




Connor Downs Academy School Personal Development Programme

| Aspect | Early Years | Key stage 1 | Lower Key stage 2 | Upper Key Stage 2 |
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| <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/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.</p> <ul style="list-style-type: none"> ● Discussing risks when on trips ● Discuss stranger danger ● PSHE lessons on safety beyond the home ● RNLI talks ● Beach Safety ● PSHE Healthy Me unit on medicines and what you put on / in your body ● During outdoor learning sessions all aspects of outdoor safety are reinforced. Pond, and water safety is taught. | <p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>Year 1</p> <ul style="list-style-type: none"> ● Risks on trips / road safety/ management in a public place- shared with children before trips and visits. ● Using scissors safely ● Beach safety ● Risk of medicines – PSHE SCARF Unit – Keeping Safe ● PSHE SCARF Units – Keeping Safe, Growing and Changing ● Using PE equipment safely. ● Discussion of firework safety near bonfire night. ● Fire drill/ lockdown situation ● Pond safety. ● The importance of working safely outdoors and when using gardening tools. <p>Year 2</p> <p>PSHE Autumn 2</p> <ul style="list-style-type: none"> ● Keeping safe inside (electricity. slips trips and falls, medicines) and outside (roads, lakes etc) | <p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>Year 3</p> <ul style="list-style-type: none"> ● Risk assessments and continuous talk of Road safety, and stranger danger in Penlee Museum Gallery visit. ● Hayle Heritage museum Town walk. ● Fire safety with Aspire Outdoor learning Lead Mike Turnham Stone age camp fire. ● Year 3 beach walk and summer camp at school. ● Fireworks, Bonfire and Pet Safety in Outdoor learning lesson. ● Keeping safe : Safe or unsafe ½ term theme Scarf Unit Spring ● Alcohol and cigarettes the facts Scarf in PSHE ● Healthy balanced diet in science lessons (Animals including humans) ● Strangers/E-Safety learning | <p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs. Emergency situations.</p> <p>Year 5</p> <ul style="list-style-type: none"> ● Bikeability in the Autumn Term. ● E-safety ● Water safety and self-rescue in PE and Visit from the RNLI. ● Surf day at Gwithian Towans with Global Boarders. ● Health related fitness in PE. ● Medications and drugs in PSHE ● Exploring risks in everyday situations in PSHE. Risk assessments shared on educational visits e.g. the zoo and mixing with the public. ● Safety at the swimming pool. ● Personal and group safety during residential ● Use of equipment in DT e.g. sewing. |

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| | | <ul style="list-style-type: none"> ● First aid ● Firework safety near bonfire night ● Risk assessments on trips - management in public places shared with children before trips. ● Pond safety. ● The importance of working safely outdoors and when working with gardening tools. | <ul style="list-style-type: none"> ● Working Scientifically across the year ● Pond safety in Cultivating Futures, Outdoor learning lessons. ● The importance of working safely outdoors and when using gardening tools Outdoor learning <p>Year 4</p> <ul style="list-style-type: none"> ∕ PSHE lessons on First Aid and phoning Emergency Services ∕ Walking to Swimming Autumn Term ∕ E-Safety - keeping your personal information private, not talking to strangers online. ∕ Sewing work in DT (safety of using needles) ∕ Working Scientifically across the year ∕ Food Hygiene and using knives in Summer Term seasonal food topic. ∕ Pond safety. ∕ The importance of working safely outdoors and when using gardening tools. Medications and drugs in PSHE ∕ Exploring risks in everyday situations in PSHE. Risk assessments shared on educational | <ul style="list-style-type: none"> ● Safe use of science equipment at Nexus e.g. mixing materials to form a solution. ● Shared risk assessments for outdoor education e.g. climbing Rough Tor and the suitable clothing etc to take and the reasons why linked to Shackleton topic. ● Whole school fire and lockdown practice. ● Pond Safety. ● The fire triangle and fire safety. ● The importance of working safely outdoors and when using gardening equipment. <p>Year 6</p> <ul style="list-style-type: none"> ● Learnt basic and emergency first aid ● E-safety unit in computing and PSHE to teach children about online relationships and how to stay safe. ● Science - Healthy Bodies has a focus on health and unhealthy drugs and children find out about the effects of alcohol and tobacco on the body. ● Y6 residential to London-risk assessments created with children to outline and manage risks. |
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| | | | visits e.g. the zoo and mixing with the public. ☒ Safety at the swimming pool. ☒ Personal and group safety during residential ☒ Shared risk assessments for outdoor education ☒ Whole school fire and lockdown practice | |
