



## Dobwalls Primary School Personal Development Programme

Aspect of Personal Social Health and Economic Education	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	To further improve we need to:	
<p><b>PSHE Pupils' wider safety</b></p> <ul style="list-style-type: none"> <li>Content on common risks (roads, fire, using equipment, medicines, strangers).</li> </ul>	<ul style="list-style-type: none"> <li>Health and wellbeing week annually in June covers – fire safety, road safety, online safety, beach safety, stranger danger, medicine safety and basic and emergency first aid.</li> <li>'Dobnews' School magazine written by pupils to help fellow peers e.g. pages on aspects like beach safety</li> <li>Walking to our local Church safely for services – once a term.</li> <li>Weekly Picture News which focuses on current affairs, including how to stay safe in different situations.</li> <li>National Safer Internet day each February e.g. theme of Reach Out with progressive lessons across the school.</li> <li>Regular fire drill practice and discussions about keeping classrooms tidy with staff and pupils to support this</li> <li>Wild Tribe Lessons led by our specialist Wild Tribe Lead Teacher for all pupils – focus on science and SECRET skills. Safety of outdoors, pond area, resources used taught and discussed.</li> </ul>				<ul style="list-style-type: none"> <li>Fireworks and Bonfire Safety</li> <li>Further education on the use and awareness of drugs due to county lines</li> </ul>	
	<ul style="list-style-type: none"> <li>Pupils are taught about road safety in PSHE</li> <li>1decision Lessons – Blues Road Safety</li> <li>1decision lessons – Blue Gets Lost, Purple the Passenger, Yellow Play Fights, Rainbow Visits the Seaside,</li> <li>Autumn term bikeability – balance bikes lessons</li> <li>Visit to Looe and the RNLI Lifeboat</li> <li>Divali – making candle tea light holder discussions</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Pupils are taught about road safety in PSHE</li> <li>1decision Lessons.</li> <li>Safe use of equipment in science (SC1), DT and Art.</li> <li>Walking to Jubilee Park</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Great fire of London – fire safety and how fires spread</li> <li>How to tie shoelaces</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>RNLI visit into School</li> <li>Summer term – water safety assembly</li> <li>Pupils are taught about the safe use of and dangers of Drugs in PSHE</li> <li>Strangers/E-Safety learning – we celebrate national safer internet day.</li> <li>Pupils are taught about the safety of leaning out of windows in PSHE</li> <li>Working scientifically across the year in our Science curriculum</li> <li>Walking to Jubilee Park</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>RNLI visit into School</li> <li>Summer term – water safety assembly</li> <li>PSHE lessons on peer pressure and smoking.</li> <li>Online contact/online content in PSHE and Computing</li> <li>Medications and vaccines in PSHE</li> <li>Exploring risks in everyday situations in PSHE</li> <li>Walking to swimming</li> <li>Safe use of equipment in science (SC1)</li> <li>Local PSCO visits school for local discussions and supports safety e.g. at</li> </ul>		

		<ul style="list-style-type: none"> <li>Banardos Workshops Spring term focus on keeping themselves safe</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>RNLI visit into School Summer term – water safety assembly</li> <li>PSHE lessons on cycle safety.</li> <li>Working Scientifically across the year in our Science curriculum</li> <li>Food Hygiene and using knives in DT</li> <li>Healthy Living - foods that affect us mentally and physically. This is taught in PSHE, PE</li> </ul>	<p>the local park, anti-social behaviour</p> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>RNLI visit into School Summer term – water safety assembly. PSHE lessons on water safety.</li> <li>PSHE lessons on alcohol</li> <li>Bikeability in the Autumn term</li> <li>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.</li> <li>Safe use of equipment in science (SC1)</li> <li>Personal and group safety during the Y6 residential trip</li> <li>Banardos Workshops Spring term focus on keeping themselves safe and safe choices</li> <li>Local PSCO visits school for local discussions and supports safety e.g. at the local park, anti-social behaviour</li> </ul>	
<p><b>PSHE Economic understanding</b></p> <ul style="list-style-type: none"> <li>Choices about money, keeping it safe, saving vs spending, risks.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school Charity focus each year e.g. Cancer Research 21/22 and RSPCA 22/23, British Heart Foundation 24/25 with events like Toasty Tuesday</li> <li>School discos – children pay for own snacks, etc.</li> <li>Eat Well for Less Campaign – cooking events modelling cooking, where to shop and costings for parents/carers and children</li> </ul>				
