



















St Erme with Trispen Primary 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 activities in continuous provision/while out on walks/trips. Walks in the village. Visits from "people who help us" – police officers, nurses, firemen/fire engine. Beach safety talks Fire drill practices – Emergency situations Fire/firework safety talks Safety through stories and role play situations within the classroom. Class discussions about unfamiliar places and adults – stranger danger. Modelling of safe behaviour from adults.</p> <p style="text-align: right;"></p>	<p>Road safety work when walking in the village and on school trips Walks in the village – staying safe in our local community. Talk about being safe in unfamiliar places when on trips – Stranger danger. Visits from "people who help us" – police officers, nurses, firemen/fire engine. Beach safety talks Fire drill practices - Emergency situations. Fire/firework safety talks Water safety as part of swimming and adventurous activities. Safe use of equipment during science and DT lessons. Safety through stories and role play situations within the classroom. PSHE lessons linked to Medicines and drugs. Modelling of safe behaviour from adults.</p> <p style="text-align: right;"></p>	<p>Road safety work when walking in the village and on school trips Staying safe in wider locations – such as towns and cities – when on residential and school trips Walks in the village – staying safe in our local community. Talk about being safe in unfamiliar places when on trips – Stranger danger. Visits from "people who help us" – police officers, nurses, firemen/fire engine. Beach safety talks – lifeguard talks and demonstrations. Fire drill practices - Emergency situations. Fire/firework safety talks – making fires safely as part of forest school work. Water safety as part of swimming lessons and adventurous activities. Lifesaving skills for more advanced swimmers. Safe use of equipment during science and DT lessons – teaching the children to work with greater independence with hand tools and electric tools – What safety equipment do I need to complete this task? PSHE lessons linked to Medicines, drugs and alcohol. Safe relationship lessons as part of SRE curriculum. Modelling of safe behaviour from adults.</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) as part of role play areas and maths activities. Using money in class for day-to-day activities (eg paying for fruit). Use of class rewards tokens.</p> 	<p>Recognising money (coins, notes) as part of role play areas and maths activities. Using money in class for day-to-day activities (eg paying for fruit). Handling real money when appropriate – example of money. Use of class rewards tokens. Conversations in class linked to how money is obtained (earned, borrowed, won, gifts). Real life examples of this when opportunities arrive. The importance of keeping money safe. Discussion about things that we need against things that we want. What is the difference? Different jobs and how people are paid.</p> 	<p>How do we earn money – different jobs and getting paid different amounts. Decisions about money what do we use it for, why is it important in society. What things do we need and what things do we want. When should we spend money and when should be save it. The issues of loans, debt, credit cards. The cost of things in everyday life and earning money to support this. Budgeting over a period of time – what can I spend, what do I need to save? Being responsible with money and the risks involved with this. (loss, theft). Keeping track of money. Keeping money safe. Talks from professionals with money – local banks giving money talks and advice. Independence with money – spending money when on school residential. Counting money following school events in school.</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>Role play situations with technology – toy laptops, tablets and phones Learning to use technology in learning. Children supported in using iPads within the classroom when appropriate – taking pictures, using age appropriate apps.</p> 	<p>Technology used in daily teaching sessions – video content, use of reliable and appropriate websites. Teaching safe use of technology, taking and using photos graphs, sharing these with others, using photo apps independently (adult supervision) Finding information on the internet using technology (adult modelling and supervision) Using age appropriate apps to support learning within the class. Lessons incorporating safe internet and technology uses.</p> 	<p>Safe internet and app use across all platform and technology. Internet safety lessons covering: <i>What is reliable online</i> <i>Trusted information/sender</i> <i>Security and personal data</i> <i>Social media use</i> <i>Sharing information and media</i> Risks of sharing text, information and images – linked to dangers of this – potential outcomes. Appropriate use of social media and messaging apps – age limits.</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>Trusted adults within school – Key workers – how to recognise trusted adults in school – badges, familiar faces. Adults modelling positive relationships, respect, manners at all times. Consistent adults whenever possible to build relationships. Daily routines to support child Work on sharing, taking turns, being a good friends, respecting others, toys and equipment. Awareness of school rules – ready, respectful and safe.