| PSHE Economic understanding ● Choices about money, keeping it safe, saving vs spending, risks. | Recognising money (coins, notes). Using money in class for day-to-day activities (eg paying for fruit). <ul style="list-style-type: none"> ● Role play area - inside ● Maths sessions - exploring and handling money ● comparing different localities and life styles | How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid.  Year 1 <ul style="list-style-type: none"> ● Discussed when creating crafts for sale – Christmas fair making a Christmas decoration ● Money in Maths (brief discussion) ● Money in provision – shop ● PSHE SCARF Unit – Rights and Respect Year 2 <ul style="list-style-type: none"> ● Teaching Money in maths ● Discussion around spending or saving. | Decisions about money. Spending vs saving. Loans and debt. Value vs cost. Risks (loss, theft). Keeping track of money. Keeping money safe.  Year 3 <ul style="list-style-type: none"> ☒ Money- Rights and Respect Scarf in PSHE. ☒ Money Maths Summer term. ☒ Craft fairs 1 making Xmas decorations and 2 summer term products to sell. Year 4 <ul style="list-style-type: none"> ☒ Whole unit on money in Maths (essential and non-essential items, bills and budgeting, banks, credit cards). ☒ Raising and handling money for Friends – making and selling craft items | Money – responsible management of money. Profit and loss. Year 5  <ul style="list-style-type: none"> ● Craft fair – raising money for the Christmas fair by making a paper weight decoration. ● Money (Maths) ● Raising money through charity e.g. sponsored events and Bags 2 school appeal. ● RE – charity as part of religion and ways in which is spent e.g. Christian Aid and Zakat. ● Wellbeing club survey - the children and have a budget to purchase new equipment for lunch break. ● George Eustice visit explained how the government spend the country's money. |

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| | | | <p>€ SCARF – learning about expenses and paying taxes</p> | <p>Year 6</p> <ul style="list-style-type: none"> • PSHE unit - Spending decisions and exploring risk in relation to gambling • There is a focus on the current issues that children face when using online technology • Before moving into bigger spending decisions people have to make such as mortgages and bills. This is covered in the SCARF unit 'Being my Best'. • Craft fair – raising money for the Christmas fair by making a paper weight decoration. |
| <p>PSHE Technology & media</p> <ul style="list-style-type: none"> • Forms of media and their impact (reliability of online content, risks of sharing). | <p>Learning to use technology in learning.</p> <ul style="list-style-type: none"> • Use the IWB • Use of ipads • CD player • E Safety week € Safer internet day | <p>Finding information using technology. Ensuring adult supervision.</p> <p>Year 1</p> <ul style="list-style-type: none"> € use of ipads € use of chromebooks € PSHE SCARF Unit – Keeping Safe, Growing and Changing € Internet Safety computing € Safer internet day € Beebots and Scratch coding <p>Year 2</p> <ul style="list-style-type: none"> € E-safety in Autumn Term € PSHE Lessons - Playing games online and friends online. | <p>Finding information using technology. The reliability of online content. Risks of sharing text, information and images.</p> <p>Year 3</p> <ul style="list-style-type: none"> € E-Safety Unit in Autumn Term throughout computing curriculum € Safe Internet Day February. € Screen-time unit in PSHE <p>Year 4</p> <ul style="list-style-type: none"> € Follow Digital Literacy LTP: - Online identity - know how others can find me online, | <p>Finding information using technology. How to access information efficiently with a focus on reliability of sources and content; how to manage online contact. Risks of sharing text, information and images.</p> <p>Year 5</p> <ul style="list-style-type: none"> • E-safety Autumn Term focus + throughout (Computing) • Online content and online contact (PSHE) • Source reliability in History – exploring the past. |

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| | | <ul style="list-style-type: none"> € Seeking permission when taking photographs € Use of ipads and chromebooks. € Safer internet day € Range of media – scratch, coding | <ul style="list-style-type: none"> - evaluate content I post online, - differentiate between opinions, beliefs and facts - Understand how technology can affect healthy sleep - How internet use can be monitored and who owns content € PSHE Unit on Keeping Safe - assessing risks and knowing where to go for help. € Range of media – recording and editing audio, datalogging, taking and editing photographs, Scratch programming, micro:bits. | <ul style="list-style-type: none"> • Computing editing visual media. • RE – how well do we know Ariane Grande (media) compared to how well we know God. • SCARF – Play, like share – who sees what I post online and how to deal with negative outcomes. • Multi-media presentations. <p>Year 6</p> <ul style="list-style-type: none"> • E-safety Autumn Term focus + throughout (Computing) • Use of ‘BeInternetlegends’ by google programme. • Lessons during Website design unit about copyright and safe sharing of information. |
