



Intent of the Personal Development Programme at Bishop Cornish CofE VA Primary

School's Personal Development (PD) Programme has been created to ensure there is a coherent approach to the delivery of content, knowledge and skills which develop all children's character – their attitudes and behaviours.

This journey starts with our jointly constructed Vision and Values underpinning all we do.

The PD Programme aims to ensure our learners leave us equipped for life in modern Britain by:

- Knowing how to keep themselves safe and physically and mentally healthy
- Understanding and respecting British Values
- Celebrating diversity, knowing and understanding how it enriches life for all
- Understanding how to form safe, respectful relationships with others
- Developing children's understanding of how they can lead a responsible, active role within society
- Uncovering and fostering children's interests and talents

Personal Development:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents

It prepares learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values;
- developing their understanding and appreciation of diversity;
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

The curriculum and wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

- at each stage of education, we aim to prepare learners for future success in their next steps

Our Vision and Values

Our vision – **'To inspire through faith and love, that all may flourish'** is the foundation of all that happens at Bishop Cornish. Our Christian values of friendship, perseverance, respect, compassion, trust and justice support all at Bishop Cornish to be the best that they can be. Happy, healthy children, enjoying learning for life - surrounded by kind, respectful relationships and engaging in rich learning experiences. We aim for **ALL** our children to discover their unique gifts of character, talents and abilities. We want them to enthusiastically contribute to society, excelling in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully both throughout their time at Bishop Cornish and as they move on to the next part of their journey in education.



Implementation of the Personal Development Programme

Aspect	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
PSHE Pupils' wider safety Content on common risks (roads, fire, using equipment, medicines, strangers).	Children will: be introduced and revisit throughout the year - Our golden rules Learn - How do we stay safe in school? - Why do we have a school register? - About fire drills in school. Learn about people who help us in and out of school. Have visitor experiences in school e.g. firefighters/dentists/RNLI/paramedics/ police Learn about road safety/bike safety and the wearing of helmets	Year 1 Children will: Learn about who to contact in emergencies and getting help e.g. practise making a 999 call. Children are taught how to use and carry scissors safely. Children are taught how to respect the fire circle in the woods. They are never to walk over the fire pit as they are warned it could have been used in the previous lesson and still be hot. Children learn about how to safely toast a marshmallow and the correct kneeling position beside a fire. Learning that we can do dangerous things safely. JIGSAW Discuss rights and responsibilities, and choices and consequences.	Year 3 Children will: Revisit road safety e.g. risks in relation to road safety and how to be a responsible and safe pedestrian, cyclist and passenger. Learn how to contact the different emergency services. Year 4 Children will: Revisit everyday safety e.g. common hazards and how to identify them Consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.	Year 5 Children will: Explore risk e.g. the idea of risk, and how to manage risky situations safely. Mini Police Youth Engagement Project – keeping safe within the local community Year 5 – Bikeability led by outside agency Year 6 Children will: Year 6 – attend Bikeability led by outside agency Year 6 - Residential (water based) Walking to swimming pool (road safety) County lines specific to Cornwall, knowing who to trust, legal



	Discuss about Bonfire night – fire safety Learn about medicine –what it is it? Role play areas such as hospitals and Vets PSHE JIGSAW Discuss ‘stranger danger’ and what they should do if approached by someone they don’t know.	Learn about being special and how to make everyone feel safe in their class as well as recognising their own safety. Learn about road safety, and about people who can help them to stay safe. Year 2 Children will: Revisit everyday safety across a range of contexts and how to get help. Will apply their knowledge through a range of trips and local walks including visiting the beach		medicines and illegal substances, vaping etc through PHSE
<u>WHOLE SCHOOL</u> Age-appropriate assemblies around themes of bonfire night, online safety, ‘stranger danger’, emergency services. SEND – Provision Map and EHCP outcomes constructed around development of personal safety for more vulnerable children. All classes from Year 1 to Year 6 attend swimming lessons throughout the year – water safety is taught at this time. Annual RNLI assembly re. beach safety – in school and at the beach Road safety				
PSHE Economic understanding	EYFS Children will: Have role play areas to support their understanding of the need to	Year 1 Children will: Have access to money to use freely within their play	Year 3 Children will: Explore the world of work different factors involved in	Year 5 Children will: JIGSAW



