

Kea School Personal Development Programme 2023/24

Aspect	Early Years	Key stage 1	Lower Key stage 2	Upper Key Stage 2	
<p>PSHE Children' wider safety</p> <ul style="list-style-type: none"> Content on common risks (roads, fire/electrical, using equipment, medicines/harmful substances, strangers/unfamiliar places, sun safety). 	<ul style="list-style-type: none"> ✓ QFT ✓ KIRFS #1 for all years - I dial 999 for emergency help by... ✓ KIRF #2 know Childline number 0800 1111 (Y2 -6) ✓ Risks on trips / road safety/ management in a public place- shared with children and accompanying adults before trips and visits. ✓ Road safety, fire/fireworks/bonfires (specifically timed with Guy Fawkes celebrations), deep water, use of equipment, keeping safe in unfamiliar places. ✓ Fire drill/ lockdown situation ✓ Working Scientifically (Sc 1) across the year ✓ Using PE equipment safely. ✓ Working with scissors in classrooms ✓ DT food work with an adult (hand/mouth hygiene, knives, heat sources kettle/hob/oven, electrical safety of appliances) ✓ Risk assessments shared with children for unusual/infrequent activities (e.g. stand alone science experiment, DT projects/ tools) ✓ Sun safety as the UV increases (March – September) ✓ E-safety SMART acronym and ThinkUKnow resources (one KIRFS in Y4/5/6 are e-safety specific) ✓ Geography map work to be familiar with local area (Y1 description of local area and by Y6 know landmarks and directions using 16 point compass). ✓ Safe relationships and how they develop as we grow up ✓ Class focused discussions to discuss current issues ✓ Visitors to teach children about personal safety (e.g. Y3-6 RNLI; e-safety Careers Week) 				
	<ul style="list-style-type: none"> Electrical safety in class (e.g. plug sockets or portable appliances) Discuss stranger danger using social stories PSED focused lessons on safety at and beyond the 	<ul style="list-style-type: none"> ✓ Benefits and dangers of medicines and drugs. 			
		<p>Year 1</p> <ul style="list-style-type: none"> Beach safety associated with topic and visit to Gylly Beach Falmouth 	<ul style="list-style-type: none"> ✓ Swimming, water safety and self-rescue lessons at Truro Leisure Centre – associated risks walking in public/car parks, swimming pools, stranger danger DT work with needles, glue guns, saws* 		
	<p>PSHE lessons</p> <ul style="list-style-type: none"> Risk of medicines in 'It's My Body' Mental wellbeing and mindfulness in 'Be Yourself' 	<p>Year 3</p> <ul style="list-style-type: none"> *Food work in DT (safety of using knives independently) <p>PSHE lessons</p>	<p>Year 5</p> <ul style="list-style-type: none"> First aid taught by Sar-a Evans to First Aiders Personal and group safety during residential 		

	<p>home (e.g. for water: hot water in kitchen, hot bath, deep water paddling pools/baths/swimming pool/river/sea or harmful substances at home e.g. chemical symbol)</p> <p>EYFS KIRFS</p> <ul style="list-style-type: none"> • #2. My home address is ... • #3. My full name is... • #4. My family are ... 	<ul style="list-style-type: none"> • Safe relationships and Keeping safe in 'It's My Body' • Communities and responsibilities in 'Diverse Britain' unit <p>KIRFS</p> <ul style="list-style-type: none"> • #2. My date of birth is... <p>Year 2</p> <p>PSHE lessons</p> <ul style="list-style-type: none"> • Safe relationships (Growing Up and Safety First) • Road safety (Safety first) • Keeping safe (Growing up) • Communities and responsibilities (One World) <p>Y2 KIRFS</p> <ul style="list-style-type: none"> • #3. Two adults that I trust are... • #4. I report unkind behaviour so that we can all get on well. 	<ul style="list-style-type: none"> • Media literacy and digital resilience (Be Yourself and Digital Wellbeing) • Risk of medicines; oral hygiene; drugs help of harmful; and sun safety (It's My Body) • Keeping safe and safe relationships in 'It's My Body' and (Be Yourself) • Mental well-being in (Think Positive) • Facial expressions to interpret others non-verbal communication. <p>Y3 KIRFS</p> <ul style="list-style-type: none"> • #3. Considerate means responding positively to someone's facial expressions, body language and words. <p>Year 4</p> <ul style="list-style-type: none"> • *Sewing and construction work in DT (safety of using needles and glue guns independently) • Personal and group safety during residential <p>PSHE lessons</p> <ul style="list-style-type: none"> • Exploring risks in everyday situations and shared responsibilities (One World) • Dangerous substances (medical and non-medical drugs) and know some impacts of them (Safety First) 	<ul style="list-style-type: none"> • *Wood work in DT (safety of using saws independently) • Life Skills workshops with Fire Service, Railway and Sustrans (road safety). <p>PSHE lessons</p> <p><i>It's My Body unit</i></p> <ul style="list-style-type: none"> • Choose, control and consent for personal safety • Drugs (familiar and unfamiliar), alcohol and tobacco • Risk of medicines, oral hygiene and sun safety • Keeping safe and safe relationships <p><i>Diverse Britain unit</i></p> <ul style="list-style-type: none"> • Human rights, respect and democracy • Shared responsibilities <p><i>Think Positive</i></p> <ul style="list-style-type: none"> • Strategies to deal with problem solving, including uncomfortable situations • Healthy lifestyles including how diet affects us mentally and physically • <p>Y5 KIRFS</p> <ul style="list-style-type: none"> • #3. SMART acronym for internet safety means SAFE, MEETING,
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			<ul style="list-style-type: none"> ● Road and railway safety (Safety first) ● Safe relationships in (VIPs) ● Online use of personal data in (Digital Wellbeing) ● Reconciliation (TEAMS) <p>Y4 KIRFS</p> <ul style="list-style-type: none"> ● #3. Two ways to keep safe online are to never share personal information and always tell a trusted adult when something scares me. ● #4. The difference between banter/joking and bullying is that the victim enjoys banter, bullying is upsetting and repeated. 	<p>ACCEPTING, RELIABLE, TELL.</p> <p>Year 6</p> <ul style="list-style-type: none"> ● Bike ability (strive to provide for every child by the time they leave) ● Science - focus on health and unhealthy drugs and the effects on the body e.g. alcohol and tobacco. ● Personal and group safety during residential ● DT unit (safety of using glue guns, needles independently) <p>PSHE lessons</p> <ul style="list-style-type: none"> ● First Aid basic techniques 'Safety First' ● Exploring risks, rules and responsibilities in everyday situations, road safety, in 'Safety First' ● Positive relationships in 'Growing Up' ● Human rights, compassion and shared responsibilities in 'One World' <p>Y6 KIRFS</p> <ul style="list-style-type: none"> ● #3. SMART acronym for internet safety means SAFE, MEETING, ACCEPTING, RELIABLE, TELL.
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<p>PSHE Economic understanding</p> <ul style="list-style-type: none"> ● Choices about money: value of money, keeping it safe/risks, saving vs spending, community sharing resources/support/fundraising, enterprise week 	<ul style="list-style-type: none"> ✓ QFT ✓ Recognising money (coins, notes) in maths. ✓ Eco-committee work with Kea School Friends for fundraising opportunities ✓ Donations to Food Bank as part of our Harvest celebration to promote that finance has an impact on ability to buy food, those who can support others. ✓ Fundraising - discussions on where money comes from ✓ Comparing different localities and life styles ✓ Currencies on line used to help children understand value of money(e.g. Dojo island; Numbots in Y1/2; TTRS in Y3-6) ✓ Enterprise Week 			
	<p>Using money in class for day-to-day activities (e.g. role play shop: paying for fruit).</p> <ul style="list-style-type: none"> ● Role play area – to exchange money for ‘purchases’ : inside and outside ● Care to not lose the coins ● Maths sessions - exploring and handling money ● Community sharing of wealth e.g. we support foodbank, and PTA raises money for school 	<p>Year 1 PSHE lessons</p> <ul style="list-style-type: none"> ● Money: where it comes from, look after it, want or need, save or spend in ‘Money Matters’ <p>Year 2 PSHE lessons</p> <ul style="list-style-type: none"> ● How jobs can help you earn money in ‘Aiming High’ (earning to live, earning for hobbies/holidays) 	<p>Year 3 PSHE lessons</p> <ul style="list-style-type: none"> ● Economic aspirations for careers and digital footprint that impacts that later in life in ‘TEAM’ and ‘Be Yourself’ ● Ways to pay, borrowing or lending, advertising and how it encourages you to spend in ‘Money Matters’ <p>Year 4 Geography lessons:</p> <ul style="list-style-type: none"> ● Distribution of food around the world. <p>PSHE lessons</p> <ul style="list-style-type: none"> ● What you would like to be when you grow up in ‘Aiming High’ 	<p>Year 5 Geography lessons</p> <ul style="list-style-type: none"> ● Economic activity including trade links between the UK and other countries. <p>PSHE lessons</p> <ul style="list-style-type: none"> ● Careers and economic aspirations in ‘Aiming High’ <p>Year 6 Geography lessons:</p> <ul style="list-style-type: none"> ● Distribution of natural resources including energy, food, minerals and water. <p>PSHE lessons</p> <ul style="list-style-type: none"> ● Careers aspirations, choices which lead to economic wellbeing in ‘Money Matters’ ● Economic decisions having an international impact in ‘One World’