| <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. | <ul style="list-style-type: none"> • PSHE/SCARF units • I’m special you’re special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend. • 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"> • Discussion about being different but still being friends – PSHE SCARF Units – Me and My Relationships, Valuing Difference • Exploring different families and who can keep us safe. PSHE SCARF Units – Me and My Relationships, Valuing Difference, Growing and Changing • Identifying who can help when families make us feel unhappy or unsafe (Growing | <p>Year 3</p> <ul style="list-style-type: none"> € PSHE SCARF Valuing Difference. Me and My Relationships € PSHE SCARF Growing and Changing € Year 3 lesson focus Autumn term Personal Space € Discussion about safe adults in PSHE SCARF Growing and Changing. Briefing before educational visits off site | <p>Year 5</p> <ul style="list-style-type: none"> • Diverse communities (personal identities, how are we all connected; preventing discrimination) PSHE. • Celebrate black history month with Rosa Parks in PHSE and Mae Jemison in Science. • RE – promoting understanding and tolerance. • SCARF assemblies – promoting British Values. |

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| | <p>celebrating differences</p> <ul style="list-style-type: none"> • Specific discussions about what we do / do not feel comfortable with | <p>and Changing - Summer term).</p> <ul style="list-style-type: none"> • PSHE Healthy Relationships – SCARF Me and My Relationships • Feelings and not so good feelings – Me and My Relationships SCARF Unit. • Consent – Keeping Safe and Growing and Changing – SCARF Units. <p>Year 2</p> <ul style="list-style-type: none"> • PSHE –Rights and respect for others • PSHE - valuing differences. • Computing - photography, asking permission. • RE - Jesus is a friend to all discussion. • Forgiveness, peace linking to Christian faith. | <p>Year 4</p> <ul style="list-style-type: none"> € PSHE Unit on Me and My Relationships (positive, healthy relationships) € PSHE Unit on Valuing Difference (negotiate and compromise, respecting others) € Charanga Music Unit Stop! (Relationships and Bullying Rap) € Relationships in RSE (Summer Term) € Discussion about safe adults and who to talk to if they feel unsafe € Motional activities based on results of class motional assessment € RE – promoting understanding and tolerance | <ul style="list-style-type: none"> • School rules and values display and discussion each year. • Respectful relationships (identifying the features of a positive family life; recognising similarities and differences between people in the community; understanding how to respect differences within the community and classroom; defining what self-respect is and why this is important; recognising how to have and encourage polite, respectful relationships • RSE PSHE – positive and safe relationships with others online. • Music links – ballads and lyrics exploring relationships e.g. Adele. • Pre-education risk assessment discussions about being safe when on an educational visit. • Computing and SCARF – staying safe online. • LifeSkills workshop at Penzance fire station – online safety and password security. <p>Year 6</p> <ul style="list-style-type: none"> • SCARF unit about Me and My Relationships explores harmful |
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| | | | | <p>behaviour in relationships.</p> <ul style="list-style-type: none"> ● SCARF unit about 'Valuing Difference' looks at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic. ● Pupils taught about charities such as the NSPCC, who offer support to children. ● Pupils taught about concept of consent. And to know that their decisions should be respected. |
| <p>RSHE Sex education</p> <ul style="list-style-type: none"> ● Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships. ● Gender identity, using correct vocabulary, misconceptions corrected. | <ul style="list-style-type: none"> ● PSHE/SCARF units – Keeping Safe ● PSHE/SCARF units – Me and my relationships. ● PSHE/SCARF units – Growing and Changing. ● Relationships ● Range of books celebrating differences | <p>Year 1</p> <ul style="list-style-type: none"> ● Identifying who can help when families make us feel unhappy or unsafe (Growing and Changing - Summer term). ● PSHE Healthy Relationships – SCARF Me and My Relationships ● Feelings and not so good feelings – Me and My Relationships SCARF Unit. ● Consent – Keeping Safe and Growing and Changing – SCARF Units. <p>Year 2</p> <ul style="list-style-type: none"> ● PSHE Me and My Relationships ● Music - Friendship song | <p>Year 3</p> <ul style="list-style-type: none"> € Body parts discussed in RSE PSHE SCARF Growing and Changing € Healthy relationship discussed in PSHE <p>Year 4</p> <ul style="list-style-type: none"> € Year 4 RSE Unit Growing and Changing (understand puberty and changes to their bodies - opportunities to use correct vocabulary and address misconceptions) € Healthy relationship and staying safe discussed in PSHE (Me and My Relationships, Valuing Difference, Keeping Safe, Growing and Changing) | <p>Year 5</p> <ul style="list-style-type: none"> ● RSE- puberty in males and females ● Managing personal change – physical and emotional ● PHSE – Tolerance of differences including gender identity. <p>Year 6</p> <ul style="list-style-type: none"> ● SCARF lessons explore different types of relationships. ● Children taught about types of formal relationships including forced marriage, arranged marriage and civil partnerships. |