	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>Role play shops</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Money in maths lessons</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Unit of money matters in PSHE 1decision Lessons</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Unit of money matters in PSHE 1decision</li> <li>Money in Real life Maths</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Unit of the working world (chores at home) in PSHE 1decision</li> <li>Money in Maths lessons</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Unit of the working world (enterprise) in PSHE One Decision</li> <li>Money (Maths)</li> </ul>	<ul style="list-style-type: none"> <li>To introduce Dobwalls dojo pound shop to support and experience in real terms spending or saving!</li> </ul>

				<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Unit of the working world (in-app purchases) in PSHE One Decision</li> <li>• There is a heavy focus on the current issues that children face such as loot boxes on games like Fifa and chests on iPhone games like Clash of the Clans – Picture News</li> <li>• Support the PTFA events running their own stalls with money</li> <li>• Selling of Remembrance Poppy merchandise to peers in school</li> <li>• Fiver Challenge Summer term</li> </ul>	
<p><b>PSHE Technology &amp; media</b></p> <ul style="list-style-type: none"> <li>• Forms of media and their impact (reliability of online content, risks of sharing).</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Online Safety Newsletters sent to parents with up to date reliable information about keeping themselves and their children safe including option to attend online webinars during the year. All on our website too.</li> <li>• Parental Vodafone leaflet and Headstart Kernow leaflets/links</li> <li>• Health and Well-being week in June annually recaps online safety</li> <li>• National Safer Internet Day in February</li> <li>• See computing online/e safety overview document for termly coverage for each year group.</li> <li>• Assemblies respond to current issues as needed within our locality</li> <li>• Picture News responds to current issues</li> </ul>				
	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• 1decision units – Pink’s Screen Time,</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• CEOP Jessie and Friends episode 1</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Computer safety (image sharing) PSHE One Decision unit.</li> <li>• CEOP Jessie and Friends episode 2</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Computer safety (making friends online, computer safety) unit delivered through PSHE One Decision.</li> <li>• CEOP Jessie and Friends episode 3</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Computer safety (online bullying) unit delivered through PSHE One Decision.</li> <li>• CEOP Film 1 Block him right</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Computer safety unit (image sharing and adults’ children views) delivered through PSHE One Decision Lessons)</li> <li>• CEOP Film 2 Who’s Magnus? Focus on discussing logging into people’s accounts/making posts public.</li> <li>• Source reliability in History – exploring the past</li> <li>• Coding – manipulating variables</li> <li>• Multi-media presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to help pupils to stay safe when using group chat facilities – responding to current issues in classes as needed</li> <li>• Continue to ensure pupils understand the difference between appropriate and inappropriate online conduct</li> <li>• Continue to help pupils understand that not all news is real and must come from a reliable source – develop through Picture News</li> </ul>

				<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Computer safety unit (making friends online) delivered through PSHE One Decision Unit.</li> <li>• CEOP Film 3. They have friends but we have fans. Focus on talking to strangers online.</li> <li>• Source reliability in History – exploring the past</li> <li>• Class discussions personalised to the children and current issues</li> <li>• Transition events with Secondary Schools</li> </ul>	
