



Key Stage Two Lostwithiel Primary School Personal Development Programme

Aspect	Lower Key stage 2	Upper Key Stage 2	Whole School – to further improve we need to:
<p>PSHE Pupils' wider safety</p> <ul style="list-style-type: none"> Content on common risks (roads, fire, using equipment, medicines, strangers). 	<p>Year 3</p> <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. We also ensure that the first lesson of every computing unit/half term begins with an e-safety lesson, following the Purple Mash and Think You Know website Working scientifically across the year in our Science curriculum Walking to venues around the town – church, museum, river Weekly Picture News which focuses on current affairs, including how to stay safe in different situations. For example – links to PRIME drinks and influencers Water safety – RNLI assembly Fire safety in forest school lessons <p>Year 4</p> <ul style="list-style-type: none"> PSHE lessons on First Aid and phoning Emergency Services E-Safety - keeping your personal information private, not talking to strangers online – first computing lesson every half term Working Scientifically across the year in our Science curriculum Food Hygiene and using knives in DT Weekly Picture News which focuses on current affairs, including how to stay safe in different situations. For example – links to PRIME drinks and influencers Water safety – RNLI assembly Fire safety in forest school lessons 	<p>Year 5</p> <ul style="list-style-type: none"> Financial risks (such as gambling) in PSHE Online contact/online content in PSHE and Computing E-safety - We ensure that the first lesson of every computing unit/half term begins with an e-safety lesson, following the project evolve scheme Water safety – RNLI assembly Unhealthy diet - foods that affect us mentally and physically. This is taught in PSHE, PE and during Healthy Lifestyles Week Exploring risks in everyday situations in PSHE Personal and group safety during the Y5 Bude Camp Safe use of equipment in science (SC1) Weekly Picture News which focuses on current affairs, including how to stay safe in different situations. For example – links to PRIME drinks and influencers Bikeability <p>Year 6</p> <ul style="list-style-type: none"> E-safety unit about online relationships and how to stay safe. We ensure that the first lesson of every computing unit/half term begins with an e-safety lesson, following the project evolve scheme Science (summer term) has a focus on health and unhealthy drugs and children find out about the effects of alcohol and tobacco on the body. Safe use of equipment in science (SC1) Weekly Picture News which focuses on current affairs, including how to stay safe in different 	<ul style="list-style-type: none"> Further education on the use and awareness of drugs due to county lines Rail safety due to the location of the school

		<p>situations. For example – links to PRIME drinks and influencers</p> <ul style="list-style-type: none"> ● Water safety – RNLI assembly ● Bikeability 	
<p>PSHE Economic understanding</p> <ul style="list-style-type: none"> ● Choices about money, keeping it safe, saving vs spending, risks. 	<p>Year 3</p> <ul style="list-style-type: none"> ● Money in Maths ● Termly Economic Understanding unit in PSHE (see Lostwithiel School economic curriculum) <p>Year 4</p> <ul style="list-style-type: none"> ● Money in Maths. ● Raising and handling money for charities ● Termly Economic Understanding unit in PSHE (see Lostwithiel School economic curriculum) 	<p>Year 5</p> <ul style="list-style-type: none"> ● Financial risks – gambling (PSHE) ● Future job prospects and salaries (PSHE, Spring 1) ● Money (Maths) ● Lostwithiel Economic curriculum unit each term ● National Number Day <p>Year 6</p> <ul style="list-style-type: none"> ● 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 ● Lostwithiel Economic curriculum unit each term ● National Number Day ● Fiver Challenge (Maths, Summer 1) ● Fund raising for the community (PSHE, Spring) 	<ul style="list-style-type: none"> ● Continue to deliver the recently introduced termly economic understanding lesson in PSHE and evidence in learning journals and on SeeSaw
<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>Year 3</p> <ul style="list-style-type: none"> ● We ensure that the first lesson of every computing unit/half term begins with an e-safety lesson, following the project evolve scheme ● Screen-time unit in Purple Mash ● Strangers/E-Safety learning – we celebrate national safer internet day. ● Reflecting on E-safety scenarios at the start of lesson computing lesson to ensure information is returned to and applied. <p>Year 4</p> <ul style="list-style-type: none"> ● We ensure that the first lesson of every computing unit/half term begins with an e-safety lesson, following the project evolve scheme ● PSHE Unit on E-Safety (including reliable content, personal information, when it is safe to share) 	<p>Year 5</p> <ul style="list-style-type: none"> ● We ensure that the first lesson of every computing unit/half term begins with an e-safety lesson, following the project evolve scheme ● Online content and online contact (PSHE) ● Source reliability in History – exploring the past ● Coding – manipulating variables ● Strangers/E-Safety learning – we celebrate national safer internet day. ● Reflecting on E-safety scenarios at the start of lesson computing lesson to ensure information is returned to and applied. <p>Year 6</p> <ul style="list-style-type: none"> ● We ensure that the first lesson of every computing unit/half term begins with an e-safety lesson, following the project evolve scheme 	<ul style="list-style-type: none"> ● Continue to help pupils to stay safe when using group chat facilities ● Continue to ensure pupils understand the difference between appropriate and inappropriate online conduct ● Deliver online safety sessions for parents ● Continue to help pupils understand that not all news is real and must come from a reliable source