<p>PSHE Technology & media</p> <ul style="list-style-type: none"> ● Forms of media and their impact (reliability of online content, risks of sharing, knowing difference between real life and online, risks of gaming online, effect of media on self). 	<ul style="list-style-type: none"> ✓ QFT ✓ E-safety using SMART and ThinkUKnow resources during ICT use (risk of sharing) ✓ Safer internet day assembly ✓ Discussions to remember the differences between online and real world ✓ E-safety newsletter ✓ See computing overview for progression of skills (e.g. coding, Tizzy and dance mat). Microsoft Office Word, Publisher, Excel and PowerPoint is used on PCs. 			
	<table border="1"> <tr> <td data-bbox="481 279 808 1393"> <p>Learning to use technology in learning.</p> <ul style="list-style-type: none"> ● Use the IWB ● iPads available at certain times ● PC weekly lessons ● show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons. ● learn about E-safety ● learn how to control a computer mouse. ● make simple selections of colour choice by clicking a mouse on Tizzy's Tools. ● Find and retrieve information using the internet with adult support. <p>(See additional details in Foundation progression of skills, section technology.)</p> </td> <td data-bbox="808 279 1240 1393"> <p>Year 1</p> <ul style="list-style-type: none"> ● Learning to use technology with gradual independence. ● Ensuring adult supervision of internet. ● Use of iPads to photograph across the curriculum. ● E-safety unit - what is personal information - not to share it with others. <p>PSHE <i>Be Yourself</i></p> <ul style="list-style-type: none"> ● PSHE managing our time safely whilst online <p>Year 2</p> <ul style="list-style-type: none"> ● Finding information using technology, e.g. sources of historical information, draws backs of Wikipedia. ● Use of iPads ● Debugging exercises in ICT lessons <p>PSHE lessons <i>Digital Wellbeing</i></p> <ul style="list-style-type: none"> ● Offline/online: safety, validity, kindness and respect </td> <td data-bbox="1240 279 1641 1393"> <ul style="list-style-type: none"> ✓ Increase efficiently when searching for online content, the wording of your google search ✓ Coding and dance mat ✓ Using technology to find information ✓ The reliability of online content. ✓ Source reliability, history based evidence finding; exploring the past ✓ Geography – discussion that online mapping, facts and figures are usually more up-to-date than printed atlases or maps ✓ Risks of sharing text, information and images. ✓ How to safely manage online contact. <p>Year 3 PSHE <i>Be Yourself</i></p> <ul style="list-style-type: none"> ● Informed decisions about media: helpful or harmful? ● Digital footprint that impacts that later in life in 'TEAM' and 'Be Yourself' <p>Year 4 PSHE <i>Digital Wellbeing</i></p> <ul style="list-style-type: none"> ● Balance the amount of screen time and other activities; also responsible use of information sharing in </td> <td data-bbox="1641 279 2024 1393"> <p>Year 5</p> <ul style="list-style-type: none"> ● Use of Showbie as a virtual platform for learning resources/tools <p>PSHE <i>It's My Body</i></p> <ul style="list-style-type: none"> ● Positive body image is and how social media can affect this <p>Year 6</p> <ul style="list-style-type: none"> ● Use of Showbie as a virtual platform for learning resources/tools <p>PSHE <i>Growing Up</i></p> <ul style="list-style-type: none"> ● Recognising and discussing how media affects the way we can feel about ourselves in </td> </tr> </table>	<p>Learning to use technology in learning.</p> <ul style="list-style-type: none"> ● Use the IWB ● iPads available at certain times ● PC weekly lessons ● show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons. ● learn about E-safety ● learn how to control a computer mouse. ● make simple selections of colour choice by clicking a mouse on Tizzy's Tools. ● Find and retrieve information using the internet with adult support. <p>(See additional details in Foundation progression of skills, section technology.)</p>	<p>Year 1</p> <ul style="list-style-type: none"> ● Learning to use technology with gradual independence. ● Ensuring adult supervision of internet. ● Use of iPads to photograph across the curriculum. ● E-safety unit - what is personal information - not to share it with others. <p>PSHE <i>Be Yourself</i></p> <ul style="list-style-type: none"> ● PSHE managing our time safely whilst online <p>Year 2</p> <ul style="list-style-type: none"> ● Finding information using technology, e.g. sources of historical information, draws backs of Wikipedia. ● Use of iPads ● Debugging exercises in ICT lessons <p>PSHE lessons <i>Digital Wellbeing</i></p> <ul style="list-style-type: none"> ● Offline/online: safety, validity, kindness and respect 	<ul style="list-style-type: none"> ✓ Increase efficiently when searching for online content, the wording of your google search ✓ Coding and dance mat ✓ Using technology to find information ✓ The reliability of online content. ✓ Source reliability, history based evidence finding; exploring the past ✓ Geography – discussion that online mapping, facts and figures are usually more up-to-date than printed atlases or maps ✓ Risks of sharing text, information and images. ✓ How to safely manage online contact. <p>Year 3 PSHE <i>Be Yourself</i></p> <ul style="list-style-type: none"> ● Informed decisions about media: helpful or harmful? 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<p>RSHE Relationships</p> <ul style="list-style-type: none"> • Children supported to stay safe (healthy & unhealthy relationships, respect, permission, appropriate & inappropriate contact, kindness, different families). • Physical changes to both male and female bodies • Content about risks (online, where to find advice, reporting concerns). • Supporting children with SEND. 	<ul style="list-style-type: none"> ✓ QFT ✓ KIRFS #1 for all years - I dial 999 for emergency help by... ✓ KIRFS #2 for all year groups Childline 0800 1111 ✓ RSE is taught in a block in the summer term, parents are notified two weeks before ✓ Consent - Discussion through school rules Ready, Respectful, Safe ✓ School works closely with parents/carers to make links and support existing ones with external agency that can support our families ✓ Assembly themes to promote acceptance of differences, discrimination, British Values, respect ✓ Pre-education risk assessment discussions about being safe when on an educational visit. ✓ RE planning is a significant aspect of relationships education to teach us how to be aware and accepting of those with different beliefs ✓ Discussion about being different but still being friends is discussed in whole school and class assemblies, also in RSE. ✓ Risk online – see Child’s wider safety and PSHE technology and media section ✓ APDR, HQT and pupil profiles specifically identify support for children with SEMH needs ✓ Well-being monitoring supports children with SEND via the PTM list and well-being list 			
	<ul style="list-style-type: none"> • Consent – respect each others personal space, e.g. massage – ask for permission • E-safety when we use internet as a class • Daily whole class reminders exploring healthy relationships • Specific discussions about what we do / do not feel comfortable with • discussing differences as they arise • Looking at images of different communities and discussing disabilities and 	<p>Year 1</p> <ul style="list-style-type: none"> • Consent – respect each others personal space • Exploring different families and who can keep us safe as part of RSE programme. • Identifying who can help when families make us feel unhappy or unsafe <p>RE</p> <ul style="list-style-type: none"> • Children can talk about what is important to themselves and their friends • Know what it means to belong to a faith community <p>Science:</p> <ul style="list-style-type: none"> • Naming external body parts, we are bigger than when we were babies <p>PSHE lessons <i>It’s My Body</i></p>	<p>Year 3</p> <p>RE</p> <ul style="list-style-type: none"> • say something that I believe in and something a friend believes • compare my feelings with a character’s feelings in a religious story • say how I can make someone else feel happy if they are sad <p>KIRFS</p> <ul style="list-style-type: none"> • #4 Dial 999 or 112 for help. Considerate means responding positively to someone’s facial expressions, body language and words. <p>PSHE lessons <i>It’s My Body</i></p> <ul style="list-style-type: none"> • My Body, My Choice • Consent 	<p>Year 5</p> <ul style="list-style-type: none"> • Positive and safe relationships with others online <p>RE</p> <ul style="list-style-type: none"> • compare my beliefs with those of another religion <p>PSHE <i>Diverse Britain</i></p> <ul style="list-style-type: none"> • Diverse communities (personal identities, how are we all connected; preventing discrimination) <p><i>Be Yourself</i></p> <ul style="list-style-type: none"> • Respectful relationships • identifying the features of a positive family life; recognising similarities and differences • recognising how to have and encourage polite, respectful relationships