<p><b>RSHE Relationships</b></p> <ul style="list-style-type: none"> <li>• Pupils supported to stay safe (healthy &amp; unhealthy relationships, respect, permission, appropriate &amp; inappropriate contact, kindness, different families).</li> <li>• Content about risks (online, where to find advice, reporting concerns).</li> <li>• Supporting pupils with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school Diamond Rules – e.g. show care and respect for everyone and everything</li> <li>• Children are leaders of the Rainbow Room at lunchtimes</li> <li>• Personalised plans created for children with SEND and EHCP’s e.g. safe hands, self-esteem interventions. See IEP’s and EHCP documents.</li> <li>• British Values assemblies focus on respect for the Spring 2<sup>nd</sup> half term</li> <li>• Children’s Mental Health Week (February) daily activities, assembly led by SENDCo. Initiatives including kindness class jar and kindness certificates</li> <li>• Safeguarding posters around school and ‘worry monsters’ in classes to support with who to report to</li> <li>• Anti-bullying week each November including pupil and parent survey</li> <li>• Picture News – Protective Characteristics</li> <li>• Pre-education risk assessment discussions about being safe when on an educational visit.</li> <li>• 1decision Assembly pack during Health and Wellbeing week – are we the same?</li> <li>• Worry monsters within classrooms as an option for children to report</li> <li>• NHS Educational Mental Health Worker in school – planned whole class work, group work and individual support including parental support where needed.</li> </ul>				
	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• NSPCC Pants</li> <li>• 1decision Green’s Daddy Moves Out, Blues Indoor Voice, Blues Best Friend, Blue Learns to Share, Blue Stays in Hospital, Green Gets Glasses, Orange feels worries, Orange Moves House, Orange Sleeps Over, Yellow Goes on</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Feelings and emotions unit taught through PSHE (jealousy)</li> <li>• Relationships (friendship) PSHE 1decision unit</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Banardos Healthy Relationships.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Relationships (touch) unit taught through PSHE One Decision unit.</li> <li>• Feelings and emotions unit taught through PSHE (grief)</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Growing and changing unit</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Growing and changing (puberty, adult’s and children’s views) units taught through PSHE One Decision unit.</li> <li>• Feelings and emotions unit taught through PSHE (anger, adults and children’s views)</li> </ul> <p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Continue to educate pupils through our PSHE curriculum about child on child abuse</li> </ul>

	<p>Holiday, Rainbow Feels Angry, Rainbow's Food Journey, Pink Goes to School, Pink Misses Mummy, Pink Has a New Brother, Pink Feels Sad, Red Needs the Toilet,</p>	<p>Workshop focuses on healthy relationships. Discussions on gender and gender roles.</p> <ul style="list-style-type: none"> <li>Delivered through PSHE One Decision unit relationships (bullying and body language)</li> <li>Feelings and emotions unit taught through PSHE (worry and anger)</li> </ul>	<p>(appropriate touch and relationships) taught through PSHE One Decision Unit.</p> <ul style="list-style-type: none"> <li>Feelings and emotions unit taught through PSHE (jealousy)</li> </ul>	<ul style="list-style-type: none"> <li>Feelings and emotions (worry) unit taught through PSHE One Decision</li> <li>Banardos workshops focuses on healthy relationships with much discussion and time for pupils to ask questions. Discussions on stereotyping.</li> </ul>	
<p><b>RSHE Sex education</b></p> <ul style="list-style-type: none"> <li>Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships.</li> <li>Gender identity, using correct vocabulary, misconceptions corrected.</li> </ul>	<ul style="list-style-type: none"> <li>Picture News resource regularly exposes pupils to the 9 protected characteristics, including gender identity</li> <li>National Curriculum for Science</li> </ul>				
	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>NSPCC Pants</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Science unit animals including humans – naming body parts.</li> <li>Relationships – friendship unit delivered through PSHE 1decision</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Y2 Banardos workshop</li> <li>Relationships Body language unit through PSHE 1decision unit</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Relationships (touch) unit taught through PSHE 1decision unit.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Growing and changing unit (appropriate touch and relationships) taught through PSHE 1decision Unit.</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Growing and changing (puberty, adult's and children's views) units taught through PSHE 1decision unit.</li> <li>Science unit animals including humans – changes as humans develop.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Growing and changing (conception) unit taught through PSHE 1decision lessons.</li> <li>Science unit – evolution and inheritance</li> </ul>	<ul style="list-style-type: none"> <li>Continue to professionally challenge parents who wish to withdraw their child from some or all aspects of RHE sex education</li> </ul>
