






Probus School Personal Development Programme

Aspect	Early Years	Key stage 1	Key stage 2
<p>PSHE Pupils' wider safety</p> <ul style="list-style-type: none"> Content on common risks (roads, fire, using equipment, medicines, strangers). 	<p>Road safety Fire safety – who helps Using equipment safely Water safety at the beach Pantasaurus Using the wood safely – carrying and taking turns</p>	<p>Road safety, fire/fireworks People who help us Looking after self Being independent Making safe choices Water safety at the beach Scissor safety Medicine safety Strangers safety.</p>	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>Swimming and water safety in year 3 and 4 Cycling proficiency in five and six Sailing in year five Additional swimming for pupils who have not secured 25m</p> <p>Police visits for road safety and the community project</p>
<p>PSHE Economic understanding</p> <ul style="list-style-type: none"> Choices about money, keeping it safe, saving vs spending, risks. 	<p>Recognising money (coins, notes).</p> <p>Fruit shop in summer term Ice cream stall and vegetable stall</p>	<p>How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid. Recognising money and change.</p> <p>Little shop in continuous provision</p>	<p>Decisions about money. Spending vs saving. Keeping track of money. Keeping money safe. Needs V wants Year 4 Go Henry Games Year 5 Salaries for dreams and goals Year 6 Natwest money sense</p> <p>Aspirational futures</p>

<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> <p>Project evolve </p>	<p>Finding information using technology. Ensuring adult supervision.</p> <p>Project evolve </p> <p>Self-image and Identity- Online relationships. Managing online information Online reputation and bullying to coincide with Internet Safety Day. Privacy and Security Copyright and ownership Health and Wellbeing</p>	<p>Finding information using technology. The reliability of online content. Risks of sharing text, information and images. </p> <p>Project evolve</p>
<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>Jigsaw programme Support for families with Giles (IT lead and internet safety) Highlighted on Facebook using XXX resources Highted in newsletter each month</p>	<p>Jigsaw programme Assemblies looking at relationships and families Pants are private Additional work with individuals using NSPCC materials Support from PSA Support for families with Giles (IT lead and internet safety) Highlighted on Facebook using National online safety resources Highted in newsletter each month Anti bullying with NSPCC</p>	<p>Jigsaw programme Assemblies looking at relationships and families NSPCC assembly Pants are private Additional work with individuals using NSPCC materials Support from PSA Support for families with Giles (IT lead and internet safety) Highlighted on Facebook using National online safety resources Highted in newsletter each month</p>
<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. 	<p>Jigsaw programme Off spring and babies</p>	<p>Jigsaw programme – changing me Baby till now Providing for a baby Names for body parts</p>	<p>Jigsaw programme – changing me Lifecycle Puberty In year six how babies are made</p>
<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. 	<p>National clean teeth project Oral hygiene in Nursery and reception Sun protection and beach safety with RNLI Physical Education programme – Get set for PE Outdoor learning driver</p>	<p>Sun protection and beach safety with RNLI Healthy eating in science curriculum Physical Education programme – Get set for PE Attendance at extracurricular activities Outdoor learning driver Wild tribe sessions Access to the allotment Odd socks day</p>	<p>National clean teeth project Sun protection and beach safety with RNLI Physical Education programme – Get set for PE Bones and skeleton health year 3 Digestive system and diet in year 4 Healthy heart year 6 Drink and drugs awareness and smoking through Jigsaw Attendance at extra-curricular activities</p>

		<p>OutdoorActive learning.</p>	<p>PSHE curriculum Outdoor learning driver Wild tribe sessions Access to the allotment Odd socks day First aid in Jigsaw Active learning</p>
<p>Citizenship</p>	<p>Right and wrong Making good choices Helping others Our school community</p> <p>School council</p> <p>Voting for book choice in class</p>	<p>Right and wrong – making good choices The need for rules Different groups & communities</p> <p>School council and eco club</p> <p>Voting in class situations to decide outcomes</p> <p>Pupil award for peers (Celebration assembly)</p> <p>Understand pupil voice</p> <p>How to be a good citizen in our village</p> <p>Raising funds for community</p> <p>Children in Year 2 have the opportunity to litter pick at playtimes to improve our school.</p> <p>Charity- why is it needed. What does it mean? How can we as a school support charity. Air ambulance day. Eco council.</p>	<p>Democracy and its institutions Voluntary community and pressure groups The range of different national, regional, religious and ethnic identities in the UK.</p> <p>School council leadership and eco club</p> <p>School parliament today at Cornwall county Council for Pupil premium children.</p> <p>Pupil award for peers (Celebration assembly)</p> <p>Understanding the rights of the child and pupil voice. Pupil can lead assemblies.</p> <p>Raising funds for community – local charities. Pupils encouraged to use own initiative – bake sales etc.</p> <p>School fund raising events – air ambulance, comic relief etc.</p> <p>Refugees in year four. Save the children resources. Boy at the back of the class.</p> <p>Ancient Greece topics and the birth of democracy.</p> <p>Voluntary work in year 5 and 6</p>