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| | | | | <ul style="list-style-type: none"> • They also explore what makes up healthy family characteristics • In SCARF in Summer unit 'Growing and Changing' - children discuss puberty and reproduction. |
| <p>RSHE Physical health & well-being</p> <ul style="list-style-type: none"> • Healthy eating. • Physical health/fitness. • Oral hygiene, sleep, sun protection, dangers of tobacco drugs & alcohol. • Basic first aid. | <ul style="list-style-type: none"> • PSHE/SCARF units – Being my Best. • . PSHE/SCARF units – Keeping Safe. • Weekly discussion in PE lessons on physical development and changes | <p>Year 1</p> <ul style="list-style-type: none"> • PSHE unit based around keeping healthy SCARF Unit – Being My Best (Includes healthy eating, people who help us, oral hygiene) PE - importance of physical health. • Design and Technology – designing and making fruit kebabs. • Sun protection as part of Science/ Geography/ PSHE • The importance of plants. Sowing seeds, harvesting vegetables and discussing healthy eating during outdoor learning. <p>Year 2</p> <ul style="list-style-type: none"> ∄ PE – health and fitness ∄ Sun Protection - playtimes ∄ Mindful moments and brain breaks ∄ Science - animals in including humans - sleep, healthy diet, exercise and hygiene. ∄ PSHE – Being My Best | <p>Year 3</p> <ul style="list-style-type: none"> ∄ Science Unit (Animals including humans) how to eat healthy Balanced diet Eat Well plate Food Pyramid ∄ Physical Health and Fitness in PSHE and PE lessons weekly lessons ∄ Sun safety lessons taught in PSHE SCARF Assembly RNLI Beach safety Assembly. ∄ Medicine (including drugs, tobacco and alcohol) in PSHE SCARF lesson Keeping Safe ∄ The importance of plants in our diet. Outdoor learning lessons highlighting how plants provide us with all our daily vitamins and minerals. Science lesson Animals including humans <p>Year 4</p> <ul style="list-style-type: none"> ∄ Science learning on healthy eating specifically linked to teeth and oral hygiene | <p>Year 5</p> <ul style="list-style-type: none"> • Healthy snack at break. Free fruit for all children. • Be able to identify the different food groups in a balanced diet; explain what foods are not healthy and reasons why; able to plan a healthy meal (PSHE). • PE – impact of physical exercise on physical and mental wellbeing – Health related fitness topic and access to a wide range of clubs and PE experiences to foster a love of a healthy lifestyle e.g. cross fit and climbing. • Wellbeing club for target children. • Sports tracker to identify the less active for entry into PPE cluster sports events. • Healthy travel e.g. bike shelter and bikeability. • Sustrans walk to school week and survey. |

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| | | <ul style="list-style-type: none"> € PSHE Autumn - keeping safe indoors and outdoors and first aid sessions. € Sowing and growing. Healthy eating and the importance of plants during outdoor learning sessions. € Design technology lesson- Making Pizzas Summer | <ul style="list-style-type: none"> € Physical health throughout PE lessons € Physical and Mental Health discussed in PSHE lessons (coping strategies discussed) € PSHE First Aid lessons (including ringing the emergency services) € Design Technology- Seasonal Food Unit in the Summer Term | <ul style="list-style-type: none"> ● Managing risk in everyday situations – medication, alcohol, drugs and impact on health and wellbeing (PSHE) ● Summer Term – reminders about hats and sun cream and hats protection during hot weather. ● Mindful minutes throughout the week ● School field camping – sun safety and beach walk challenge. ● Swimming lessons at St Ives Leisure centre. <p>Year 6</p> <ul style="list-style-type: none"> ● Children taught basic first aid in addition to the recovery position and CPR with an expert in school. ● In the science unit of healthy bodies, children are taught about the circulatory system and how to keep healthy. They find out about food types and their dietary information. Also, they have a lesson about the negative effects of drugs on the body. ● Weekly PE lessons and give me 5 week to promote active living. ● Outdoor and adventurous PE unit, |
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| | | | | <p>including visits to a Cross fit gym and climbing wall to encourage good physical and mental health.</p> <ul style="list-style-type: none"> • DT unit of healthy burgers. • Assembly by Life Guards about keeping safe in the sun and sea. • School field camping – and beach walk challenge • Wellbeing champions in each class. • Sports Leaders each lunchtime to help children play |