	<ul style="list-style-type: none"> ● Strangers/E-Safety learning – we celebrate national safer internet day. ● Reflecting on E-safety scenarios at the start of lesson computing lesson to ensure information is returned to and applied. 	<ul style="list-style-type: none"> ● Source reliability in History – exploring the past Strangers/E-Safety learning – we celebrate national safer internet day. ● Reflecting on E-safety scenarios at the start of lesson computing lesson to ensure information is returned to and applied. Flash back 4 	
<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). ● Supporting pupils with SEND. 	<p>Year 3</p> <ul style="list-style-type: none"> ● Different families discussed in RSE ● Inappropriate and appropriate contact in RSE ● Consent via touch in RSE ● Discussion about safe adults in PSHE ● All SEND pupils (EHCP and SEND support) have specific targets relating to staying safe/building healthy relationships where required – see CELT support plans on provision map ● NSPCC Speak Out, Stay Safe assembly and follow up lesson in Spring 1 <p>Year 4</p> <ul style="list-style-type: none"> ● PSHE Unit on Healthy Relationships (including loss and peer pressure) ● Relationships in Jigsaw (Summer Term) ● Discussion about safe adults and who to talk to if they feel unsafe in PSHE and constantly reinforced ● All SEND pupils (EHCP and SEND support) have specific targets relating to staying safe/building healthy relationships where required – see CELT support plans on provision map ● NSPCC Speak Out, Stay Safe assembly and follow up lesson in Spring 1 	<p>Year 5</p> <ul style="list-style-type: none"> ● Diverse communities (personal identities, how are we all connected; preventing discrimination) PSHE ● Respectful relationships (identifying the features of a positive family life; recognising similarities and differences between people in the community; understanding how to respect differences within the community and classroom; defining what self-respect is and why this is important; recognising how to have and encourage polite, respectful relationships in PSHE ● RSE Online contact PSHE – positive and safe relationships with others online. ● Pre-education risk assessment discussions about being safe when on an educational visit. ● All SEND pupils (EHCP and SEND support) have specific targets relating to staying safe/building healthy relationships where required – see CELT support plans on provision map ● NSCPCC Speak out, Stay Safe assembly and workshops in Spring 1 <p>Year 6</p> <ul style="list-style-type: none"> ● PSHE unit ‘Different types of relationships’ explores harmful behaviour in relationships. Also, it teaches children how to manage situations when relationships become toxic ● We also look at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic in PSHE 	<ul style="list-style-type: none"> ● Continue to educate pupils through our PSHE curriculum about child on child abuse