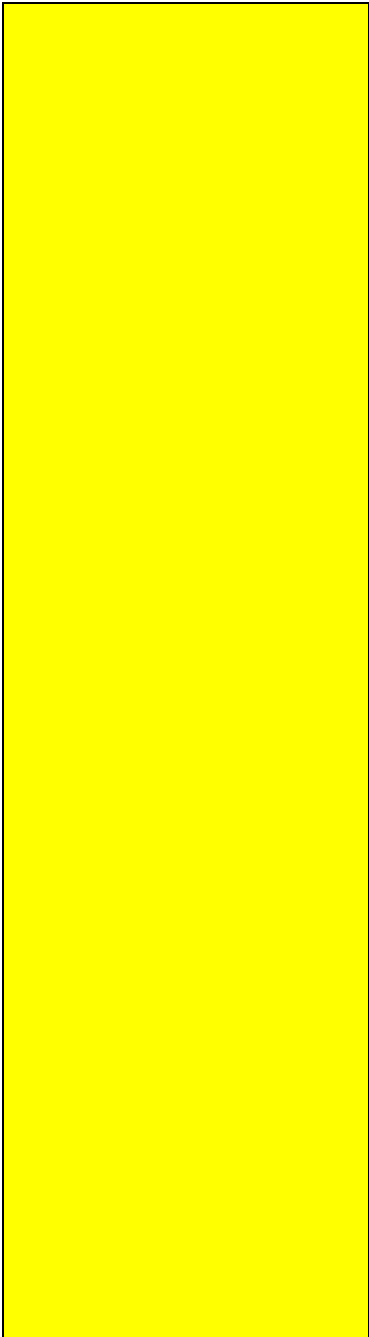
	<p>celebrating differences</p> <p>See Foundation progression 'Building Relationships'</p> <p>EYFS KIRFS</p> <ul style="list-style-type: none"> #4. My family are ... 	<ul style="list-style-type: none"> Safe relationships: uniqueness and celebrating differences. <p>KIRFS</p> <ul style="list-style-type: none"> #4. Being kind is being friendly and thinking of other people's feelings. <p>Year 2 RE</p> <ul style="list-style-type: none"> Children can talk about what is important to themselves and their friends Know what it means to belong to a faith community. <p>Science</p> <ul style="list-style-type: none"> Offspring grow into adults <p>PSHE lessons</p> <ul style="list-style-type: none"> Safe relationships: respect for others (Growing Up and Safety First) Naming external body parts (Growing Up) <p>KIRFS</p> <ul style="list-style-type: none"> #4 I report unkind behaviour so that we all get on well. 	<ul style="list-style-type: none"> Safe, unsafe feelings in relationships Reality and online <p>Year 4 RE</p> <ul style="list-style-type: none"> know some ways people practice their religious beliefs list some similarities and differences between what I believe in and what my friend believes say how religious stories can help people to make the right choices <p>PSHE</p> <ul style="list-style-type: none"> Puberty and associated changes (child to adult) <p>KIRFS</p> <ul style="list-style-type: none"> #4 The difference between banter/joking and bullying is that the victim enjoys banter, bullying is upsetting and repeated. 	<ul style="list-style-type: none"> understanding how to respect differences; self-respect <p><i>It's my body</i></p> <ul style="list-style-type: none"> My body, my choice: consent, choices of food/medical/social <p>Year 6 RE</p> <ul style="list-style-type: none"> discuss and show respect for the differences between my beliefs and those of another religion compare and discuss how a religious story might affect my opinions and respect that other people's views may differ to mine. <p>PSHE lessons</p> <ul style="list-style-type: none"> Harmful behaviour in relationships. Also, it teaches children how to manage harmful situations We also look at defining stereotypes and discrimination across society - including those who are disabled - and how the stereotypes can be problematic. <p><i>Growing Up</i></p> <ul style="list-style-type: none"> How to feel good about yourself. Awareness of media can alter images to suit their purpose
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<p>Relationships and sex education</p> <ul style="list-style-type: none"> Giving children knowledge to be well prepared for changes and for safe, healthy relationships. Gender identity, using correct vocabulary, misconceptions corrected. Science units which cover animals including humans. RSHE unit Celebrating diversity and uniqueness (through differences) 	<ul style="list-style-type: none"> QFT KIRFS #1 for all years - I dial 999 for emergency help by... KIRFS #2 for all year groups Childline 0800 1111 Healthy and unhealthy relationships discussed when relevant as well as specific lessons in PSHE Respect personal space in class charters Songs about friendships and celebrating differences in assembly (Michael Jackson, Black or White for British Values) See RSE vocabulary progression. Opportunities to introduce scientific vocabulary and correct misconceptions (e.g. in Y4 misconceptions about birds and the bees are clarified). Body parts discussed annually in RSE with scientific names (differences between males and females) Y2 and Y6 science support RSE with animals including humans, evolution and inheritance Health and sexual relationships unit taught annually in every year group 			
	<ul style="list-style-type: none"> Christopher Winter Project Range of books celebrating differences 	<p>Year 1</p> <ul style="list-style-type: none"> Who can keep us safe at home and at school (classroom poster Who I can talk to) Our bodies/ boundaries: discussion of personal space Identifying 'safe person' who can help when families make us feel unhappy or unsafe. Exploring different families <p>Science:</p> <ul style="list-style-type: none"> Basic parts of human body <p>PSHE <i>It's My Body</i></p> <ul style="list-style-type: none"> I can choose what happens to my body Safe relationships <p>Year 2</p>	<p>Year 3</p> <p>PSHE <i>It's My Body</i></p> <ul style="list-style-type: none"> My body my choice and how to get help with concerns Celebrating our uniqueness, specifics raised are: young carers, people with prosthetics and what gender people identify as <p><i>Diverse Britain</i></p> <ul style="list-style-type: none"> Exploring human rights (e.g. Freedom of thought) and what they look like to people our age Exploring our rights and responsibilities of identity and diversity <p>Year 4</p>	<p>Year 5</p> <p>Science</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age differences in the life cycles of a mammal, an amphibian, an insect and a bird life process of reproduction in some plants and animals <p>PSHE <i>It's My Body</i></p> <ul style="list-style-type: none"> Having control over what happens to your body (physically and mentally) Knowing a positive body image <p><i>Diverse Britain</i></p>