| <p>Citizenship</p> | <p>Right and wrong</p> <ul style="list-style-type: none"> € Discussion at the beginning of the year setting class rules. € PSHE/Scarf unit – Me and my relationships. € PSHE/SCARF unit – Valuing differences € Welly Wednesday with Mr Costello and the animals. € Caring for animals. € Respect for the environment. Litter picks. | <p>Right and wrong The need for rules Different groups & communities</p> <p>Year 1</p> <ul style="list-style-type: none"> € Discussion at the beginning of the year setting class rules. € PSHE – Me and My Relationships, valuing difference € RE sessions - discussing different religions Christianity and Islam - comparing and contrasting. € Caring for animals. Empathy and respect. € Care for the environment. <p>Year 2</p> <ul style="list-style-type: none"> • Roles and responsibilities | <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>Year 3</p> <ul style="list-style-type: none"> • PSHE Peer Pressure SCARF Keeping Safe • Right and Wrong - making links to the Rule of Law BRITISH VALUES KS2 Scarf Assemblies • MP George Eustace Visit • Understanding the wider world (RE - Christianity, Hinduism, Islam) RE Lessons <p>Year 4</p> | <p>Democracy through history. Communities and how they function. Diversity and discrimination</p> <p>Year 5</p> <ul style="list-style-type: none"> • Managing peer pressure (PSHE) • 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. Supported by RE and PHSE lessons. |

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| | | <ul style="list-style-type: none"> ● RE - Contrasting and comparing different religions. ● RE - peace in the world/our community ● British Values ● Right and Wrong - Playground ● Caring for animals during outdoor learning. Teaching the importance of being kind for everyone and everything. | <ul style="list-style-type: none"> ● Right and Wrong - making links to the Rule of Law BRITISH VALUES KS2 Scarf Assemblies ● MP George Eustace Visit ● Understanding the wider world (RE - Christianity, Hinduism, Islam) RE Lessons ● RSPCA compassionate class during outdoor learning. The importance of being kind to everyone and everything.3 way split Animal Care Mrs Pedley lessons ● Caring for our planet. Reduce, reuse and recycle. KS2 SCARF assembly | <ul style="list-style-type: none"> ● Democracy in the context of history – e.g, how the Greeks founded democracy. . ● RE – exploring Islam in modern society. ● George Eustice MP visit. ● Animal care. The RSPCA compassionate class. ● The importance of respecting the wider environment. Reduce, reuse, recycle, rethink. <p>Year 6</p> <ul style="list-style-type: none"> ● Discussion about stereotypes including gender as well discrimination across society - including those who are disabled. ● School Council which has elected members to represent the class. ● Y6 prefects to help children at lunchtime and around school. ● Lessons about British values. ● Reduce, Reuse and Recycle. Visit to the recycling plant and energy recovery centre. |
| <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. | <ul style="list-style-type: none"> ● Clubs ● Meeting different adults to inspire and promote different jobs ● Class responsibilities | <p>Year 1</p> <ul style="list-style-type: none"> ● Clubs ● Celebration assemblies/ Character of the week. ● Class roles and responsibilities. | <p>Year 3</p> <p>∄ Jobs and stereotypes in PSHE (exploring the qualities needed for different jobs in the future) Year 3 Autumn display in class ongoing</p> | <p>Year 5</p> <ul style="list-style-type: none"> ● Swimming lessons; ● Year 5 residential to Carnyorth. ● Access to KS2 sporting competitions; e.g. Year 5 |

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| <ul style="list-style-type: none"> ● Consideration, respect, good manners. ● Promotion of positive character traits and celebration of these. | <ul style="list-style-type: none"> ● Proud Cloud ● Behaviour chart ● Celebration certificates ● Shine Assembly ● Key Stage Assembly ● Trips – Newquay Zoo, Local Farm, Seal Sanctuary ● Sharing pupil work on displays in class and corridor. ● Career day | <ul style="list-style-type: none"> ● Trips – Penlee Museum, Trengwainton Gardens, Pendennis Castle, Paradise Park ● Key Stage Assemblies. Shine assembly ● Links to RE - Christianity and Islam in particular. Recognising similarities and differences/ respecting individual choices. ● PSHE unit ● Visitors into School ● Extensive range of extracurricular activities e.g. multi-skills sports sessions ● Sharing pupil work on displays in class and corridor. ● Career day <p>Year 2</p> <ul style="list-style-type: none"> ● After school Clubs ● PSHE - lessons including job roles in the community and being a good friend. ● Visitors into school | <p>reference what would you like to be when you are older .</p> <ul style="list-style-type: none"> ∄ Swimming lessons ∄ Beach day Camp night ∄ Careers Day Summer 23 ∄ Engineers Day 2024 TBC ∄ Friendship unit in PSHE (How to be a good friend) PSHE SCARF . Weekly class chats and support with friendships at playtime. From teacher and TA ∄ TIS lead supporting friends Nurture group. ∄ Nature detectives after school club. <p>Year 4</p> <ul style="list-style-type: none"> ∄ Class roles and responsibilities ∄ Digital Literacy lessons each half term (staying safe online) ∄ Swimming at the Leisure Centre ∄ Year 4 residential to Camp Kernow in Truro – one night ∄ Access to KS2 sporting competitions ∄ PSHE lessons about healthy relationships, including friendships ∄ PSHE lessons about respecting others ∄ Careers day | <p>sports at Carn Brea with Olympian Vernon Samuels.</p> <ul style="list-style-type: none"> ● Class roles and responsibilities; ● Peer pressure – focus on surrounding self with people with positive traits. ● Healthy, positive relationships unit PSHE ● Positive online contact – PSHE ● Extensive range of extracurricular activities e.g. climbing, orienteering and camp. ● Careers day. ● Pride and responsibilities e.g. animal cadets and gardening club. ● Representing the school at Nexus maths Olympiad or sporting competitions. ● Celebrate at weekly Shine assemblies. ● Share pupil work on our displays and social media. ● 100 things to do book to chronicle achievements. ● Garden and animal cadets. ● Young Imagineers – creativity and imagination during outdoor learning. <p>Year 6</p> |