Choices about money, keeping it safe, saving vs spending, risks	pay for goods and services and how this happens e.g. through a café or the vets Have access to money to use freely within their play Match and sort money Children pretend to pay for services such as going to the toilet and having snack. PSHE- JIGSAW Be encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. Talk about achieving goals and the feelings linked to this.	Matching and sorting money Children have a beach shop in the summer term where prices are labelled, and they can exchange money for items. Year 2 Children will: Learn about work through the introduction to different jobs and careers. Through literacy and science they will learn about different jobs and what different people do in their daily lives. Counting and solving problems with money	choosing a job and how stereotypes can influence career aspirations. Learn about managing a budget for a project. Look at spending and saving money- where it comes from and how people decide to use their money. How might people use their money differently and how children can keep money safe. Year 4 Children will: Explore money choices: Identifying whether or not something is “good” value and what might influence this. Identify resources to track spending habits and create basic budgets.	Share their dreams and goals and how they might need money to help them achieve them. Consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. Year 6 Children will: JIGSAW Reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. Explore how they can help – e.g. fundraising, standing up for the rights of all. Set up business plans and expenditure sheets with profit and loss.
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				Explore spending decisions- begin to understand how their spending decisions positively and negatively impact their own and other's health and well-being and the environment. Look at gambling: risks involved with gambling and the impact it can have Build their understanding of economic activity on a national and global level. Look at local foodbank as part of our Harvest Festival.
WHOLE SCHOOL – Computing Curriculum – all year groups covering the themes of self-image and identity, online relationships, online reputation, online bullying, managing online information, health and well-being, privacy and security, copyright and ownership Whole school annual celebration of 'SAFER INTERNET DAY' – February				
PSHE Technology & media Forms of media and their impact (reliability of online content, risks of sharing).	EYFS Children will: Learn about computational thinking concepts and approaches. Learn the necessary problem-solving skills needed for everyday	Year 1 Children will: Watch videos to explore that while the internet can be enjoyable and fun, there are sometimes things online that can be upsetting or scary.	Year 3 Children will: Learn about the importance of having time away from devices and how to use other people's devices respectfully.	Year 5 JIGSAW Children will: Investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking.



	life and develop their awareness of how technology is used Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. How to stay safe online, talk about not sharing information such as names with strangers and getting an adult for help when unsure.	Year 2 Children will: Learn about the importance of consent and sharing appropriately. Playing games online- exploring personal information and sharing this with others Learn about the negatives of being online, that people may not be truthful or be manipulative. Use the internet to support their learning and to find out information about different topics	Internet Safety Day and BBC live lessons learning about avoiding scams. JIGSAW Learn about online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Year 4 Children will: Learn about how to have fun safely online, including how to keep online information private and being respectful of others. Understanding consent. Identifying risks around trusting information online.	Learn about age-limits and also age-appropriateness Be taught the SMART internet safety rules and they apply these in different situations. Revisit risk, pressure and influences, with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Be taught about grooming and how people online can pretend to be whoever they want. Revisit rights, responsibilities and respect with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. Year 6 Children will:
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				Think about appropriate content to share online and keeping personal information private Learn about the positives and negatives of social media use. Key strategies to support our emotional wellbeing while being online. AI pros and cons JIGSAW Learn about people who can try to control them or have power over them. Investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.
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Relationships Education 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. STATUTORY CONTENT as per DfE guidance	WHOLE SCHOOL A Trauma Informed School approach embedded across the school – both within the environment and the relationships between everyone in our community. A PACE approach (Playfulness, Acceptance, Curiosity, Empathy) is implemented to forge and sustain positive relationships. Respectful Relationships – Behaviour for Learning policy consistently implemented to support the development of positive relationships between all, with strategies in place to overcome incidences of harm. Adults are continually modelling the expected behaviours from children Restorative Justice implemented to resolve incidences of harm Provision Map and EHCP outcomes constructed around relationships – Social Communication interventions in place to support this SEND –Annual delivery of content Annual Anti-bullying week (November) explored – teachers use annuals themes to drive conversation and consideration of all things anti-bullying Work with MHST team for which is accessible for all children.
Relationship Education As a school we believe positive relationship are key to children feeling safe, families being supported and staff working together in the best interests of the children, whilst ensuring that they feel valued.	