		<p>Science:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults <p>PSHE <i>Growing Up</i></p> <ul style="list-style-type: none"> Name body parts, respect other people's personal space and body changes; differences between people Safe relationships and keeping safe (revisited in 'Safety First' unit) <p>KIRFS</p> <ul style="list-style-type: none"> #3. Two adults that I trust are... #4. I report unkind behaviour so that we can all get on well. 	<p>PSHE <i>Growing Up</i></p> <ul style="list-style-type: none"> Sexual orientation: heterosexual, bisexual, asexual and transgender Loving relationships can hold different sexual orientations Name body parts, describe physically and emotion changes as we grow through puberty What feelings people experience as they grow up Different types of relationships and families How babies are made: two ingredients a male sperm and a female egg. When they meet they make a baby (lesson 6). How babies are born: baby pushed out by the mother through the vagina and come out between the mother's legs Knowing that families can be diverse 	<ul style="list-style-type: none"> Negative impacts of the media (focus: body image) <p>Year 6 Science</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <p>PSHE <i>VIPs</i></p> <ul style="list-style-type: none"> Characteristics of healthy families Communication is key to successful relationships: importance to keep open lines of dialogue Different types of romantic relationships including LGBTQ+ relationships In RSE - children discuss puberty and reproduction - it is kept relevant to things they need to maintain healthy and good mental and physical health. <p><i>Growing Up</i></p> <ul style="list-style-type: none"> Awareness of self-image: photography and the influence of the media
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<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>Mental wellbeing Are pupils feelings and behaviour appropriate and proportionate? Explicitly removing stigma and teach pupils how to seek support?</p> <p>SCIENCE</p> <p>*Progression of residential skills</p>	<ul style="list-style-type: none"> ✓ QFT ✓ KIRFS #1 I dial 999 for emergency help by... (for all years) ✓ KIRFS #2 Childline 0800 1111 (Y2-6) ✓ Mindfulness taught to all children at age appropriate levels (awareness week with Well-being week in Spring term) ✓ QFT ✓ KIRFS #1 for all years - Dial 999 for emergency help. ✓ KIRFS #2 for all year groups Childline 0800 1111 ✓ All children have healthy snacks at lunchtime (fruit, plain savoury cracker or cheese Mon - Thurs) ✓ Weekly discussion in PE lessons on physical development and changes ✓ Visitors from dentist, doctor for class and whole school assemblies. ✓ Appropriate clothing and sun protection as part of visits or residential (kit lists provided). ✓ Wellbeing week ✓ Wellbeing / SEN needs reviewed as part of Pupil Progress Meetings 				
	<table border="1"> <tr> <td data-bbox="481 507 808 1339"> <ul style="list-style-type: none"> ● Weekly discussion in PE lessons on physical development and changes ● Dental visit from Truro Health Park </td> <td data-bbox="808 507 1240 1339"> <p>Year 1</p> <ul style="list-style-type: none"> ● Healthy food the way 'treats' are used for special occasions – 'High tea' for families and friends (Spring term 2023) <p>Science KIRFS</p> <ul style="list-style-type: none"> ● Herbivores, carnivores and omnivores – balanced diet for humans <p>PSHE <i>It's My Body</i></p> <ul style="list-style-type: none"> ● Healthy food vs unhealthy ● Oral hygiene ● Sun safety <p>Year 2</p> <p>Science KIRFS</p> <ul style="list-style-type: none"> ● importance for humans of exercise, eating the right amounts of different types of food, sleep, exercise and hygiene. </td> <td data-bbox="1240 507 1639 1339"> <ul style="list-style-type: none"> ● Swimming, water safety and self-rescue lessons at Truro Leisure Centre – associated risks walking in public/car parks, swimming pools, stranger danger <p>Year 3 Science</p> <ul style="list-style-type: none"> ● Animals including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <p>KIRFS</p> <ul style="list-style-type: none"> ● #3. Considerate means responding positively to someone's facial expressions, body language and words. <p>Year 4 Science</p> <ul style="list-style-type: none"> ● healthy eating specifically linked to teeth and oral hygiene </td> <td data-bbox="1639 507 2029 1339"> <p>Year 5 Fire and Rescue safety day</p> <ul style="list-style-type: none"> ● Sun safety ● Choking and recovery position <p>Science</p> <ul style="list-style-type: none"> ● Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>PSHE <i>It's my body / Think positive</i></p> <ul style="list-style-type: none"> ● Healthy diet choices ● Physical exercise as part of weekly routine ● Good sleep patterns ● Knowing the differences between medicinal drugs and illegal drugs <p><i>Safety first</i></p> </td> </tr> </table>	<ul style="list-style-type: none"> ● Weekly discussion in PE lessons on physical development and changes ● Dental visit from Truro Health Park 	<p>Year 1</p> <ul style="list-style-type: none"> ● Healthy food the way 'treats' are used for special occasions – 'High tea' for families and friends (Spring term 2023) <p>Science KIRFS</p> <ul style="list-style-type: none"> ● Herbivores, carnivores and omnivores – balanced diet for humans <p>PSHE <i>It's My Body</i></p> <ul style="list-style-type: none"> ● Healthy food vs unhealthy ● Oral hygiene ● Sun safety <p>Year 2</p> <p>Science KIRFS</p> <ul style="list-style-type: none"> ● importance for humans of exercise, eating the right amounts of different types of food, sleep, exercise and hygiene. 	<ul style="list-style-type: none"> ● Swimming, water safety and self-rescue lessons at Truro Leisure Centre – associated risks walking in public/car parks, swimming pools, stranger danger <p>Year 3 Science</p> <ul style="list-style-type: none"> ● Animals including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <p>KIRFS</p> <ul style="list-style-type: none"> ● #3. Considerate means responding positively to someone's facial expressions, body language and words. <p>Year 4 Science</p> <ul style="list-style-type: none"> ● healthy eating specifically linked to teeth and oral hygiene 	<p>Year 5 Fire and Rescue safety day</p> <ul style="list-style-type: none"> ● Sun safety ● Choking and recovery position <p>Science</p> <ul style="list-style-type: none"> ● Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>PSHE <i>It's my body / Think positive</i></p> <ul style="list-style-type: none"> ● Healthy diet choices ● Physical exercise as part of weekly routine ● Good sleep patterns ● Knowing the differences between medicinal drugs and illegal drugs <p><i>Safety first</i></p>
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		<ul style="list-style-type: none"> describe the basic needs of animals, including humans, for survival (water, food and air) <p>PSHE <i>Safety First</i></p> <ul style="list-style-type: none"> Eating balanced diet, avoid too much sugar Sun safety 	<ul style="list-style-type: none"> different types of teeth in humans and their simple functions <p>PSHE <i>Safety first</i></p> <ul style="list-style-type: none"> Dangerous substances (dangers of, impacts) Injuries and emergencies (basic first aid) <p>KIRFS</p> <ul style="list-style-type: none"> #4. The difference between banter/joking and bullying is that the victim enjoys banter, bullying is upsetting and repeated. 	<ul style="list-style-type: none"> Risks and ways to keep ourselves safe (with increased independence) First aid basic principles Y5 recapped and common injuries care <p>Year 6</p>
<p>Citizenship Are the pupils being taught the knowledge they need to prepare them to pay a full and active part in society? Are pupils given ground rules and vocabulary for debate and explanation?</p> <p>British Values KS1 right/wrong? Rules – why they help? Different groups/communities?</p> <p>KS2 Democracy and institutions Voluntary/community/pressure groups Identities – regional/national/religious/ethnic</p>	<ul style="list-style-type: none"> ✓ QFT ✓ Assembly themes (e.g. weekly focus on attributes, local and national days of significance) ✓ Roles and responsibilities ✓ Spring term assemblies focus on embedding British Values: making links to historical events/figures, diversity and current news ✓ Democracy and its institutions ✓ Elect members for the School Council and Eco Committee ✓ Individuality Days (first Friday of the month) ✓ Pupil voice to make change ✓ Knowing the differences between right and wrong, and knowing how to report (age appropriately) and seek support to achieve a positive outcome (for all involved). ✓ Need for rules, rewards and consequences (e.g. whole school behaviour – see policy on website, British Values assembly themes) ✓ Discussion at the beginning of the year setting school rules and expectation of positive behaviours ✓ ‘Lovely lining up’ and ‘Wonderful walking’ ✓ Food bank donations (introduce every harvest, then all year round at collection point in reception area) ✓ Visitors allow children to meet different adults to inspire and promote different jobs (e.g. National Careers Week) ✓ Promote diversity with a range of images on displays, assemblies, PowerPoints, worksheets (whole school training Black Voices Cornwall) ✓ Debate: Rotary Club Youth Speaks 			
	<ul style="list-style-type: none"> Welcome to school - Positive behaviours. 	<p>KS1 RE - exploring Hinduism traditions vs. modern society</p>	<p>Year 3</p>	<p>Year 5</p> <ul style="list-style-type: none"> Great Western Railway and Fire and Rescue