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| | | | <ul style="list-style-type: none"> € Celebrate at weekly SHINE assemblies € Pupil work shared on displays throughout the school € Nature detectives after school club. € 50 Things to do before you leave Connor Downs Academy book – chronicles achievements during pupil's time at CDA | <ul style="list-style-type: none"> ● Careers Day with people from different jobs presenting to the children. ● Visit to Falmouth University to promote tertiary education. ● We regularly refer to our school's rules and motto which build a culture of high aspiration. ● We reward the characteristics of children in celebration assemblies and praise in public. ● Prefects, Class councillors, Sports Leaders all promote high expectations |
| <p>Wider opportunities</p> <ul style="list-style-type: none"> ● To develop pupils' interests. ● To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in school and the local community). ● Is there a good take-up by disadvantaged pupils and those with SEND? ● Is there sustained participation? ● Is there a good range of lunchtime and/or after-school clubs? ● Are curricular visits designed to ensure that pupils learn what is intended from the trip? | <ul style="list-style-type: none"> ● Clubs ● Opportunities to mix with other year groups – sharing stories. ● School visits linked to the learning in EYFS ● Class rules | <p>Year 1</p> <ul style="list-style-type: none"> ● Class roles and responsibilities. ● Visits linked to curriculum learning - e.g. English, History and Science activities designed to develop classroom learning. ● Clubs ● Visit to church ● Sharing stories ● Active breaktimes ● Nurture group to support break and lunch times. <p>Year 2</p> <ul style="list-style-type: none"> ● Class roles ● After school clubs | <p>Year 3</p> <ul style="list-style-type: none"> € Beach day school camp night summer term. € Phillack Church Visits RE link and Art link. € Penlee Gallery and Museum Visit Autumn, € Hayle Heritage museum walk and talk by local historian Trevor Smitheram. <p>Year 4</p> <ul style="list-style-type: none"> € Year 4 residential € School Camp – one night in Summer Term € Kresen Kernow (Cornish archives) visit as part of Crime and Punishment Topic | <p>Year 5</p> <ul style="list-style-type: none"> ● Year 5 residential ● Lifeguarding/water safety. ● Towans visit to help manage the dunes. ● Animal cadets, gardening club, weather monitors. ● Homework grid – own interest opportunities. ● Careers day ● Wellbeing club for children who have been identified as needing support. ● Nurture and playleaders support at lunchtimes. Active breaktimes and Moki trackers. |

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| | | | <ul style="list-style-type: none"> € Visits to local woodlands and beaches – walks/hikes € Nurture and playleaders support at lunchtime € Homework grid – pupils follow own interests and develop own motivation € Careers day € Wellbeing club for those identified € Access to range of after school clubs € Access to KS2 sporting events € Visit to the local dunes to get close to nature and gain understanding of their local environment. How they can help care for these special places. | <ul style="list-style-type: none"> ● Wide range of clubs. Trips integrated into the curriculum e.g. climbing Rough Tor linked to Shackelton’s expedition and orienteering. ● Nexus visits to enhance science provision and provide an opportunity to experience a secondary school. ● Sporting events and at Hayle, MBA and CSIA to support transition. ● All children learn animal husbandry as part of the outdoor learning. <p>Year 6</p> <ul style="list-style-type: none"> ● Year 6 visit Parliament as part of their London residential to learn about democracy and citizenship. ● Children with SEND/PP are on the committees and represent the school at events and clubs. ● Pupils have wide range of after school clubs including wellbeing club, netball, art and creative writing. ● Pupils invited to attend sports fixtures including cross country, swimming cricket and bowling. Some events are aimed at less active children. |
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| | | | | <ul style="list-style-type: none"> ● Pupils experience a night under canvas and on residential to build independence and resilience. ● Visits to the dunes, local nature reserves to gain a deeper understanding of these places. ● Visit to Cornwall Energy Recovery Centre. |