<p><b>RSHE Physical health &amp; well-being</b></p> <ul style="list-style-type: none"> <li>Healthy eating.</li> <li>Physical health/fitness.</li> <li>Oral hygiene, sleep, sun protection, dangers of tobacco drugs &amp; alcohol.</li> <li>Basic first aid.</li> </ul>	<ul style="list-style-type: none"> <li>Reminders about sun cream, hats and protection during hot weather.</li> <li>Links with Healthy Cornwall to lead assemblies</li> <li>Noting of World Oral Health Day e.g. Mlink to teeth cleaning and dangers of tobacco</li> <li>Expectation of water in drink bottle bought into school (except those with medical conditions) reminders on Class Dojo/Newsletters</li> <li>No cake/sweets policy for birthdays</li> <li>Physical Health and Fitness PE lessons</li> <li>Daily Mile track</li> <li>Pupils have access to TIS practitioner and Mental Health trained leader</li> <li>Memory garden – whole school access on the field</li> </ul>				

	<ul style="list-style-type: none"> <li>● Basic first aid delivered during Health and Well being week</li> <li>● Children’s Mental Health week each February with daily activities and assembly led by SENDCo</li> <li>● NHS Educational Mental Health Worker in school – planned whole class work, group work and individual support including parental support where needed.</li> </ul>				
	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>● 1decision lessons – Green’s Greens, Orange Brushes Her Teeth, Purple is Poorly, Yellow Learns about Germs, Yellows Bedtime, Red Visits the Dentist, Red’s Hearing Aid, Red’s Nut Allergy, Red Goes Swimming.</li> <li>● Daily teeth cleaning as part of national initiative Big Brush Club.</li> <li>● Topic titled looking after ourselves and others</li> <li>● Parts of our bodies</li> <li>● Farm animals and their young</li> <li>● Regular Leap into Life sessions</li> <li>● 1decision units keeping/staying healthy and keeping/staying safe</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>● Keeping/staying healthy unit (washing hands) delivered through PSHE 1decision unit.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>● Science unit humans – exercise, balanced diet, health and wellbeing.</li> <li>● Keeping/staying healthy unit (brushing teeth) delivered through PSHE 1decision unit.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>● Science Unit (Animals including humans) balanced diet, hygiene and teeth.</li> <li>● Keeping/staying healthy unit (medicine) delivered through PSHE 1decision unit.</li> <li>● Aspens (catering company) leads cooking workshop e.g, scone making Summer 1 linked to Cornwall topic</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>● Science learning on healthy eating specifically linked to teeth/oral hygiene and digestion</li> <li>● Keeping/staying healthy unit (healthy living delivered through PSHE 1decision unit.</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>● Keeping/staying healthy unit (smoking, adult’s and children’s views) delivered through PSHE 1decision unit.</li> <li>● Spring 2 DT cooking rock cakes</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>● In the science unit of animals and human circulatory system measuring heart rate, healthy choices, 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 and alcohol on the body.</li> <li>● Keeping/staying healthy unit (alcohol) delivered through PSHE 1decision unit.</li> </ul>	<ul style="list-style-type: none"> <li>● Review the 1decision special unit for basic first aid – to be delivered in Health and Well-being week.</li> </ul>
<p><b>Citizenship</b></p>	<ul style="list-style-type: none"> <li>● Whole school Diamond Rules – three clear rules to keep one and all safe both in and out of school</li> <li>● Understanding the wider world (RE Cornwall Agreed Syllabus - Christianity, Islam, Hinduism and Judaism)</li> <li>● Know that having a voice and democracy benefits the school– School and Trust Council elected by pupils</li> <li>● Pupils are taught about Democracy and its institutions through assemblies and Picture News</li> <li>● Fundamental British Values are reinforced weekly through Newsround, Picture News and assemblies</li> <li>● Annual Harvest Festival – collection for the local Foodbank</li> </ul>				

	<ul style="list-style-type: none"> <li>● Eco Council</li> <li>● Green Day e.g. links with Biffa</li> <li>● Litter picks – in the local community, resources available daily during lunch, after school clubs</li> <li>● Composting collection within school</li> <li>● Sporting teams e.g. girls and boys football, cross-country</li> <li>● Award events e.g. for cross-country league</li> <li>● Annual Sports Day – both team events and competitive element</li> </ul>				