	<ul style="list-style-type: none"> ● Rights and responsibilities ● Rule of Law in class, playground, hall, walking to and from <p>See Foundation progression of skill, people, culture and communities.)</p>	<p>Year 1</p> <ul style="list-style-type: none"> ● RE - discussing different religions - comparing and contrasting, including RE compare Christmas festivals in Europe to British <p>Year 2 RE</p> <ul style="list-style-type: none"> ● Contrasting and comparing different religions. ● Peace in the world/our community 	<ul style="list-style-type: none"> ● RE - exploring Judaism traditions vs. modern society <p>Year 4</p> <ul style="list-style-type: none"> ● RE - exploring Sikhism traditions vs. modern society 	<p>Falmouth citizenship day for road, water, sea, rail and fire safety, stranger danger.</p> <ul style="list-style-type: none"> ● RNLI sea and beach safety session (Y5&6) Summer term 1, 2023 ● Exploring Hinduism traditions vs. modern society ● Democracy in the context of history – societies and how they functioned <p>PSHE lessons</p> <ul style="list-style-type: none"> ● Diverse communities - describe the different communities that we belong to; explain what diversity means; describe my personal identify in simple terms; understand that we shouldn't discriminate against others; understand that we are all connected <p>Year 6</p> <ul style="list-style-type: none"> ● 'Different types of relationships' explores different types of romantic relationships - including LGBTQ+ relationships ● RNLI sea and beach safety session (Y5&6) Summer term 1, 2023 ● Defining stereotypes and discrimination across

				<p>society - including those who are disabled - and how these stereotypes can be problematic</p> <ul style="list-style-type: none"> ● RE – exploring Islam in modern society 			
<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. 	<ul style="list-style-type: none"> ✓ QFT ✓ School works closely with parents/carers to make links and support existing ones with external agency that can support our families ✓ Visitors allow children to meet different adults to inspire and promote different jobs ✓ Celebration assemblies each Friday ✓ Class roles and responsibilities. ✓ Staff knowing the children’s interests and investing time in these conversations (and follow-ups) around school ✓ Encouraging all children to find their voice ✓ Topic overviews accommodate development of character ever half term. ✓ Lunchtime and after school clubs ✓ 10 things at Kea provides a variety of tasks to complete to widen home/school opportunities. ✓ School rules which underpin behaviour system ✓ School councillors4 ✓ Eco committee ✓ Go 2 It jobs for Year 5 and 6 ✓ Whole school behaviour policy instils knowledge that all behaviour is a communication (PACE) ✓ Dojos, rewards ✓ Behaviour has consequences ✓ Individuality Days (first Friday of the month) ✓ Whole school non-uniform day to acknowledge YF have been in school for 100 days. ✓ Promote that rewards are both intrinsic and extrinsic. ✓ Behaviour charts in class establish that good choices lead to a move up and bad choices lead to a move down. 			<ul style="list-style-type: none"> ● Achievement clouds ● Celebration certificates ● Tapestry to celebrate individual journeys 	<p>Year 1 and 2</p> <p>Home routines – bedtime, mealtimes transition to school lunches being supervised/supported transition with class teacher.</p>	<p>Children develop skills to go to lunch hall independently. No teacher to chaperone.</p> <p>KS2 camps</p> <p>Year 4</p> <ul style="list-style-type: none"> ● Y4 residential to BF adventure 	<p>Year 5</p> <ul style="list-style-type: none"> ● Year 5 residential to Porthpean ● Sustrans Citizenship <p>Year 6</p>