RELATIONSHIPS in and out of school How we live together in school and at home How we view ourselves	EYFS JIGSAW Children will: Learn about how they have similarities and differences from their friends and how that is OK. Begin working on recognising and managing their feelings, identifying different ones and the causes these can have. Learn about working with others and why it is good to be kind and use gentle hands. Learn about when someone says 'stop' or 'stop I don't like that' we listen and immediately stop. Discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible. Be introduced to the key relationships in their lives.	Year 1 JIGSAW Children will: Discuss rights and responsibilities, and choices and consequences. Learn about being special and how to make everyone feel safe in their class as well as recognising their own safety. Explore the similarities and differences between people and how these make us unique and special. Learn what bullying is and what it isn't. Talk about how it might feel to be bullied and when and who to ask for help. Discuss friendship, how to make friends and that it is OK to have differences/be different from their friends.	Year 3 JIGSAW Children will: Learn about families, that they are all different and that sometimes they fall out with each other. Practise methods to calm themselves down. Revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. Talk about using problem-solving techniques in bullying situations. Discuss name-calling and practise choosing not to use hurtful words. Learn about giving and receiving compliments and the feelings associated with this. Identify why stereotypes can be unfair and may not be accurate,	Year 5 JIGSAW Children will: Explore culture and cultural differences. Make links to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. Revisit the topic of bullying and discuss rumour spreading and name-calling. Learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. Consider happiness regardless of material wealth and respecting other people's cultures. Learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each.



	Learn about families and the different roles people can have in a family. Explore the friendships they have and what makes a good friend. Be introduced to simple strategies they can use to mend friendships. Be encouraged to think about things that they are good at whilst understanding that everyone is good at different things. Discuss being different and how that makes everyone special but also recognise that we are the same in some ways. Share their experiences of their homes and are asked to explain why it is special to them. Learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	Discuss being nice to and looking after other children who might be being bullied. Learn about people they may find in their school community. Consider their own significant relationships (family, friends and school community) and why these are special and important. Learn that touch can be used in kind and unkind ways (this supports later work on safeguarding). Consider their own personal attributes as a friend, family member and as part of a community. Children are taught to think positively and thankfully when they can, they are taught how we think about ourselves, our learning and our lives can help us to feel happier.	e.g. Mum is the carer, Dad goes to work. Look at careers and why stereotypes can be unfair in this context. Learn that families should be founded on love, respect, appreciation, trust and co-operation. Learn to recognise their self-worth and identify positive things about themselves and their achievements. Discuss new challenges and how to face them with appropriate positivity. Learn about the need for rules and how these relate to rights and responsibilities. Explore choices and consequences, working collaboratively and seeing things from other people's points of view.	Learn about democracy, how it benefits the school and how they can contribute towards it. Learn about the importance of self-esteem and ways this can be boosted (this is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others (investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking)). Year 6 JIGSAW Children will: Discuss differences and similarities and that, for some people, being different is difficult. Including faith and belief as part of Worldview religion.
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		Year 2 JIGSAW Children will: Learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. Explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. Share feelings associated with bullying and how and where to get help. Explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship. Discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask (links to Staying Safe).	Learn about different feelings and the ability to recognise these feelings in themselves and others. Year 4 JIGSAW Children will: Consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. Explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. Discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. Share their own uniqueness and what is special about themselves.	Learn about bullying and how people can have power over others in a group. Discover strategies for dealing with this as well as wider bullying issues. Learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements. Learn about Parliament and what democracy is compared to dictatorship in other countries as part of their history topic. Learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. Explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it.
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		Learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. Learn about choices and the consequences of making different choices. Learn about family relationships which widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Consider the importance of trust in relationships and what this feels like. Learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult (links to Staying Safe). Reflect upon different types of physical contact in relationships, which are acceptable and which ones are not (links to Staying Safe).	Talk about first impressions and when their own first impressions of someone have changed. Explore being part of a team. Talk about attitudes and actions and their effects on the whole class. Discuss democracy and link this to their own School Council, what its purpose is and how it works. Learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. Learn about considering other people's feelings. Focus on the emotional aspects of relationships and friendships. Explore jealousy and loss/ bereavement.	
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		Practise strategies for being assertive when someone is hurting them or being unkind. Learn about people who can help them if they are worried or scared (links to Staying Safe).	Identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. Learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Be taught that relationship endings can be amicable.	
WHOLE SCHOOL BISHOP CORNISH Citizenship Events of local, national and international significance discussed in classes or whole school assembly. Various children involved in visits to local old peoples home and in local concerts. School council will represent their classes Years 2-6				
Citizenship –	EYFS Children will:	Year 1 JIGSAW Children will:	Year 3 JIGSAW Children will:	Year 5 JIGSAW Children will:



