Role play area - inside and outside Nursery Rhymes Money in Maths 	Recognising money (coins and notes) Year 1 and Year 2 <ul style="list-style-type: none"> Fundraising discussions on where money comes from and how it is used (children in need, red nose day etc)

	<ul style="list-style-type: none"> ● Termly Economic Understanding unit in PSHE (see Lostwithiel School economic curriculum) ● Fundraising - discussions on where money comes from ● Secret Santa 	<ul style="list-style-type: none"> ● Money in Maths – exploring and handling money – summer term 2 ● Secret Santa ● Termly Economic Understanding unit in PSHE (see Lostwithiel School economic curriculum)
<p>PSHE Technology & media</p> <ul style="list-style-type: none"> ● Forms of media and their impact (reliability of online content, risks of sharing). 	<p>Learning to use technology in learning.</p> <ul style="list-style-type: none"> ● Use the IWB ● Headphones ● Ipads ● Online Safety – Purple Mash computing curriculum ● Beebots 	<p>Finding information using technology.</p> <p>Year 1 and 2</p> <ul style="list-style-type: none"> ● Use of the IWB ● use of ipads ● use of laptops for computing lessons ● Online Safety – Purple Mash Computing Curriculum ● Discussion about passwords and the importance of keeping them private. ● Safer internet day ● Sound Buttons ● Online safety session for parents from safeguarding governor
<p>RSHE Relationships</p> <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). 	<ul style="list-style-type: none"> ● The Lostwithiel Way– Ready, Respectful, Safe ● JIGSAW units exploring healthy relationships ● Discussing differences as they arise ● All About Me unit – celebrating difference. ● Specific discussions about what we do / do not feel comfortable with ● Diverse story books celebrating different cultures, families and children ● Visitors from the community and people who help us/keep us safe – Fire Service, Police and Medical Professionals ● Hands of Trust ● Explicit teaching of British Values 	<p>Year 1 and 2</p> <ul style="list-style-type: none"> ● PSHE jigsaw units celebrating difference ● NSPCC Pants Lesson ● NSPCC Speak out Stay Safe assembly and workshops ● Hands of Trust ● Classroom images are inclusive and representative of all groups ● Diverse story books celebrating different cultures, families and children. ● Curriculum planned to be inclusive and representative of all groups.

<ul style="list-style-type: none"> Supporting pupils with SEND. 	<ul style="list-style-type: none"> Picture News - Assemblies 	<ul style="list-style-type: none"> Children have an awareness of different religions (Christianity and Islam) and the importance of treating everybody equally. Online safety lessons Explicit teaching of British Values Picture News - Assemblies
<p>RSHE Sex education</p> <ul style="list-style-type: none"> Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships. Gender identity, using correct vocabulary, misconceptions corrected. 	<ul style="list-style-type: none"> JIGSAW unit on Healthy Relationships Range of books celebrating differences Learning about changes from being babies to now. 	<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> PSHE Jigsaw unit 'relationships' in summer term 1 PSHE Jigsaw unit 'changing me' in summer 2 Diverse storybooks NSPCC pants lesson Children are taught to follow the Lostwithiel Way (Ready, respectful, safe)
<p>RSHE Physical health & well-being</p> <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"> JIGSAW unit on Healthy Me. Some discussion in PE lessons on physical development and changes Dental visit Healthy Diet activities including fruit salad making and soup Forest school sessions Sun protection daily reminders when we are learning outside every day in Spring/Summer Healthy lifestyles week Sports Day Leap into life 	<ul style="list-style-type: none"> PSHE Jigsaw 'healthy me' unit in Spring 2 DT unit on fruits and vegetables and the importance of a healthy diet (fruit smoothies and fruit kebabs) Weekly PE lessons and discussions on physical development and changes RNLI visit to discuss sun and water safety Science - seasonal changes unit – discussion of weather and appropriate clothing for spring/summer. Sports Day Healthy lifestyles week Science experiment outlining the importance of sugary drinks Champions PE planning
<p>Citizenship</p>	<ul style="list-style-type: none"> Children are taught to follow the Lostwithiel Way (Ready, respectful, safe) Right and wrong 	<ul style="list-style-type: none"> Children are taught to follow the Lostwithiel Way (Ready, respectful, safe) British Values Assembly – Picture news