		<ul style="list-style-type: none"> All SEND pupils (EHCP and SEND support) have specific targets relating to staying safe/building healthy relationships where required – see CELT support plans on provision map NSCPCC Speak out, Stay Safe assembly and workshops in Spring 1 	
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. 	<p>Year 3</p> <ul style="list-style-type: none"> Body parts discussed in RSE (differences between males and females) Healthy relationship discussed in PSHE Our PSHE lessons and picture news resource regularly exposes pupils to the 9 protected characteristics, including gender identity NSPCC Speak Out, Stay Safe assembly and follow up lesson in Spring 1 <p>Year 4</p> <ul style="list-style-type: none"> Year 4 RSE Units about Puberty and Changes (opportunities to use correct vocabulary and correct misconceptions) Healthy relationship discussed in PSHE Our PSHE lessons and picture news resource regularly exposes pupils to the 9 protected characteristics, including gender identity NSPCC Speak Out, Stay Safe assembly and follow up lesson in Spring 1 	<p>Year 5</p> <ul style="list-style-type: none"> RSE- puberty in males and females Managing personal change in PSHE – physical and emotional Our PSHE lessons and picture news resource regularly exposes pupils to the 9 protected characteristics, including gender identity NSCPCC Speak out, Stay Safe assembly and workshops in Spring 1 <p>Year 6</p> <ul style="list-style-type: none"> Summer PSHE units explore different types of romantic relationships - including LGBTQ+ relationships They also explore what makes up healthy family characteristics In RSE - children discuss puberty and reproduction - it is kept relevant to things they need to maintain healthy and good mental and physical health. Our PSHE lessons and picture news resource regularly exposes pupils to the 9 protected characteristics, including gender identity NSCPCC Speak out, Stay Safe assembly and workshops in Spring 1 	<ul style="list-style-type: none"> Continue to professionally challenge parents who wish to withdraw their child from some or all aspects of RSHE sex education
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. 	<p>Year 3</p> <ul style="list-style-type: none"> Science Unit (Animals including humans) how to eat healthy Physical Health and Fitness in PSHE, PE lessons and healthy lifestyles week (focus on healthy eating – snacks at school) Medicine (including drugs, tobacco and alcohol) in PSHE We use movement breaks as appropriate Reminders about sunscreen, hats and protection during hot weather. 	<p>Year 5</p> <ul style="list-style-type: none"> Be able to identify the different food groups in a balanced diet; explain what foods are not healthy and reasons why; able to plan a healthy meal (PSHE) PE – impact of physical exercise on physical and mental wellbeing Physical Health and Fitness in PSHE, PE lessons and Healthy Lifestyles week (focus on healthy eating – snacks at school) 	<ul style="list-style-type: none"> CELT Curriculum Leads have identified Oral Hygiene as a weakness in JIGSAW and are developing lessons First Aid teaching for pupils, appropriate to age and stage

	<ul style="list-style-type: none"> ● Pupils have access to high quality pastoral support from our team, including members trained in TIS, ELSA and Draw and Talk. <p>Year 4</p> <ul style="list-style-type: none"> ● Science learning on healthy eating specifically linked to teeth and oral hygiene ● Physical Health and Fitness in PSHE, PE lessons and healthy lifestyles week (focus on healthy eating – snacks at school) ● Physical and Mental Health discussed in PSHE lessons (coping strategies discussed) ● We take movement breaks as appropriate ● Reminders about suncream, hats and protection during hot weather. ● Pupils have access to high quality pastoral support from our team, including members trained in TIS, ELSA and Draw and Talk. 	<ul style="list-style-type: none"> ● Managing risk in everyday situations – medication, alcohol, drugs and impact on health and wellbeing (PSHE) ● Mindful minutes throughout the week ● Reminders about suncream, hats and protection during hot weather. ● Pupils have access to high quality pastoral support (positive relationships with TAs, ELSA and Draw and Talk). <p>Year 6</p> <ul style="list-style-type: none"> ● In the science unit of Animals Including Humans, 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. ● Physical Health and Fitness in PSHE, PE lessons and Healthy Lifestyles Week (focus on healthy eating – snacks at school) ● Reminders about suncream, hats and protection during hot weather. ● Pupils have access to high quality pastoral support (positive relationships with TAs, ELSA, Draw and Talk) 	
<p>Citizenship</p>	<p>Year 3</p> <ul style="list-style-type: none"> ● Peer Pressure is taught in PSHE ● Understanding the wider world (RE - Christianity, Hinduism, Atheism, Multi-faith) ● Know that having a voice and democracy benefits the school community – Team 12 	<p>Year 5</p> <ul style="list-style-type: none"> ● 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 ● Diverse communities - describe the different communities that we belong to; explain what diversity 	