<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>Being safe Being respectful</p> <p>Character caught – modelling of respectful and kind behaviour</p> <p>Character sought – polite and mannerly</p> <p>Character taught – caring for others Kindness Sharing and being patience</p> <p>Assembly programme</p>	<p>Being safe Being respectful Being prepared</p> <p>Character caught – modelling of respectful kind behaviour, being resilient and supporting others Character sought – polite and mannerly</p> <p>Character taught – working in teams and self discipline. Sharing and putting others before self. Dialogue to resolve conflict.</p> <p>Celebration of character and determination in weekly celebration awards</p> <p>Developing who we are and why we are individual. We celebrate ourselves using the Barnabus Project in writing to celebrate differences.</p> <p>Assembly programme</p>	<p>Being safe Being respectful Being prepared</p> <p>Character caught – modelling of respectful and kind behaviour, calling out issues and supporting others Character sought – polite and mannerly leadership. Supporting younger pupils and peers. Dialogue to resolve conflict.</p> <p>Character taught –leadership skills and representing the school. Coping with new situations.</p> <p>Celebration of character and determination in weekly celebration awards</p> <p>Truro and Roseland awards for endeavour under difficult circumstance, achievement and community.</p> <p>Assembly programme</p> <p>Primary futures and aspirations for the future</p> <p>British values</p>
<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? 	<p>Art and craft club</p> <p>Teddy bears picnic with parents</p> <p>Zoo visit with animals</p> <p>Police visit to school.</p>	<p>Coping sporting competition in school</p> <p>Art clubs and crafting experiences</p> <p>Eden trip at Christmas for Ice Fun and environment workshops</p> <p>Access to instrumental learning and regular singing</p> <p>Drama and dance clubs with Hall for Cornwall artists</p>	<p>All year six pupils to represent the school at an inter-school event.</p> <p>Sports leadership, arts and science leadership</p> <p>Key stage 2 choir and singing for community carol service</p> <p>Instrumental playing – First access</p>

<ul style="list-style-type: none"> • 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? 		<p>Access to poetry club and St.Austell speech and language festival</p>	<p>End of year musical performance in year 6 for parents.</p> <p>Shakespeare performance and workshops with RSC Visit to Strafford upon Avon and RSC TEC girls initiative for coding STEM project and coding with Lego event</p> <p>TRLC awards and TRLC choir PP cultural programme for theatre and arts Science club and science ambassadors at playtime</p> <p>Belonging project arts week with Roseland school</p> <p>Wide range of clubs – arts, drama, history, science, sporting activities, sailing.</p> <p>Buddy system year and Nursery Year 6 and reception</p> <p>Hall for Cornwall school.</p>
<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>Tolerance and respect Diversity driver for whole school planning Assembly programme for reception pupils.</p> <p>All welcome ethos.</p> <p>Rule of law – our school rules – who help us in society? What do the police do? People who help us</p> <p>Books to challenge stereotypes as part of literacy programme</p> <p>Diversity of imagery and people in games, books and toys.</p>	<p>Tolerance and respect Assembly programme Diversity driver for whole school planning Individual liberty Diversity of imagery in books, projects and learning.</p> <p>Democracy – school council and pupil voice. Children’s voice of who they would like to celebrate their peers. Rule of law – the need for rules and respect for others. Being respectful and being safe. How we work together in groups.</p>	<p>Tolerance and respect Assembly programme Diversity driver for whole school planning Democracy – school council and pupil voice and PP pupils participate in Cornwall School Parliament. Year five participate in national school parliament. Rule of law – being respectful and safe. The concept of justice and who supports us. Understanding that not all countries have access to this and the same rights as us. Individual liberty – rights of the individual and its basis in Christian belief. Liberty but also responsibility.</p>

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? 	Modelled by staff Diversity driver Understanding we can celebrate difference and everyone is welcome	Modelled by staff Diversity driver Understanding what equality means Everyone welcome ethos and celebrating difference – RE and PSHE Equality for women	Modelled by staff Diversity driver Understanding neurodiversity and mental health Understand the need to call out racism and prejudice. Challenging stereotypes
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. 	Road map structure for lessons Structure of jigsaw programme Good dialogue and checking what pupils know Good relationships observed and modelled Misconceptions addressed in discussion and learning	Road map structure for lessons Structure of jigsaw programme Good dialogue and checking what pupils know Good relationships observed and modelled Misconceptions addressed in discussion and learning	Road map structure for lessons Structure of jigsaw programme Good dialogue and checking what pupils know Good relationships observed and modelled Misconceptions addressed in discussion and learning
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...). 		Revisits in assembly programme Social stories and question Motional profiling Pupil conferencing Assessment for learning in lessons	Revisits in assembly programme Circle time in classroom Motional profiling Pupil conferencing