	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>● Sense of enjoyment and fascination in learning</li> <li>● Understanding consequences</li> <li>● Participation</li> <li>● Co-operation</li> <li>● 1decision lessons – Orange Helps Out, Purple Watches the News, Rainbow’s Day Out</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>● Being responsible (water spillage) unit through PSHE 1decision.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>● Being responsible (practice makes perfect, helping someone in need) unit through PSHE 1decision.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>● Being responsible (stealing) unit through PSHE 1decision.</li> <li>● Peer Pressure is taught in PSHE</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>● Being responsible (coming home on time) unit through PSHE 1decision.</li> <li>● South-West water workshop visit to school</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>● Being responsible (looking out for others, adults and children’s views) unit through PSHE 1dDecision.</li> <li>● Managing peer pressure (PSHE)</li> <li>● Understand the rights and responsibilities associated with being a citizen in the wider community and their country. This is taught in PSHE, RE and Picture News</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>● Being responsible (stealing) unit through PSHE 1decision.</li> <li>● Democracy in the context of history – WW</li> <li>● New RE syllabus 2025 includes world view units</li> </ul>	
<p><b>Development of character</b></p> <ul style="list-style-type: none"> <li>● Ethos of aspiration.</li> <li>● High expectations to fulfil potential.</li> <li>● Wider opportunities.</li> <li>● Pride in the school.</li> <li>● Strong self-discipline.</li> <li>● Consideration, respect, good manners.</li> </ul>	<ul style="list-style-type: none"> <li>● SECRET Skills support development of pupil’s character throughout the school in Y1-Y6. Planned on long term overviews for every subject. Y1 focus on six initially which are then built on as children progress through the school. Assemblies promote SECRET skills. Certificates awarded each Friday promote the SECRET skills. Half-term homework menus include SECRET skills.</li> <li>● Weekly stories with diversity linked as we know with our location in Cornwall experiences are lacking in this area.</li> <li>● British value assemblies linking with SECRET skills – assemblies to meet our interests e.g. linking finding solutions assembly and linked to the World Cup to motivate and interest boys as a boy heavy school.</li> <li>● EYFS focuses on the characteristics of effective learning (COEL) and identified on long term planning and ongoing observations using Tapestry.</li> <li>● Whole School Diamond Rules – referred to by all staff</li> <li>● Classroom Guides – these welcome visitors to the class. Rotated to develop all pupils.</li> <li>● Class Dojo rewards personalised to our school e.g. Diamond Rules, SECRET skills</li> <li>● Weekly poetry performances by all classes on a rotation</li> </ul>				<ul style="list-style-type: none"> <li>● To develop self-assessment of SECRET skills</li> <li>● Develop parental understanding of SECRET skills</li> </ul>

<ul style="list-style-type: none"> <li>● Promotion of positive character traits and celebration of these.</li> </ul>	<ul style="list-style-type: none"> <li>● Christmas Performances – in hall, use of the field</li> <li>● Performances at external venues e.g. Carnglaze Caverns</li> <li>● Annual Sports Day in teams – this includes Teams element as well as individual competitive aspect</li> <li>● Eco Council</li> <li>● Eco/Green day bi-annually in June.</li> <li>● Raising money for school chosen charity e.g. RSPCA through Toasty Tuesday</li> <li>● Raising money for national charity events e.g. Comic Relief, Children in Need, Save the Children</li> <li>● School Garden led by a Governor</li> <li>● Volunteers welcomed into school to hear readers</li> <li>● Reading borrow/swap shed outside the front of the school to encourage reading for the whole community</li> <li>● Wild Tribe Lessons led by our specialist Wild Tribe Lead Teacher for all pupils – focus on science and SECRET skills</li> <li>● Whole school singing assemblies – songs chosen to promote development of character e.g. the Power In Me.</li> <li>● Transition events to support children moving into school (including links with nursery) moving between classes and moving on to Secondary School</li> <li>● See separate career overview of Dobwalls</li> </ul>				