</p> 	<p>Positive relationships with adults and peers. School staff always modelling positive relationships. Lessons on other cultures and religions to support children in being world citizens. Daily routines, school rules of ready, respectful and safe. Lessons based around what a good friend looks like. Supporting and caring for others. Anti-bullying work – what does bullying look like – how do we know? Support for SEND pupils with relationships from TIS practitioner</p> 	<p>PSHE/RE lessons on different cultures and religions around the world – learning to accept and be respectful of all cultures and beliefs. What it means to give permission to make physical contact with others. Bullying – how do we know? How does it make us feel? What are the consequences? Online relationships – how do we manage these? Where can we get help and advice or report concerns about online relationships and content. Support to all children with relationships and behaviour from TIS practitioner.</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>Being private about our body and staying safe Toileting Work on trusted adults – stranger danger</p> 	<p>How to keep our body clean and safe Trusted adults and keeping our bodies private. Learning about appropriate clothing and contact/touching Learning about appropriate photographs Life cycles of humans Discussions about parts of the body and keeping ourselves safe.</p> 	<p>RSE lessons on appropriate contact and relationships. RSE lessons on being yourself, gender issues – LGBTQ work when appropriate. Naming body parts and how to ensure we are keeping ourselves safe. Puberty and reproduction – staying safe. Online sexual activity and appropriate behaviour. Technology and sharing sexualise photos and videos.</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>Healthy eating – fruit and health diet as part of daily snacks. Encourage children to stay hydrate by drinking water regularly – modelled by staff. Role play opportunities – being healthy, shopping, doctors, vets etc. Daily teeth brushing Handwashing Sun safety – slip, slap, slop. Positive toilet routines Managing risks and dangers</p> 	<p>Good daily routines at home and school. Work on healthy eating and what makes a healthy diet. Daily exercise routines, the benefit of exercise through PE lessons. Encouraging independent sun safety – linked to beach safety work. Keeping yourself safe and managing risks and dangers when playing. Lessons about medicines and drugs.</p> 	<p>Clear understanding of healthy diet and lifestyle. Importance and understanding of physical fitness and the effects of exercise. Awareness of good mental health and how we can support or own and affect others. How to deal with emergency situation and call for help if needed. The impact of medicines, drugs, tobacco and alcohol on our bodies.</p>

<p>Citizenship</p>	<p>Knowing the difference between right and wrong – taught through daily stories and role play situations in class. Encouraging talking turns and listening to others Good manners School rules of ready, respectful and safe. Rewards/tokens for good behaviour and achievements.</p> 	<p>Knowing the difference between right and wrong – reinforced through stories, PSHE lessons and daily routines in class Understand the importance of rules to ensure things are done orderly and are fair for everyone RE/PSHE focuses on different groups, religions and communities to promote acceptance and understanding of all. Good manners School rules of ready, respectful and safe. Rewards/tokens for good behaviour and achievements. Positive behaviour for learning.</p> 	<p>Democracy through school council and house captains across the school. Special focuses on general elections and world media events when appropriate. Understanding of local, national and international religions and communities to promote an acceptance of all. School prefects to promote positive role model within the school community. Building on the importance of rule and governance to support all members of the community.</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>School rules of Read, Respectful and Safe. School identity through uniform Weekly praise certificates in assembly House points House teams and rewards. Promote good manners – adults’ model and praise this. Promote positive behaviour learning.</p> 	<p>Support the EYFS children when appropriate – modelling positive behaviour. Members of the school council Achievement shared with school community – website, newsletter. Performances in of parents/carers</p> 	<p>House captains Senior members of the school council School prefects Key roles in school performances Representing the school in sporting events and fixtures – school teams. Supporting younger children in school – acting as positive role models.</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? • Is there a good range of lunchtime and/or after-school clubs? 	<p>Extra-curricular clubs aimed at EYFS children. Individual support for younger children attending clubs to get them used to the experience. Different clubs offered across the year to cater for different interests (where possible). Visitors from the local communities to share experiences – local farmers/tractors School trips build on the learning and topics within the classroom. Local village walks and wider trips used to give a variety of experiences.</p>	<p>Variety of KS1 clubs offered to support children interests. All children support to attend after school clubs should they wish Monitor jobs around the classroom to support responsibility. Daily routine and expectations encourages independence. Class visits built around the learning and curriculum – opportunities for local and wider visits. School sleepover and residential offered. Forest school with TIS practitioner to support individual needs.</p>	<p>Variety of KS2 clubs offer to support children’s interests across the year. School prefects – supporting other children around school in lessons, break and lunchtimes – acting as daily role models in school. Class trips to wider locations to develop and support the curriculum Longer residential offered to build resilience and visit deferring locations to the school Forest school with TIS practitioner to support individual needs.</p>