				<ul style="list-style-type: none"> • Year 6 residential to London • Bikeability
<p>Wider opportunities</p> <ul style="list-style-type: none"> • To develop children' 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 children 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 children learn what is intended from the trip? 	<ul style="list-style-type: none"> ✓ QFT ✓ Launch day opportunities to explore child's starting point. ✓ Class roles and responsibilities ✓ Encouraging all children to find their voice by participating in class discussion, every lesson and classes vote for their Eco Committee representatives. ✓ Reading for pleasure – parent helpers and shared reading (partner classes) ✓ Book/ website links are used to support home learning ✓ Children to meet different adults to inspire and promote different career opportunity: Spaceport, Software Cornwall ✓ KEAdamentals provides a variety of tasks to complete, achieving even wider opportunities ✓ School visits are determined according to 4 year rolling programme, based on humanities e.g. Geography fieldwork - activities designed to develop classroom learning. ✓ All year groups have termly visits at the church (Christmas, Easter and KS2 production) ✓ Lunch times and after school clubs (eco committee, coding, variety of sports) ✓ Interschool competitions ✓ Sustained participation in Eco committee <div data-bbox="539 719 645 794" style="display: inline-block; vertical-align: middle;">  </div> <p style="display: inline-block; vertical-align: middle; margin-left: 10px;">Local links planned for in each topic. This logo appears on all termly overviews.</p>			
	<ul style="list-style-type: none"> • PDR approach to learning • Opportunities to mix with other year groups • Visits from community experts linked to topics to create real life links/experience • Nurse visitor 	<p>Year 1 Reading Little People BIG DREAMs</p> <p>Year 2</p>	<ul style="list-style-type: none"> • Swimming, water safety and self-rescue lessons at Truro Leisure Centre – associated risks walking in public/car parks, swimming pools, stranger danger <p>Year 3</p> <ul style="list-style-type: none"> • Sustainability and BV for Beach trip linked to responsibility <p>Year 4</p> <ul style="list-style-type: none"> • Residential to BF Adventure • Local campaigns linked to our learning: letters to Kea Parish about Playing Place park 	<p>Year 5</p> <ul style="list-style-type: none"> • Residential to Porthpean • Go 2 It jobs • Use of Showbie as a virtual platform for learning resources/tools <p>Year 6</p> <ul style="list-style-type: none"> • Year 6 take a leadership roles in Eco Committee • Residential to London (stay on a boat) • Go 2 It jobs

				<ul style="list-style-type: none"> • Use of Showbie as a virtual platform for learning resources/tools
<p>British values</p> <ul style="list-style-type: none"> • Democracy, the rule of law, individual liberty and mutual tolerance and respect. • Are children taught that these values are precious and not seen across the world? • Can children describe what life would be like (in an age-appropriate manner) 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"> ✓ QFT ✓ School rules advocate the British Values ✓ Consistently discussed within assemblies and PSHE and RE lessons ✓ Assembly themes annually promote all of them individually over a week ✓ High 5 poster as a learning / recall aid to remember them ✓ Democracy to vote for our Eco Committee members ✓ Focus at the moment on diversity, specifically increasing awareness of the historical contribution from people of colour ✓ Individual liberty celebrated by staff knowing individual's preferences, hobbies ✓ Books available in classes and library to illustrate British Values ✓ First careers used to promote career opportunities that available to them, compare to history when this wasn't the case (Obama first President who was African-American) ✓ Assembly prompts discussions about the British values in a purposeful, current context. ✓ Wide and varied images used on slides within sessions. ✓ Black Voices Cornwall training in September 2022 broadened our understanding of British Values and SMSC 			
	<div data-bbox="495 683 663 743" data-label="Image"> </div> <p>Diversity planned in each topic. This logo appears on all termly overviews. Assemblies are teaching that life would look very different without each of the values.</p> <p>Assemblies focus on British Values in Spring term. We also highlight how minorities have been depicted through history (including minority significant figures) and addressed the stereotypes that are associated with 'white privileged'. We embrace the fact that we have a limited diversity and are increasing the specificity of this in our planning.</p>			
<ul style="list-style-type: none"> • Books to illustrate the British Values • Turn taking • Respecting personal space • Discuss how lucky we are to live in the UK, not everywhere has BV • Images used to reflect a cosmopolitan society 	<p>Year 1 Knowledge of other families 'We Are Family' Ways other communities have differences to our own here in Cornwall.</p> <ul style="list-style-type: none"> • Peter Foley (footballer who fought to eradicate racism) <p>PSHE units</p> <ul style="list-style-type: none"> • Be Yourself • TEAM • Diverse Britain <p>Year 2</p>	<p>LKS2 RE</p> <ul style="list-style-type: none"> • make links between sources of authority and the rule of law • believers interpret readings differently • beliefs into practice in different ways, e.g. in different communities, denominations or cultures <p>Year 3</p> <ul style="list-style-type: none"> • Explore diverse origins of our western civilisation. 	<p>UKS2 RE</p> <ul style="list-style-type: none"> • make links between sources of authority and the rule of law • People interpret readings differently <p>Year 5</p> <ul style="list-style-type: none"> • Recognition Window • Lunchtime buddies • Rule of law discussed in context of Viking invasion of Lindisfarne and England • Herbie Hancock music 	

		<ul style="list-style-type: none"> ● Traditional music around the world and ● How different leaders accept or do not accept this 	<ul style="list-style-type: none"> ● Explore challenges faced by refugees ● Reason for refugees fleeing their homelands <p>Year 4 Little People, BIG DREAMS to explore BV in sport (World of Sport), learn about Tommie Smith. Discuss protected characteristics of the fight for equality of:</p> <ul style="list-style-type: none"> ● Wilma Rudolph ● Ellie Symmonds <p>Linguistic and cultural differences, as well as ethnicity and trading movements.</p>	<ul style="list-style-type: none"> ● Opportunities for refugees, what they fled from. <p>Year 6</p> <ul style="list-style-type: none"> ● History of mutual respect Victorian equestrian and artistic performer ● Careers Naga Munchetty <p>PSHE <i>One World</i></p> <ul style="list-style-type: none"> ● How BV's are not present for people in other countries, and some in our own
<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 children taught that not to be inclusive is to be unjust to some people? 	<ul style="list-style-type: none"> ✓ QFT ✓ KIRFS #1 for all years – I dial 999 for emergency help by... ✓ KIRFS #2 for all year groups Childline 0800 1111. ✓ Assess, plan, do, review approach ensures all children learn to review processes and outcomes. ✓ Learning aids used to support access and progression (e.g. pre-teach, personal iPad, wobble cushion) ✓ School works closely with parents/carers to make links and support existing ones with external agency that can support our families. ✓ Trauma informed schools staff training to include ACES in 2019. ✓ All staff are trained to respect individuals for their skills, similarities and differences. ✓ At Kea we celebrate individuality ✓ Protected characteristics represented in images used on displays, websites, worksheets and lesson slides. ✓ Physical differences taught as part of RSE unit. ✓ RE – respect of all religions/beliefs ✓ Assembly themes promote inclusion and equality, e.g. Rosa Parkes ✓ Striving to be anti-racist school by integrating ethically diverse significant figures to our planning ✓ We participate in antibullying week annually ✓ Chn to know the difference between banter and teasing ✓ Wide and varied images used on slides within sessions. 			
	<ul style="list-style-type: none"> ● Books about inclusion / exclusion in library and class book corners 	<p>Year 1</p> <ul style="list-style-type: none"> ● Advocated through daily use of school rules, underpinning equality and including others. 	<p>Year 3</p> <p>Windrush story</p> <ul style="list-style-type: none"> ● PSHE unit Diverse Britain <p>Y3 KIRFS</p>	<p>Year 5</p> <ul style="list-style-type: none"> ● PSHE unit Diverse Britain