	<ul style="list-style-type: none"> ● Pupils are taught about Democracy and its institutions through Picture News ● Fundamental British Values are reinforced weekly through picture news ● Eco schools club <p>Year 4</p> <ul style="list-style-type: none"> ● PSHE Unit on Citizenship - what can we do to be good citizens of Lostwithiel and the World ● Right and Wrong - making links to the Rule of Law -picture news and the behaviour policy ● Understanding the wider world (RE - Christianity, Islam, Judaism, Kernewek) ● Know that having a voice and democracy benefits the school community – Team 12 ● Fundamental British Values are reinforced weekly through picture news ● Eco schools club 	<p>means; describe my personal identity in simple terms; understand that we shouldn't discriminate against others; understand that we are all connected -PSHE</p> <ul style="list-style-type: none"> ● RE – exploring Islam, Christianity and Judaism in modern society ● Know that having a voice and democracy benefits the school community – Team 12 <p>Year 6</p> <ul style="list-style-type: none"> ● We look at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic – PSHE ● Summer PSHE units explore different types of romantic relationships - including LGBTQ+ relationships ● Know that personal choices can affect others locally and globally - PSHE ● Know that having a voice and democracy benefits the school community – Team 12 	
<p>Development of character</p> <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>Year 3</p> <ul style="list-style-type: none"> ● School Values – Pride, Passion, Perseverance, Partnership, Participation. Celebrated in assembly each week. ● The school rules (The Lostwithiel Way – Ready, Respectful, Safe) ● Jobs and stereotypes in PSHE. ● Friendship unit in PSHE (How to be a good friend) ● Links to RE (Christianity, Hinduism, Atheism, Multi-faith) ● Learning transferrable skills for real life situations – life skills in DT ● Class roles and responsibilities ● Swimming at Dragon Centre, Bodmin centre ● Porthpean and London Visit – residential ● Across all year groups, we promote the Lostwithiel way. ● Creative club for PP and DA pupils ● Weekly use of forest school sessions to develop character and resilience ● Reward all pupils through celebration assemblies. ● Post cards and phone calls home <p>Year 4</p>	<p>Year 5</p> <ul style="list-style-type: none"> ● School Values – Pride, Passion, Perseverance, Partnership, Participation. Celebrated in assembly each week. ● The school rules (The Lostwithiel Way – Ready, Respectful, Safe) ● Year 5 adventure residential; ● Access to KS2 sporting competitions; ● Class roles and responsibilities; ● Peer pressure – focus on surrounding self with people with positive traits ● Healthy, positive relationships units PSHE ● Weekly use of forest school sessions to develop character and resilience ● Positive online contact – PSHE ● Swimming at the Dragon Centre, Bodmin ● Across all year groups, we promote the Lostwithiel Way. ● Ready, Respectful and Safe values across the school. ● Variety of after school clubs ● Reward all pupils through celebration assemblies. 	

	<ul style="list-style-type: none"> ● School Values – Pride, Passion, Perseverance, Partnership, Participation. Celebrated in assembly each week. ● The school rules (The Lostwithiel Way – Ready, Respectful, Safe) ● Weekly use of forest school sessions to develop character and resilience ● Raising money for charity (NSPCC Christmas jumper, CF day) ● PSHE lessons about healthy relationships, including friendships ● Across all year groups, we promote the Lostwithiel way. ● Creative club for PP and DA pupils ● Swimming at Dragon Centre, Bodmin centre ● Post cards and phone calls home 	<ul style="list-style-type: none"> ● Reading rocks – author visits to raise aspirations ● Post cards and phone calls home <p>Year 6</p> <ul style="list-style-type: none"> ● School Values – Pride, Passion, Perseverance, Partnership, Participation. Celebrated in assembly each week. ● The school rules (The Lostwithiel Way – Ready, Respectful, Safe) ● Class roles and responsibilities ● Year 6 act as Stay Safe mentors for younger pupils at lunchtime ● Weekly use of forest school sessions to develop character and resilience ● Swimming at Dragon Centre, Bodmin centre ● Creative club for PP and DA pupils ● Post cards and phone calls home 	
<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 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 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> ● Trips linked to the curriculum ● External visitors e.g. Viking experience day, archery ● Trips to widen children’s cultural capital – e.g. Hall for Cornwall Theatre visits, Cornish Caretakers ● KS2 librarians ● Lantern making for the lantern parade ● Raising money for charity (NSPCC number day, CF day) ● Local competitions linked to our learning – reading challenge at Library ● Class roles and responsibilities; ● Sporting events available throughout the year – CELT Sports Partnership ● Choir sing at nursing home and Dickensian festival ● Wide range of before and after school clubs – SEND and disadvantaged given priority and participation is tracked across the school by PP Lead ● Creative club for PP and DA pupils ● Children with SEND are part of the Team 12 and represent the school at events and clubs. ● All teaching staff provide club over the year 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> ● Residentials – Porthpean and London ● Trips to widen children’s cultural capital – e.g. Hall for Cornwall Theatre visits, Cornish Caretakers ● KS2 librarians ● Lantern making for the lantern parade ● Raising money for charity (NSPCC number day, CF day) ● Super Sixes ● Supporting pupils in lower years (paired reading etc) ● Class roles and responsibilities; ● Sporting events available throughout the year – CELT events ● Music events available throughout the year – Rocksteady ● Choir sings in church ● Wide range of before and after school clubs – SEND and disadvantaged given priority and participation is tracked across the school by PP Lead 	