	<ul style="list-style-type: none"> ● British Values Assembly – Picture news ● Class Charters ● Rights Respecting Schools ● Learning about our community and our role in it. ● Jigsaw Jennie sessions - exploring relationships ● Learning about consequences and our decisions that impact others. ● Show our friends respect and tolerance each day, celebrating our similarities and differences. ● Celebrating and learning about different cultures during Diwali, Christmas and CNY. 	<ul style="list-style-type: none"> ● Right and wrong ● The need for rules, why we should follow them and why we have consequences. ● Different groups & communities ● Team 12 ● Eco Schools ● Class charters ● Rights Respecting Schools ● RE sessions - discussing and celebrating different religions - comparing and contrasting (Christianity and Judaism, Islam). ● Learning about our community and our role in it ● Learning about consequences and our decisions that impact others. ● Learning about the Rule of Law (in our classroom). ● Learning about Individual Liberty/right to play, making choices and exploring our own interests in play times, choosing, afternoon sessions ● Show our friends respect and tolerance each day, celebrating our similarities and differences.
<p>Development of character</p> <ul style="list-style-type: none"> ● Ethos of aspiration. ● High expectations to fulfil potential. ● Wider opportunities. ● Pride in the academy. ● Strong self-discipline. ● Consideration, respect, good manners. 	<ul style="list-style-type: none"> ● School Values – Pride, Passion, Perseverance, Partnership, Participation ● Children are taught to follow the Lostwithiel Way (Ready, respectful, safe) ● Meeting different adults to inspire and promote different jobs including the Police, Fire Service, Health Care Professionals, Scientist, RSPCA and Life Guards. ● Class dojo ● Celebration certificates ● Celebration assembly ● Trips 	<ul style="list-style-type: none"> ● School Values – Pride, Passion, Perseverance, Partnership, Participation ● Children are taught to follow the Lostwithiel Way (Ready, respectful, safe) ● PSHE Jigsaw unit ‘Dreams and Goals’ in Spring 1 ● Clubs ● Class dojo ● Celebration assembly ● Celebration certificates ● Trips ● Links to RE – Christianity, Judaism, Islam in particular. Recognising similarities and differences/ respecting individual choices.

<ul style="list-style-type: none"> Promotion of positive character traits and celebration of these. 		<ul style="list-style-type: none"> Participation from all children in Christmas Nativity for parents Visit from inspirational adults Learning about our community and our role in it
<p>Wider opportunities</p> <ul style="list-style-type: none"> To develop pupils' interests. To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in academy 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-academy clubs? Are curricular visits designed to ensure that pupils learn what is intended from the trip? 	<ul style="list-style-type: none"> Busy learning encompassing engaging activities linked to pupils' interests. After school clubs Priority given to PP children for after school club place allocation Opportunities to mix with other year groups during lunch and break Trips – to support the curriculum and widen cultural capital (e.g Theatre trips) Forest School Food Bank collection for Harvest Festival. Gillyflower Farm - Orchard visit to identify seasonal changes (Science unit) Nativity performance for parents at Christmas Litter picking PTA events and celebrations 	<ul style="list-style-type: none"> Opportunities to mix with other year groups Gillyflower Farm - Orchard visit to identify seasonal changes (Science unit) Forest School Food bank collection for the harvest festival Nativity performance for parents at Christmas Attendance at after school clubs. Trips – to support the curriculum and widen cultural capital (e.g Theatre trips) Priority given to PP children for after school club place allocation Litter picking PTA events and celebrations
<p>British values</p>	<ul style="list-style-type: none"> Discussed within PSHE and RE lessons Rule of Law linked to the Lostwithiel Way 	<ul style="list-style-type: none"> Consistently discussed within PSHE and RE lessons