| <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? | <ul style="list-style-type: none"> € Consistently discussed within PSHE and RE lessons € SCARF/PSHE Key Stage assembly focus. € Playtime/Lunchtime buddies. | <p>Year 1</p> <ul style="list-style-type: none"> € Consistently discussed within PSHE and RE sessions. € SCARF/PSHE Key Stage assembly focus. € Links made in lessons where appropriate and to current affairs. € Roles and Responsibilities € Lunchtime buddies <p>Year 2</p> <ul style="list-style-type: none"> ● RE and PSHE discussions ● Roles and Responsibilities ● Lunchtime buddies | <p>Year 3</p> <ul style="list-style-type: none"> € Consistently discussed In Scarf Assemblies € And within PSHE and RE lessons <p>Year 4</p> <ul style="list-style-type: none"> € SCARF assembly focus € Links made in lessons where appropriate € Rule of law discussed in Crime and Punishment Topic; how law has developed in this country and when/how the police force was formed. € SCARF Valuing Difference Topic € SCARF Rights and Responsibility Topic € RE Understanding Hinduism and Judaism and the difference between right and wrong | <p>Year 5</p> <ul style="list-style-type: none"> ● SCARF assembly focus ● Links made in lessons where appropriate and to current affairs – First News newspaper. ● Rule of law discussed in context of Viking invasion of Lindisfarne and England. ● RE and PSHE – children understand that understanding differences help us to be a tolerant society. <p>Year 6</p> <ul style="list-style-type: none"> ● Scarf assemblies and lessons teach British Values. ● Links are made to these in literacy lessons about refugee and in Black History Month. ● First Newspapers prompt discussions about the British values in a |

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| | | | | <p>purposeful, current context.</p> <ul style="list-style-type: none"> Visit to Parliament and by MPs, Royalty and International Politics. |
| <p>Inclusion and equality of opportunity</p> <ul style="list-style-type: none"> No-one should be treated or thought of as less favourable because they belong to a specific group. Are pupils taught that not to be inclusive is to be unjust to some people? | <ul style="list-style-type: none"> Consistently discussed within PSHE and RE lessons Books about inclusion / exclusion in library and class book corners Key Stage PSHE assemblies. | <p>Year 1</p> <ul style="list-style-type: none"> Consistently discussed within PSHE SCARF Units RE – respect of all religions and beliefs Key Stage PSHE assemblies <p>Year 2</p> <ul style="list-style-type: none"> Key Stage PSHE assemblies. | <p>Year 3</p> <ul style="list-style-type: none"> Differences unit taught in PSHE (linked to how to be a good friend unit) Me and My relationships. Valuing Difference <p>Year 4</p> <ul style="list-style-type: none"> SCARF Valuing Difference Topic SCARF Rights and Responsibility Topic RE Understanding Hinduism and Judaism and the difference between right and wrong | <p>Year 5</p> <ul style="list-style-type: none"> Equal opportunities in Sport which are tracked. RE – respect of all religions/beliefs PSHE unit on value of valuing differences e.g. Rosa Parks. <p>Year 6</p> <ul style="list-style-type: none"> We also look at defining stereotypes and discrimination across society - including those who are disabled - and how these stereotypes can be problematic Valuing Differences unit of SCARF explores different types of romantic relationships and to accept people who look or sound different. Visit to London to experience a diverse environment in contrast to the one most have been brought up in. |
| Spiritual, Moral, Social and Cultural development | See SMSC document | | | |

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| <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. | <ul style="list-style-type: none"> ● Plan, do, review approach ensures all pupils learn to review processes and outcomes ● Regular formative assessment through maths and RWI sessions ● Staff and pupils discuss relationships during PSHE ● Transition opportunities. ● TIS sessions to support children with their understanding and a termly motional activity. | <p>Year 1</p> <ul style="list-style-type: none"> ● Flashback opportunities ● A range of activities used to support and identify misconceptions. ● Circle times used when required to support social difficulties. ● TIS sessions to support children with their understanding and a termly motional activity. ● Assessment weeks ● Flexible planning, adapted to meet needs of the class. ● Robust transitions <p>Year 2</p> <ul style="list-style-type: none"> ● Flashbacks ● Misconceptions built into lessons. ● Transitions are robust at the end of the year. | <p>Year 3 and Year 4</p> <ul style="list-style-type: none"> ∄ Flashback activities throughout all lessons ∄ Eg Art lessons ∄ Pre and Post Unit assessments in SCARF lessons ∄ Assessment weeks ∄ Flexible planning, adapted to meet needs of the class ∄ Relationships discussed in PSHE Units ∄ TIS Support for identified children. Motional games and activities after Motional assessment. | <p>Year 5 and 6</p> <ul style="list-style-type: none"> ● Flash back opportunities ● Pre and post unit assessments - SCARF ● Assessment weeks ● Flexible planning, adapted to meet needs of the class. ● TIS sessions to support children with their understanding and a termly motional activity. ● Consistent lesson structures, GAP analysis, tracking and misconception lessons. |