playing an active role within the community	Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions. Learn about the wider community and how they help us such as lollipop people. Have visitors into school e.g. Diwali workshops Experience events held around school e.g. car wash with the support of Y6 Liten to stories that are used to promote friendship, kindness and the caring of one another	Explore communities: we all belong to different communities both inside and outside of our families. Have visitors into school e.g. Diwali workshops Experience events held around school e.g. car wash with the support of Y6 Liten to stories that are used to promote friendship, kindness and the caring of one another Whole school events e.g. Children in Need + collection for Homeless at Christmas Harvest Celebration Be part of celebration assemblies Children are encouraged daily to consider who they are thankful for to build a sense of belonging and community. We have a special song that we listen to at the beginning of most days.	Investigate the wants and needs of other children who are less fortunate and compare these with their own. Year 4 JIGSAW Children will: Learn about their school and its community, who all the different people are and what their roles are.	Explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. Year 6 JIGSAW Children will: Learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. Discuss their choices and actions and how these can have far-reaching effects, locally and globally.
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	Whole school events e.g. Children in Need + collection for Homeless at Christmas Harvest Celebration Be part of celebration assemblies	Year 2 JIGSAW Children will: Explore communities: we all belong to different communities both inside and outside of our families. Have visitors into school e.g. Diwali workshops Experience events held around school e.g. car wash with the support of Y6 Liten to stories that are used to promote friendship, kindness and the caring of one another Whole school events e.g. Children in Need + collection for Homeless at Christmas Harvest Celebration Be part of celebration assemblies		
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WHOLE SCHOOL

As per the school's Relationships and Sex Education Policy, school have determined that it is necessary to cover some additional (non-statutory) sex education content to meet the needs of our pupils. The content has been carefully chosen to the age and physical and emotional maturity of our pupils, preparing them for the change adolescence brings and how a baby is conceived and born. This draws upon knowledge of the human life cycle set out in the (statutory) National Curriculum for science, alongside the PSHE content delivered on keeping physically healthy. The school use planning and resourcing from the JIGSAW to support the delivery of the additional sex education content. Families are welcome to withdraw their children from these sessions should they wish or are very welcome to view the content due to be delivered.