	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>● Belonging focus (talking about themselves and others, comparing themselves, discussing own family traditions</li> <li>● 1decision lessons – Green is Moving up a year, Rainbow Helps at Home,</li> <li>● Career discussions – I wish I were...</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>● Diamond Rules</li> <li>● Class continuous provision and play opportunities</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>● Diamond Rules</li> <li>● Self-selecting from library</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>● Friendship unit in PSHE</li> <li>● Links to RE (Christianity, Hinduism, Atheism, Multi-faith)</li> <li>● Learning transferrable skills for real life situations – life skills in DT</li> <li>● Swimming at Bodmin (all areas of the curriculum – perseverance)</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>● Using water safely and responsibly – South West Water Workshop</li> <li>● Eden Project Educational Visit</li> <li>● First Access Music Lessons</li> <li>● Eden Packed Lunch challenge Spring 2025 – won an award</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>● Peer pressure – focus on surrounding self with people with positive traits</li> <li>● Healthy, positive relationships unit PSHE</li> <li>● Positive online contact – PSHE</li> <li>● Swimming at Bodmin (all areas of the curriculum – perseverance)</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>● Bikeability</li> <li>● Link with Vistry Partnerships – educational visit to Sherford Homes, Plymouth to learn careers and maths/SECRET skills in actions.</li> <li>● Y6 leaders taking on roles for assemblies e.g. ICT, setting up</li> <li>● Y6 create aspiration posters publicly displayed</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to seek new opportunities and further external visitors within school</li> </ul>

<p><b>Wider opportunities</b></p> <ul style="list-style-type: none"> <li>● To develop pupils' interests.</li> <li>● To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in school and the local community).</li> <li>● Is there a good take-up by disadvantaged pupils and those with SEND?</li> <li>● Is there sustained participation?</li> <li>● Is there a good range of lunchtime and/or after-school clubs?</li> <li>● Are curricular visits designed to ensure that pupils learn what is intended from the trip?</li> </ul>	<p><b>Whole School</b></p> <ul style="list-style-type: none"> <li>● Musician of the month – each month a composer or musician is celebrated planned to be diverse. When possible, invited into school to develop pupil interest e.g. Loveny Male Voice Choir, Polperro Wreckers</li> <li>● Artist of the half- term – artists work shard and displayed in the hall from a range of cultures and backgrounds</li> <li>● Foodbank Project – Eat Well for Less linking parents and children for cooking</li> <li>● Clubs- planned according to our grounds, locality...E.G. Dobnews school magazine created to support writing, whole school engagement and sense of belonging in the school...planned based on the children's interests. Litter picking and Mr Jones link to engage parents. Boys and girls football teams. Book club, construction club, computing club, French club. All clubs accessible to all.</li> <li>● 'Rainbow Room' Leaders</li> <li>● Sports events with other schools e.g. Dodgeball Tournament, Breakdancing</li> <li>● Links with local church – visits both to School and to the Church in a sustained relationship</li> <li>● Local Villager Magazine articles in every edition</li> <li>● PTFA competitions – e.g. scarecrows placed around Dobwalls</li> <li>● St Piran's Day celebrations</li> <li>● PTFA events e.g. disco, fayres. Year 6 helpers to develop responsibility and leadership skills, events so one and all are included...xmas fayre, disco and so on.</li> <li>● Links to local library - visits into school e.g. promotion of the Summer Reading Challenge</li> <li>● Author visits to school e.g. Simon James</li> <li>● Peripatetic music lessons – guitars</li> <li>● Purposeful planned trips – see enrichment curriculum</li> <li>● Purposeful planned parental engagement opportunities e.g. phonics in EYFS and Y1, times tables in Y4, spelling in Y2 and more.</li> <li>● Aspects of learning developed with a purpose e.g. writing sent to employers, charities. Work displayed within the community.</li> <li>● Multi-faith assemblies for key festivals e.g. Newsround for Divali, Imran Kotwal online assembly for Ramandan/Eid</li> <li>● Go Cornish Award achieved 2025. St Piran's Day – learning Cornish as part of 'Go Cornish' initiative</li> <li>● Trust Council members in Year 5 and Year 6 attend other Trust events</li> <li>● Music workshops e.g. The Sixteen for Y3/4</li> <li>● Termly monitored extra-curricular planning to ensure 100% of KS2 participate</li> </ul>		<p>Improve cultural experience e.g. further visitors, other religious festivals</p>