<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 academy 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"> ● Learning about Individual Liberty, making choices and exploring our own interests in busy learning ● Show our friends respect and tolerance each day, celebrating our similarities and differences. ● Learning about Democracy and celebrating everyone thoughts whilst being kind. Making choices together ● Picture news assemblies 	<ul style="list-style-type: none"> ● Rule of Law linked to our Lostwithiel Way. Why our school Rules are important and the consequences of our decisions that impact others (ready, respectful and safe) ● Learning about Individual Liberty, making choices and exploring our own interests. ● Show our friends respect and tolerance each day, celebrating our similarities and differences. ● Learning about Democracy and celebrating everyone thoughts whilst being kind. Making choices together ● Team 12 ● Consistently discussed within PSHE and RE sessions. ● Picture news assemblies
<p>Inclusion and equality of opportunity</p> <ul style="list-style-type: none"> ● No-one should be treated or thought of as less favourable because they belong to a specific group. ● Are pupils taught that not to be inclusive is to be unjust to some people? 	<ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons ● Diverse books in book corner ● Celebrate different cultures during Diwali, Christmas and CNY ● Respect & Tolerance discussed regularly to encourage kind playtimes for all 	<ul style="list-style-type: none"> ● Consistently discussed within PSHE and RE lessons ● Diverse books in book corner ● Celebrate different cultures during RE lessons ● Respect & Tolerance discussed regularly to encourage kind playtimes for all

Spiritual, Moral, Social and Cultural development	See SMSC document	
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. 	<ul style="list-style-type: none"> ● Regular formative assessment through maths and RWI sessions ● Staff and pupils discuss relationships during PSHE ● Marking policy ● We are a Voice 21 school and oracy is a key part of all lessons ● Relationships discussed in PSHE Units ● Assessment weeks ● Flexible planning, adapted to meet needs of the class. Adaptive teaching (SEND) ● Continual staff development on effective strategies to improve cognitive load (I do, we do, you do, vocabulary, small steps) 	Year 1 <ul style="list-style-type: none"> ● Daily Maths fluency ● Marking policy ● End of unit assessments. ● Regular formative assessment through maths and RWI sessions ● Circle times used when required to support social difficulties. ● Misconceptions built in to teaching. ● We are a Voice 21 school and oracy is a key part of all lessons ● Relationships discussed in PSHE Units ● STEM question linked to oracy ● Experience day opportunities to explore pupil starting points. ● Assessment weeks ● Use of ICT programmes to identify common misconceptions or gaps in knowledge – Mathletics, TTRS ● Flexible planning, adapted to meet needs of the class. Adaptive teaching (SEND) ● Continual staff development on effective strategies to improve cognitive load (I do, we do, you do, vocabulary, small steps)
Effective assessment <ul style="list-style-type: none"> ● Teachers check pupils' knowledge. 	<ul style="list-style-type: none"> ● Formative assessment takes place daily and pupil progress is considered during PPA and in planning learning ● Baseline assessments ● Assessment against ELG 	<ul style="list-style-type: none"> ● Pre and post unit Maths assessments ● Assessment week on a termly basis ● RWI sound gap assessments on a half termly basis – Data is used to inform planning

<ul style="list-style-type: none"> ● Formative assessment is timely and focused. ● Pupils have secure knowledge across elements (British values, finances etc...). 	<ul style="list-style-type: none"> ● Weekly RWI assessment (Autumn 1) 	<ul style="list-style-type: none"> ● AFL used to inform future sessions to ensure appropriate for the class. ● Discussions between class teachers and TA on a daily basis
<p>Effective culture for PD</p> <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 have a say in shaping their questions for learning ● SLT ensure that expectations / discussions around progress remain high ● Children give each other feedback during busy learning. What do I like about your work? What can make it better? ● Topic themed days (Pirate day) ● Trips ● Forest School 	<ul style="list-style-type: none"> ● Celebrations to end topics often involving parent participation ● Outdoor learning opportunities linked to the curriculum theme ensure engagement ● Forest School ● Differentiated learning within all subjects. ● Daily story time ● Purposeful writing opportunities
<p>Effective leadership of PD</p> <ul style="list-style-type: none"> ● Monitoring, evaluation and review. ● Staff have good subject knowledge. ● Strengths and weaknesses are identified. ● There is clear continuity and progression from early years to Year 6. ● The aims of the PD programme are shared with parents. 	<ul style="list-style-type: none"> ● This PD document is reviewed annually with action for further improvement. ● The PD lead produces an action plan annually and this is reviewed termly. In this action plan, strengths and weaknesses are identified. ● The curriculum section of the website demonstrates how the curriculum is sequenced so that there is clear continuity and progression ● The aims of the PD programme are shared with parents through the school's website. 	