	<ul style="list-style-type: none"> ● Books on diversity in class and library ● Consistently discussed within all lessons, to develop understanding of kindness towards self and others 	<ul style="list-style-type: none"> ● RE highlight equality of SMSC ● PSHE unit Diverse Britain ● Peter Foley ● Jolly Postman – everyone was visited <p>Year 2</p> <ul style="list-style-type: none"> ● PSHE unit VIP which celebrates individual liberty <p>Y2 KIRFS</p> <ul style="list-style-type: none"> ● #4. I report unkind behaviour so that we can all get on well. 	<ul style="list-style-type: none"> ● #3. Considerate means responding positively to someone’s facial expressions, body language and words. <p>Year 4</p> <ul style="list-style-type: none"> ● Olympics Tommie Smith advocated for equality ● PSHE unit VIP <p>Y4 KIRFS</p> <ul style="list-style-type: none"> ● #4. The difference between banter/joking and bullying is that the victim enjoys banter, bullying is upsetting and repeated. 	<p>Year 6</p> <p>PSHE lessons</p> <ul style="list-style-type: none"> ● PSHE unit <i>VIP</i> <p><i>One World</i></p> <ul style="list-style-type: none"> ● Defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic <p><i>Growing Up</i></p> <ul style="list-style-type: none"> ● Explores different types of romantic relationships - including LGBTQ+ relationships <p>Mr Men task in Evolution unit of Science.</p>
<p>Spiritual, Moral, Social and Cultural development</p> <p>Specific intention to develop understanding of people’s faith and values.</p> <p>Opportunity to engage in natural world and the range of human achievement and creativity.</p> <p>Discern right and wrong, appreciate views of others, understand own and other’s behaviours.</p> <p>Understand consequences of actions and moral dilemmas (older chn).</p> <p><i>Helped to socialise, cooperate and communicate with increasing confidence with a wide variety of people in different roles?</i></p> <p><i>Given knowledge they need about cultural influences that have shaped the UK.</i></p>	<p>See SMSC document</p> <ul style="list-style-type: none"> ✓ QFT ✓ School works closely with parents/carers to make links and support existing ones with external agency that can support our families ✓ Awareness that we have protected characteristics in Britain, but this is not the case in other countries for example Oman. ✓ Level 3 homework is designed to enhance SMSC ✓ Assembly themes carefully selected to include SMSC ✓ Appropriate links or attachments are provided as part of homework ✓ Trauma informed schools staff training to include ACES in 2019. ✓ Daya visits to teach Hinduism, Sikhism and Judaism ✓ Black Voices Cornwall training in September 2022 broadened our understanding of British Values and SMSC ✓ 10 things at Kea provides a variety of opportunities 			
<p>RE EYFS outcome</p> <ul style="list-style-type: none"> ● develop their own narratives in relation to stories they hear from different communities 	<p>RE KS1 outcome</p> <ul style="list-style-type: none"> ● give a good reason for the views they have and the connections they make ● compare and discuss how a religious story might affect my opinions and respect 	<p>RE KS2 outcomes</p> <ul style="list-style-type: none"> ● know the difference between believers and atheists ● have insight to different faiths ● give a good reason for the views they have and the connections they make 		
		<p>RE LKS2 outcomes</p>	<p>RE UKS2 outcomes</p>	

<p>Recognise and value common aspects across cultural, religious, ethnic and socio-economic communities.</p>	<ul style="list-style-type: none"> ● Understand good behaviour and know the consequences for poor choices ● showing relevant emotions ● Develop ways to listen and speak as part of a group and to work harmoniously <p>See EYFS progression 'People, Culture and Communities'</p>	<p>that other people's views may differ to mine.</p> <ul style="list-style-type: none"> ● different people practice their beliefs in a variety of ways ● give reasons for their own beliefs ● awareness of spiritual and cultural stories and what they mean to believers ● awareness of how other people live: individually and in communities 	<ul style="list-style-type: none"> ● sources of authority to make sense of core beliefs and concepts ● believers interpret readings differently ● beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> ● evaluate how practices have altered due to cultures, media and where people are in the world (protected characteristics could alter these in other countries)
<p>Effective pedagogy for PD</p> <ul style="list-style-type: none"> ● Children revisit previous content. ● Teachers check what children know. ● Children' misconceptions are addressed. ● Acknowledgement of skills, knowledge and effort ● Relationships are positive and respectful. 	<ul style="list-style-type: none"> ✓ QFT ✓ SEN assess, plan, do, review approach ensures all children learn to review processes and outcomes ✓ Throughout topics prior learning is looked at and reviewed at an age-appropriate level ✓ Recap learning in an age-appropriate way throughout lessons ✓ Launch day opportunities to explore child starting points. ✓ Baseline activities to start units e.g. KWL grids as a recap of prior learning and a whole-class contribution to share known vocabulary. ✓ Launch day opportunities to explore child starting points. ✓ KIRFS quizzes ✓ Half termly assessment weeks ✓ Bs to support independent ways to problem solve and address misconceptions ✓ Celebration afternoons showcase what children have learnt. ✓ Teaching assistants are trained half termly, focusing on well-being (staff and pupils) and behaviour for learning. ✓ Appropriate links or attachments are provided as part of home work ✓ Misconceptions built in to teaching. ✓ Oracy activities built into each lesson ✓ Classes use dojo to showcase work three times a week ✓ KIRFS ✓ Level 3 homework ✓ Golden threads in Humanities – also covers prior and applied knowledge, misconceptions. ✓ Use of whole school rules ✓ House points (Dojo) and Headmasters award ✓ Robust transitions (e.g. breathing at beginning of new work space and order leaving assembly) ✓ Relationships are positive and respectful. ✓ Wonderful walking ✓ Lovely lining up 			