RSE – Relationships and Sex Education Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships. Gender identity, using correct vocabulary, misconceptions corrected Non-Statutory. Content determined necessary by Bishop Cornish CofE VA Primary School	EYFS JIGSAW Children will: Have provision of sensitive planned circle times prepare pupils for appropriate communication and discussion around the difference of families and relationships development Listen to stories that support correct vocabulary and tackle gender identify using the modelling the correct vocab including misconceptions are identified Have provision of role play areas offer varied scenarios for building relationships and the exploration of varied experiences e.g. how to	Year 1 JIGSAW Children will: Be introduced to life cycles, e.g. that of a frog and identify the different stages. Compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. Discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva).	Year 3 JIGSAW Children will: Learn about babies and what they need to grow and develop including parenting. Be taught that it is usually the female that carries the baby in nature. Look at the outside body changes in males and females. Learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by	Year 5 JIGSAW Children will: learn that we all have perceptions about ourselves and others, and these may be right or wrong. Reflect on how social media and the media can promote unhelpful comparison and how to manage this. Be able to explain bodily changes in males and females. Details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF.
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	look after babies, feeding and washing JIGSAW Children will: Be encouraged to think about how they have changed from being a baby and what may change for them in the future. Consolidate the names and functions of some of the main parts of the body and discuss how these have changed. Learn that our bodies change in lots of different ways as we get older. Understand that change can bring about positive and negative feelings, and that sharing these can help. Consider the role that memories can have in managing change.	They are also taught that nobody has the right to hurt these parts of the body. Discuss that change is a natural and normal part of getting older which can bring about happy and sad feelings. Practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them. Year 2 JIGSAW Children will: Compare different life cycles in nature, including that of humans. Reflect on the changes that occur between baby, toddler, child, teenager, adult and old age. Discuss how independence, freedoms and responsibility can increase with age (as part of a school's safeguarding duty, pupils	a male's sperm, it passes out of the body as a period. Discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them. Year 4 JIGSAW Children will: Explore bodily changes at puberty - particularly around menstruation. Be taught about sanitary health - including introducing pupils to different sanitary and personal hygiene products. Be introduced to conception in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm.	Learn that having a baby is a personal choice. Discuss reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. Consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc. Year 6 JIGSAW Children will: Learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes.
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		are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Practise a range of strategies for managing feelings and emotions. Be taught where they can get help if worried or frightened. Learn that change is taught is a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.	Learn that the ovum and sperm carry genetic information that carry personal characteristics. Explore the feelings associated with change and how to manage these.	Learn about childbirth and the stages of development of a baby, starting at conception. Explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. Learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. Learn about self-esteem, why it is important and ways to develop it. Explore the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally. This is done in conjunction with the secondary schools including extra visits for more vulnerable children and visits to BC from staff.
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Health Education Healthy eating. Keeping mentally healthy Physical health/fitness. Oral hygiene, sleep, sun safety, dangers of drugs and alcohol	WHOLE SCHOOL Year 6 Sports Leaders – take responsibility for implementing sport, health and fitness in KS1. Attendance at local sporting events/clubs for children of all ages, across a range of sports. A range of lunchtime and after school clubs to promote sport, health and fitness. Recognising mental health and wellbeing at an age-appropriate level Annual Anti-bullying week SEND Nurture Provision and the Zones of Regulation intervention to develop self-regulation (targeted individual and small group work) Targeted use of the Education Mental Health Practitioner (EMHP) to support and advise with the promotion of positive mental health, events linked to Mental Health days e.g. Children in Need School lunch providers host regular events for children and families to promote and support healthy eating. FIRST AID			
Basic first aid. STATUTORY CONTENT as per DfE guidance	EYFS JIGSAW Children will: Learn the names of some key parts as well as how to stay healthy. Talk about food and that some foods are healthier than others. Talk about the importance of a healthy balance. Discuss the importance of sleep and what they can do to help themselves get to sleep.	Year 1 JIGSAW Children will: Learn about healthy and less healthy choices and how these choices make them feel. Explore about hygiene, keeping themselves clean and that germs can make you unwell. Children are taught that it is okay to be sad sometimes but when we choose to think more positively we feel happier and that we can always search for a happier feeling	Year 3 JIGSAW Children will: Learn about the importance of exercise and how it helps your body to stay healthy. Learn about their heart and lungs, what they do and how they are very important. Discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health.	Year 5 JIGSAW Children will: Investigate the risks associated with smoking and how it affects the lungs, liver and heart. Learn about the risks associated with alcohol misuse. Be taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed.



	Talk about hand washing and why it is important. Talk about toileting and making sure they are able to wipe themselves. Keeping fit and healthy, why do we exercise and how do we stay fit. How does our heart beat and breath change when do some exercise.	or something we are thankful for to feel better. Year 2 JIGSAW Children will: Learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. Consider what makes them feel relaxed and stressed. Learn about medicines, how they work and how to use them safely. Make healthy snacks and discuss why they are good for their bodies. Science units cover what we need to stay healthy in more detail	Learn about different types of drugs, the ones you take to make you better, as well as other drugs. Year 4 JIGSAW Children will: Look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. Reflect on their friendships, how different people make them feel and which friends they value the most. Learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Learn about peer pressure and how to deal with it successfully.	Investigate how body types are portrayed in the media, social media and celebrity culture. Learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures. Year 6 JIGSAW Children will: Discuss taking responsibility for their own physical and emotional health and the choices linked to this. Learn about different types of drugs and the effects these can have on people's bodies. Learn about exploitation as well as gang culture and the associated risks. Learn about mental health/illness and that people have different attitudes towards this.
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				Learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.
Development of character 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.	WHOLE SCHOOL Clear embedded school vision and values that run through all aspects of school life Through the reading curriculum, children will read a wide range of carefully chosen texts which develops their awareness of the world around them, a world that involves them – and the world that existed before them. Termly value with clear Bible passage shared with all classes; the value is acknowledged for all those observed practising it Representation at sporting events – displaying attitude and behaviours expected of a good sportsman Weekly celebration of the 'Achievement Awards' – this is shared with all children and shared in the school newsletter Exploration of different faiths and communities through Religious Education which develops a growing understanding and awareness of different national, regional, religious and ethnic identities in the UK – see the R.E. curriculum All school staff take responsibility for challenging and breaking down stereotypical opinions and societal biases – this is through the delivery of the curriculum and in response to any incidences of this nature. Restorative Justice is used to support all – to learn from all experiences and develop empathy and understanding. Opportunities to go outside of school on longer visits for example young voices bi-annually, whole school theatre trips. Opportunity to be involved in a whole school show for every child each year – Christmas for EYFS and key stage 1, Summer for key stage 2			