<ul style="list-style-type: none"> • Are curricular visits designed to ensure that pupils learn what is intended from the trip? 		<p>Pupil premium and sports funding used to support participation of all pupils</p> 	<p>Pupil premium and sports funding used to support participation of all pupils Rota of lunchtime and breaktime activities</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>School rules of ready, respectful and safe Take part in national celebrations and events. Awareness of British culture and values through role play and stories.</p> 	<p>School council – Children are able to vote on members of the school council and become a school councillor themselves. School rules of Ready, Respectful and Safe are modelled and enforced within the classroom. Take part in national and historical events linked to British values and cultures. PSHE lessons linked to British values.</p> 	<p>School council - Children are able to vote on members of the school council and become a school councillor themselves. School captains are voted for. School prefects offer good role models and reinforce the school rules of Ready, Respectful and safe. Class link learning to key British, cultural and historical events throughout the year. Work on rules and tolerance towards others.</p>
<p>Inclusion and equality of opportunity</p> <ul style="list-style-type: none"> • No-one should be treated or thought of as less favourable because they belong to a specific group. • Are pupils taught that not to be inclusive is to be unjust to some people? 	<p>Sharing and turn taking modelled and supported in class. Awareness of different cultures Following routines and rules.</p> 	<p>Learning about different cultures and beliefs. Learning about everyone being individuals but all being treated the same threaded through the curriculum.</p> 	<p>More in depth understanding of tolerance of others – discussion about why and how to tolerant and the impact of not being. Staff ensuring opportunities are offered to all children in a fair and inclusive manner.</p>
<p>Spiritual, Moral, Social and Cultural development</p>	<p>See SMSC document</p>		
<p>Effective pedagogy for PD</p> <ul style="list-style-type: none"> • Pupils revisit previous content. • Teachers check what pupils know. • Pupils’ misconceptions are addressed. • Relationships are positive and respectful. 	<p>Staff model desired behaviours at all times Continual reinforcement of school rules and expectations.</p> 	<p>Rolling program enables some aspects of the curriculum to be reinforced in needed. School councillors changed each year to reinforce process. Safety messages reinforced each time to ensure they are embedded. Language around school rules reinforced in daily conversations to embed it. Assemblies and rewards linked to school rules.</p> 	<p>Key safety messages are reinforced each year and built on – e.g. online safety, beach safety. Key roles revisited in school as the children move through to reinforce their value e.g. school council, school prefects. Language around school rules reinforced in daily conversations to embed it. Assemblies and rewards linked to school rules.</p>

<p>Effective assessment</p> <ul style="list-style-type: none"> • Teachers check pupils' knowledge. • Formative assessment is timely and focused. • Pupils have secure knowledge across elements (British values, finances etc...). 	<p>Observations of pupils behaviour and development. Progress towards Early learning goals</p> 	<p>Observation of children in weekly lessons and when interacting with peers and adults. Termly assessments linked to key learning. Conversations with pupils within lessons and also when moving around school.</p> 	<p>Deeper understanding of personal development over time in school. Modelling key values and messages to other children. Supporting other children in understanding key messages and enforcing school rules.</p>
<p>Effective culture for PD</p> <ul style="list-style-type: none"> • Pupils are interested and engaged in the programme. • There are high expectations of what pupils can learn. • Content is supported by a package of wider opportunities. 	<p>Children encourage to be inquisitive about things in order to gain more understanding and develop.</p> 	<p>Children encourage to express their own opinions and experiences in line with the learning to help with understanding. Staff have high expectations of pupil outcomes and support SEND pupils where appropriate. Staff plan a variety of opportunities to develop and support pupils.</p> 	<p>Pupils are able to support their own understanding with real life examples. Children refer to learning that has taken place when they experience something new or challenging. Staff continually support pupils to achieve their best and go above and beyond the expectations.</p>
<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. 	<p>Staff continually review continuous provision to support children's interests and needs. Build positive relationships with parents and carers to support children's development both in and out of school.</p> 	<p>PSHE curriculum is reviewed during staff meeting to evidence it's effectiveness. Current national and global events and issued are discussed and shared with the children in an appropriate way. Teachers are effective at delivering the curriculum and support children with individual needs.</p> 	<p>Staff follow a clear curriculum path that provides progression as well as reinforcing and recapping key messages across all year groups.</p>