	<ul style="list-style-type: none"> ● Regular formative assessment following EYFS framework ● Staff and families discuss relationships to support PD: this continues with the children throughout all lessons, key strand of EYFS ● Tapestry to showcase learning 	<p>Year 1 Finding their own voice and sharing ideas with partners and class. Ongoing as part of continuous provision. Observations inform planning, misconceptions corrected by adults.</p> <p>Year 2</p> <ul style="list-style-type: none"> ● Circle times used to explore misconceptions. Start discussions of possible alternatives. ● Explore ways to show being ready, respectful and safe 	<p>Year 3</p> <ul style="list-style-type: none"> ● Children to peer assess answers and contribute best thoughts to class ● Consider misconceptions (teacher aware and gives clarity) ● Adult led discussions in addition to PSHE planning to address relationships and social difficulties. <p>Year 4</p> <ul style="list-style-type: none"> ● Follow on from assembly content to consider real life application. ● Debates in History – who had more impact on us today Henry VIII or Elizabeth I? 	<p>Year 5 Give evidence back debate to reasons for believing X.</p> <p>Year 6 Test ability to give opinions different to your own (the counter argument), so they can explore and ‘accept’ another person’s viewpoint to what pupils actually believe/have evidence for</p> <ul style="list-style-type: none"> ● Class Dojo portfolios to showcase individual work
<p>Effective assessment</p> <ul style="list-style-type: none"> ● Teachers check children’ knowledge. ● Formative assessment is timely and focused. ● Children have secure knowledge across elements 	<ul style="list-style-type: none"> ✓ QFT ✓ School works closely with parents/carers to make links and support existing ones with external agency that can support our families ✓ KIRFS assessing skills to enhance the application of the facts we can recall ✓ Developing use of knowledge, skills, attributes, attitudes for whole school progression ✓ Children taught key vocabulary at the beginning of lessons to improve subject terminology ✓ Self-assessment so children can evaluate their own progress ✓ Use of class books to revisit prior learning and flashbacks assess prior knowledge ✓ AFL used to inform effective and progressive future sessions 			

<p>(British values, finances etc...).</p> <ul style="list-style-type: none"> ● Knowledge vs application ● Communicating with home about assessment 	<ul style="list-style-type: none"> ✓ Assessment grid used for taught skills ✓ KIRFS quizzes used to assess retention of facts and skills ✓ Quizzes ✓ SEND assess, plan, do, reviews aid staff to assess these children with specificity ✓ We have half termly assessment of reading and numeracy using STAR assessment ✓ Discussions between class teachers take place during planning meetings. ✓ PSHE curriculum taught through Twinkl Life spiral curriculum Y1-6 ✓ Assembly themes focused around Personal Development and link directly to at least one of these areas: SMSC; Local and National occasions; British Values. See assembly theme overview. ✓ Class dojo used to celebrate whole class and individual learning with home ✓ Parent/teacher meetings in Autumn and Spring term ✓ End of year reports in Summer term 2 	
<p>Effective culture for PD</p> <ul style="list-style-type: none"> ● Children are interested and engaged in the programme. ● There are high expectations of what children can learn. 	<ul style="list-style-type: none"> ● Tapestry to record whole class sessions ● Tapestry records significant learning which is shared with families ● Formative assessment takes place daily and child progress is discussed during PPA and in planning learning 	<ul style="list-style-type: none"> ● KWL grid (grey as baseline, red for at the end of the topic) ● Mindmap: simple way of finding out <p>Strategies being used to assessed skills rather than stand alone facts</p> <ul style="list-style-type: none"> ● Scenarios, photo or video clips: discussion and address misconception ● Values continuum: ask class a question or make a statement e.g. Smoking is always wrong. ● Draw and write ● Knowledge, skills, attitudes and attributes ● Role play: Instruct children to include 'x' pieces of knowledge, to include a source of help ● Video diary: whole class summary or individuals ● Bubbles: thought and speaking bubbles for scenarios ● Leaflet as long as it is knowledge/ skills focused ● Explain to an alien ● The story so far ● Advising others ● Media headline or article ● Diamond 9 ● Storyboards
	<ul style="list-style-type: none"> ✓ QFT ✓ Snapshot weeks and Pupil Progress Meetings ensure that expectations / discussions around progress remain high ✓ Assembly themes focused around personal development and link directly to at least one of these areas: SMSC; Local and National occasions; British Values; STEM. See assembly theme overview. ✓ Purposeful writing opportunities ✓ Use of iPads to be familiar with advances in technology ✓ Reading at home is promoted (e.g. for pleasure and share a book at bedtime) ✓ SEND assess, plan, do, reviews acknowledge the whole child, celebrating the individual ✓ Whole school focus on behaviour for learning – high expectations for all 	

<ul style="list-style-type: none"> ● Content is supported by a package of wider opportunities. ● Engaging launch days for topics and celebrations 	<ul style="list-style-type: none"> ✓ Challenge activities built into lessons so children can extend their learning independently. ✓ Classroom prompts for independence. ✓ Classroom resources available for independent research. ✓ KIRFS are skills focussed on personal safety in real life and online ✓ Visit to Kea Church linked to Special Places ✓ Outdoor Education / Hunkin's Hut opportunities. ✓ Celebration assemblies ✓ Launch / end of unit days <p>Community links</p> <ul style="list-style-type: none"> ✓ Local: St Piran's Day, apple week at Trelissick ✓ Food Bank donation box in reception ✓ School community prepare and celebrate learning using communication ✓ Celebration afternoons to showcase learning for parents/carers ✓ Kea Church – visits, Open the book assemblies 				
	<ul style="list-style-type: none"> ● Children have a say in shaping their topics / learning outcomes 	<ul style="list-style-type: none"> ● Fieldwork – Blackberry picking - Local Walk (partnership with local farmer) ● identifying places on a map and creating own simple map of route taken. ● Fieldwork – Gyllyngvase beach - Comparing similarities and differences between Truro and Falmouth, identifying physical and human features 	<ul style="list-style-type: none"> ● Visit Truro museum <p>Swimming</p> <ul style="list-style-type: none"> ● Capably learning to swim 25m+ ● Discrete water safety, self-rescue session as part of personal survival <table border="1" data-bbox="1240 839 2040 1098"> <tr> <td data-bbox="1240 839 1641 1098"> <p>LKS2</p> <ul style="list-style-type: none"> ● Fieldwork – Geography Calenick local walk ● Visit Truro to experience history of the high street and the Mews </td> <td data-bbox="1641 839 2040 1098"> <p>UKS2</p> <ul style="list-style-type: none"> ● Fieldwork – Geography Fal River study </td> </tr> </table>	<p>LKS2</p> <ul style="list-style-type: none"> ● Fieldwork – Geography Calenick local walk ● Visit Truro to experience history of the high street and the Mews 	<p>UKS2</p> <ul style="list-style-type: none"> ● Fieldwork – Geography Fal River study
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<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. 	<ul style="list-style-type: none"> ● All staff have their ongoing performance management with headteacher or deputy headteacher, to include formal lesson observations, book looks, attendance at staff meetings and seeking their own CPD. ● KB monitors staff and pupil well-being ● As part of performance management staff complete a personal review document which is then discussed in PM meeting. ● Teachers meet for planning meetings from EYFS to Y6 to ensure links and progression throughout the school. ● Progression documents used when planning. ● Class dojo used three times a week to share PD information with parents (Y1-6) ● This personal development programme shared on school website 				

<ul style="list-style-type: none"> ● 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"> ● KL reading lead ● HR is EYFS lead practitioner responsible for child welfare and progress ● Tapestry used to share PD with parents 	<p>Year 1</p> <ul style="list-style-type: none"> ● FM eco committee lead ● AB - PE lead <p>Year 2</p> <ul style="list-style-type: none"> ● AR writing and music lead 	<p>Year 3</p> <ul style="list-style-type: none"> ● BC and HP Humanities <p>Year 4</p> <ul style="list-style-type: none"> ● SM French Lead ● KB well-being and personal development lead 	<p>Year 5</p> <ul style="list-style-type: none"> ● MaB STEM lead <p>Year 6</p> <ul style="list-style-type: none"> ● KC PE lead/outdoor learning ● LD SENCO and well-being lead
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