Wider opportunities to develop pupils' interests.

To further develop character/citizenship meaningful voluntary work and taking on responsibilities in school

Is there a good take-up by disadvantaged pupils who are disadvantaged and/or have SEND

Do pupils sustain participation?

Is there a good range of lunchtime and/or afterschool clubs?

Are curricular visits designed to ensure that pupils learn something new

WHOLE SCHOOL

Throughout the school year, teachers plan for a variety of trips and/or visitors to enhance the curriculum provision- supporting 'knowing more, remembering more and being able to do more'. The curriculum for History and Geography has been designed to draw upon the local area. Visitors include opportunities to look at future careers

Year 2, 5 and 6 sleepovers/residential trips encourage children to attempt new activities and uncover hidden talents

Through the reading curriculum, children will read a wide range of carefully chosen texts which develops their awareness of the world around them – and the world that existed before them

A range of lunch and after school clubs in place

Attendance at clubs is closely monitored to ensure fair access for all.

Annual Christmas events including a community-based event and during the year when possible, a whole school trip to a pantomime/show

All children with SEND are expected to, and facilitated to attend all out of school events

Choir visit the local residential care home at Christmas for singing

Weekly music and singing assemblies in place for all children

All children involved in a production through the year – EYFS and key stage 1 at Christmas, Key stage 2 in the summer.

Year 5 and 6 trained as compassionate buddies as part of the compassionate school award.

Experience days in school such as dressing up to start or end a topic.



British values 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?	WHOLE SCHOOL Weekly assemblies –focus on developing and growing carefully chosen values Special events are celebrated such as Queens Jubilee and King Charles Coronation Displays around school promote British Vales PSHE displays promote democracy, tolerance and respect Anti-bullying week promotes British vales School is recognized as a compassionate school, and children and staff are trained as respectful and mindful compassionate buddies
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Inclusion and equality of opportunity

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?

Spiritual, Moral, Social and Cultural development (SMSC)	WHOLE SCHOOL The Bishop Cornish approach considers and includes events and campaigns for local and global issues Our bespoke Art Curriculum and our RE curriculum have been carefully constructed to grow children's awareness of individual and cultural diversity celebrating difference School hosts visitors from a range of backgrounds to inform and inspire such as sportspeople, storytellers, artists, musicians	
Effective pedagogy for PD Pupils revisit previous content. Teachers check what pupils know. Pupils' misconceptions are addressed. Relationships are positive and respectful.	Continuous provision, planned provocations are carefully selected to support all areas of development. The EYFS and KS1 environments are carefully planned and organised to support the revisiting of learning experiences underpinning children choice and independence in learning Practitioners meticulously support children in their play choices and sensitively know when to scaffold learning while assessing what children know Observations made by the adults support next steps in learning	WHOLE SCHOOL APPROACHES School's deliberate opportunities are in place to ensure teachers revisit content before introducing new learning and that the continual checking of knowledge and for misconceptions runs throughout lessons. The school's Positive Behaviour Policy is in place to support the behaviours for learning needed for children's successful engagement in all lessons Curriculum coverage termly planning – are sent home to support families in knowing what is being taught in classes. In addition, a weekly Dojo message is sent to let parents know what is happening each week. The PSHE and RSE curriculums are sequenced to ensure new knowledge builds on prior knowledge and that content is introduced at an age-appropriate level. Weekly newsletters and class emails home to families support clear communication and celebration of all learning Teachers will use 'in the moment' and incidental opportunities to support overall Personal Development e.g. when discussing issues arising from the news, an event that has happened locally etc. These will be addressed sensitively to explore themes, worries, solutions.