<p>what is intended from the trip?</p>		<ul style="list-style-type: none"> Children with SEND are part of the school council (Team 12) and represent the school at events and clubs. All teaching staff provide club over the year 	
<p>British values</p> <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? 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> Consistently discussed within PSHE, RE lessons and Picture News. Protected characteristics discussed through Picture News. We teach that that FBV are precious to the UK and are not universal We ensure that the teaching materials we use reflect a diverse and inclusive society – reading books 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> Consistently discussed within PSHE, RE lessons and Picture News. Protected characteristics discussed through Picture News. We teach that that FBV are precious to the UK and are not universal - During the world wars where the BV's weren't always displayed by some nations, children considered what life would have been like. <ul style="list-style-type: none"> We ensure that the teaching materials we use reflect a diverse and inclusive society – reading books 	<ul style="list-style-type: none"> Our website shows how we teach our pupils about each aspect of FBV Our FBV display in the hall is reviewed in 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? 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> Differences unit taught in PSHE (linked to relationships) Consistently discussed within PSHE and RE lessons Reinforced through the school values and picture news on a weekly basis Public Sector Equality Duty policy and plan is available on the school website The staff team have created a culture where difference is celebrated and understood. 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> Equal opportunities in Sport RE – respect of all religions/beliefs PSHE unit on value of diversity in communities Reinforced through the school values and picture news on a weekly basis Public Sector Equality Duty policy and plan is available on the school website Staff have created a culture where difference is celebrated and understood. 	

	<ul style="list-style-type: none"> Equal opportunities in all extracurricular opportunities, including sport. 	<ul style="list-style-type: none"> We also look at defining stereotypes and discrimination across society in PSHE – including the 9 protected characteristics - and how these stereotypes can be problematic Summer 1 PSHE unit in Y6 ‘Relationships’ explores different types of romantic relationships 	
SMSC	See separate 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. 	Year 3 and Year 4 <ul style="list-style-type: none"> 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) 	Year 5 and 6 <ul style="list-style-type: none"> We are a Voice 21 school and oracy is a key part of all lessons Oracy activities throughout all lessons Relationships discussed in PSHE Units Metacognition STEM questions Launch day opportunities to explore pupil starting points. Assessment weeks Use of ICT programmes to identify common misconceptions or gaps in knowledge - CLIC tests 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) 	<ul style="list-style-type: none"> Flashbacks/retrieval practice to be embedded across the foundation curriculum Development of meaningful assessment opportunities in the foundation subjects
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...). 	Year 3 and Year 4 <ul style="list-style-type: none"> PSHE Spiral Curriculum (Consent in Year 3 and revisited in Year 6 - specific taught content) Topics revisited through Jigsaw British Values are taught and discussed through weekly Picture News assemblies PSHE lessons focus on financial understanding Feedback policy is followed consistently across the school 	Year 5 and 6 <ul style="list-style-type: none"> PSHE Spiral Curriculum (Consent in Year 3 and revisited in Year 6 - specific taught content) Topics revisited through Jigsaw British Values are taught and discussed through weekly Picture News lessons PSHE lessons focus on financial understanding Feedback policy is followed consistently across the school 	<ul style="list-style-type: none"> Development of meaningful assessment opportunities in the foundation subjects
Effective culture for PD <ul style="list-style-type: none"> Pupils are interested and engaged in the programme. 	Year 3 and Year 4 <ul style="list-style-type: none"> Pupils are immersed in their learning and links are made in learning where appropriate, 	Year 5 and 6 <ul style="list-style-type: none"> Pupils are immersed in their learning and links are made in learning where appropriate, 	

<ul style="list-style-type: none"> ● There are high expectations of what pupils can learn. ● Content is supported by a package of wider opportunities. 	<ul style="list-style-type: none"> ● 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 a package of wider opportunities. For example, in Year 4 pupils were immersed in activities linked to their learning on Vikings through Forest school art and design and technology and have a Viking experience day with outside providers. 	<ul style="list-style-type: none"> ● 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 a package of wider opportunities. For example, in Year 6 pupils visit Bodmin Jail as part of their learning about crime and punishment. 	
<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. 		