| <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...). | <ul style="list-style-type: none"> ● Formative assessment takes place daily and pupil progress is discussed during PPA and in planning learning. ● Use of floor books to be looked back upon. | <p>Year 1</p> <ul style="list-style-type: none"> ● PSHE Spiral Curriculum. ● Pre and post unit assessments. ● Pupil voice and book scrutiny ensure that pupils have a secure understanding of concepts taught. ● Use of floor books to be looked back upon. <p>Year 2</p> <ul style="list-style-type: none"> ● Flashbacks used to review previous learning. ● AFL used to inform future planning. | <p>Year 3 and Year 4</p> <ul style="list-style-type: none"> ∄ PSHE Spiral Curriculum (Consent in Year 3 and revisited in Year 6 - specific taught content) ∄ Pre and post unit assessments. ∄ Pupil voice and book scrutiny ensure that pupils have a secure understanding of concepts taught. Feedback to staff appropriately. | <p>Year 5 and 6</p> <ul style="list-style-type: none"> ∄ PSHE Spiral Curriculum. ∄ Pre and post unit assessments. ∄ Pupil voice and book scrutiny ensure that pupils have a secure understanding of concepts taught. Feedback to staff appropriately. |

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| <p>Effective culture for PD</p> <ul style="list-style-type: none"> ● Pupils are interested and engaged in the programme. ● There are high expectations of what pupils can learn. ● Content is supported by a package of wider opportunities. | <ul style="list-style-type: none"> ● Pupils have a say in shaping their questions for learning ● Additional outdoor learning activities for the whole of EYFS every week. ● Muddy Monday, Welly Wednesday sessions with Mr Costello and the animals. | <p>Year 1</p> <ul style="list-style-type: none"> ● Range of launch day, mid-point motivator and finale enrichment activities within each topic/unit e.g Penlee Museum Old Toys Workshop, Pendennis Castle, Trengwainton Gardens – sensory trail ● Scaffolded learning within each subject. ● Outdoor learning in school opportunities weekly. <p>Year 2</p> <ul style="list-style-type: none"> ∄ Visits and trips, ● Purposeful writing opportunities ● Outdoor learning activities covering animal care, gardening skills and nature detectives every week. | <p>Year 3</p> <ul style="list-style-type: none"> ∄ (Stone Age - Iron Age), (Romans) Volcanoes Earthquakes ,Inventors ∄ all engaging topics for Year 3 children ∄ Homework Grid tasks for each term e.g. make an exploding volcano model ∄ Weekly outdoor learning lessons covering animal care, nature detectives and gardening each week. Mr Costello Mrs Pedley <p>Year 4</p> <ul style="list-style-type: none"> ∄ Minack Theatre workshop and performance at the Minack Theatre as part of their yearly Shakespeare Festival – learn part of different play each year. ∄ Visit to Kresen Kernow (home of Cornish archives) ∄ Range of launch and finale activities within each topic. ∄ Scaffolded learning within each topic ∄ Homework grid tasks for each term ∄ Outdoor learning lessons every week covering | <p>Year 5</p> <ul style="list-style-type: none"> ● Range of launch day, mid-point motivator and finale enrichment activities within each topic/unit e.g, Rough Tour, LifeSkills, Minack Theatre visit, Newquay Zoo visit etc. ● Scaffolded learning within each subject. ● Discrete water safety, self-rescue session with the RNLI. ● Outdoor learning in school opportunities weekly. <p>Year 6</p> <ul style="list-style-type: none"> ● Range of launch day, mid-point motivator and finale enrichment activities within each topic/unit. ● Differentiated learning within each subject. ● Discrete water safety, self-rescue session ● Outdoor learning covering animal care, nature detectives and gardening skills every week. ● Comprehensive first aid ‘Mini Medics’ course with a first aid responder, delivered to every child. |
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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. ● 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"> ● EYFS Team responsible for pupil welfare and progress. ● Planning docs indicator clear progression in skills across the school. ● EYFS Lead ensures all subject leads are aware of areas of learning in EYFS. | <p>Year 1</p> <ul style="list-style-type: none"> ● Curriculum leaders monitor subjects & create action plans ● Weekly staff meetings are used to share knowledge and best practice. <p>Year 2</p> <ul style="list-style-type: none"> ● Progression documents used when planning | <p>gardening, animal care and nature detectives.</p> <p>Year 3</p> <ul style="list-style-type: none"> ⊄ Curriculum leaders monitor subjects & create action plans ⊄ Cornish art curriculum links. Progression in skills DT, Art <p>Year 4</p> <ul style="list-style-type: none"> ⊄ Curriculum leaders monitor subjects & create action plans ⊄ Weekly staff meetings are used to share knowledge and best practice. ⊄ Termly monitoring visits provide an external view to provide challenge and suggest development points. ⊄ Sequence of Learning documents used to ensure progression and coverage of all objectives across all subjects ⊄ Cornish art curriculum links. Progression in skills DT, Art | <p>Year 5 and 6</p> <p>Leaders monitor their subject and produce detailed action plans. Weekly staff meetings are used to share knowledge and best practice.</p> <p>Termly monitoring visits provide an external view to provide challenge and suggest development points.</p> <p>Progression documents used when planning.</p> |
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