	Homework is directly linked to learning and reading –learning is continually revisited	
Effective assessment Teachers check pupils' knowledge. Formative assessment is timely and focused.	A systematic assessment process is adopted linked directly to ELG Lead Teacher in EYS consistently trains staff working within children in order to effectively track and monitor designing the continuous provision to support ALL areas of learning Baseline	WHOLE SCHOOL APPROACHES Teachers implement formative assessment approaches throughout the learning – this might be through careful questioning or the use of quizzes/Cahoot. Teachers use the start of each new lesson to check prior learning has been retained; teachers will adapt learning where this has not been the case, or if a misconception has developed. Teachers will revisit content until it is assessed that children are ready for new learning. Children are given opportunities to revisit learning on the day if they are identified as not yet achieving the goal – this may be done by teachers and teaching assistants. Basic skills gaps are also identified and worked on as part of an intervention programme.
Effective culture for PD 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.	Expectations are high and the importance of being as independent as possible is key to learning The well thought out environment both inside and outside engage and motivate children in their learning. In Bishop Cornish School we are of the opinion it is vitally important to celebrate differences and diversity, giving all our children the chance to learn about society and building a culture where everyone is valued and included.	WHOLE SCHOOL APPROACHES Our Vision and values drive the culture of the school, intrinsically integrated with our Trauma Informed Approach, RJ approaches, Personal Development is at the heart of everything we do. We have a commitment to foster relationships which are safe, and we have a commitment to challenge behaviour which causes harm and/or discrimination of any kind. Children are listened too and are at the heart of all decisions we make. Adults in school take responsibility for modelling the culture expected to be seen and experienced in school. PSHE and values approach supports all children to have an understanding of their rights and responsibilities as an active citizen within the communities with which they belong.



	We provide opportunities for children to explore household items from different cultures, stories and family photographs that realistically reflect a range of backgrounds	Adults will use the language of the values to support reflections of actions (both positive and harmful) to help foster the desired culture within school Our curriculum has been designed to ensure opportunities for Personal Development are embedded in relevant, meaningful ways. Our curriculum contains 'mirrors and doors' – children can see themselves reflected and are also afforded opportunities to see the world from different perspectives – and know what opportunities exist for them as they grow Many enrichment opportunities are in place to support Personal Development. These have been carefully chosen to enhance the delivery of the curriculum and acknowledge the barriers to cultural capital our community may experience The use of external expertise supports Personal Development. The school has strong relationships with the Mental Health Support Team and utilises this expertise for the benefit of the community
Effective leadership of PD Monitoring, evaluation and review. Staff have good subject knowledge. Strengths and weaknesses are identified.	Close connections and good working relationships with feeder Preschool including support cpd opportunities Teacher workshops are held with parents during transitions into school Home visits to families before school are conducted with SENCo Strengths and weaknesses are addressed in Professional	LEADERSHIP Living our 'Vision and Values' – is at the core of our personal development offer – to ensure all of our children are inspired through faith and love, so that they flourish. Our personal development offer is underpinned by restorative values and in line with being at Bishop Cornish. Aspects of Personal Development are monitored and evaluated regularly by those responsible (SLT). This may be through learning walks, book looks or taking Pupil Voice Link governors will jointly monitor with leaders e.g. the governor responsible for behaviour, well-being and safety will visit school to talk with pupils and undertake CPOMS analysis.



There is clear continuity and progression from early years to Year 6. The aims of the PD programme are shared with parents.	Performance Management meetings – action plans are drawn up National College platform used to access training	All monitoring is used to review provision and make changes where needed/necessary along with celebrating what is going well Regular parent questionnaires are implemented to ensure families can share feedback about their child's experiences at school The curriculum for PSHE and RSE, and those subjects which support Personal Development, are sequentially planned and enable progression – knowing more, remembering more and doing more. School continue to invest in training and qualifications for staff. School has 4 qualified Trauma Informed Practitioners, and a qualified Senior Mental Health Lead. Training throughout the year includes aspects of Personal Development and can be led by school staff or external professionals – see CPD programme. The curriculum has been shared with governors and families and is available on the school's website. This Personal Development Plan has been shared with families and is available on the school's website
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