	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>● Local Liskeard Christmas Trail participation</li> <li>● Links to Dobwalls School Nursery</li> <li>● Trip to RNLI Lifeboat Looe</li> <li>● Trip to Plymouth Theatre Royal/Hall for Cornwall</li> <li>● Making cards for others e.g. Mother's Day</li> <li>● Self-selecting snack time</li> <li>● Chinese New Year Celebrations</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>● Trip to Truro Museum</li> <li>● Making cards for others e.g. Mother's Day</li> <li>● Class roles and responsibilities</li> </ul>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>● Cross-Country League</li> <li>● Dobnews School Magazine</li> <li>● Christmas Singing Club – sings around the village for Carol singing</li> <li>● Y5/6 Librarians</li> <li>● Carefully planned trips as on the enrichment document</li> </ul> <p><b>In addition for Year 6</b></p> <ul style="list-style-type: none"> <li>● Local village walk – WW topic</li> <li>● Link to School in Nepal</li> <li>● Year 6 Residential</li> <li>● Y6 assemblies organisers including seating and ICT</li> <li>● Playground equipment leaders</li> <li>● SATS Breakfast provision</li> </ul>	<p>Review school enrichment overview for best quality, curriculum, purpose, cost, availability and purpose.</p>

	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Trip to Newquay Zoo</li> <li>• Trip to Restormel Castle</li> <li>• Trip to Liskeard</li> <li>• Village walks</li> <li>• Making cards for others e.g. Mother's Day</li> <li>• School Council Members</li> <li>• Class roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for Secondary School</li> <li>• Mini-Police Club</li> <li>• End of School Performance</li> </ul>	
<p><b>British values</b></p> <ul style="list-style-type: none"> <li>• Democracy, the rule of law, individual liberty and mutual tolerance and respect.</li> <li>• Are pupils taught that these values are precious and not seen across the world?</li> <li>• 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?</li> <li>• Does the school ensure that British values are not presented in a stereotypical manner with just cups of tea and Big Ben?</li> </ul>	<ul style="list-style-type: none"> <li>• British Value focus each half-term during assemblies and ongoing in class. Images used challenge stereotypes.</li> <li>• EYFS focus on democracy/laws Spring 1 and respect/tolerance Spring 2</li> <li>• British Values posters evident around the school</li> <li>• Diamond Rules</li> <li>• Consistently discussed within PSHE, RE lessons and Picture News</li> <li>• Protected characteristics discussed through Picture News</li> <li>• We ensure that the teaching materials we use reflect a diverse and inclusive society – reading books. See our reading spine.</li> <li>• Remembrance Day marked with 1-minute silence, the Last Post</li> <li>• The 1decision programme threads the British Values throughout. For example, whilst using the alternative videos, children will be asked to vote to support the characters in choosing the right decision. This supports students in the early understanding of the 'British Value' - Democracy.</li> </ul>	<p>Gather pupil voice to review impact of British Values</p>	
<p><b>Inclusion and equality of opportunity</b></p> <ul style="list-style-type: none"> <li>• No-one should be treated or thought of as less favourable because they belong to a specific group.</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month - promoted knowledge of Black history, culture and heritage through assemblies, whole class reading</li> <li>• Anti-bullying Week November</li> <li>• Visitors e.g. Daya workshops for Islam and Hinduism</li> <li>• Children's Mental Health Week February</li> <li>• Deaf Awareness Week assembly - May</li> <li>• Planned story assemblies based on diversity, inclusion and equality.</li> <li>• Celebrate events like National Dyslexia Awareness Week</li> <li>• All children encouraged to be part of the School Council, Eco-Council</li> </ul>	<p>To develop staff training using 1 Decision materials</p> <p>Seek further multi-cultural opportunities – use enhanced NATRE website for resources, World View for tours when visiting is not possible.</p>	

<ul style="list-style-type: none"> <li>● Are pupils taught that not to be inclusive is to be unjust to some people?</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently discussed within PSHE and RE lessons</li> <li>● We have created a culture where difference is celebrated and understood</li> <li>● Equal opportunities in Sport</li> <li>● EYFS – 1decision units Why Does Purple Play Differently? Yellow want to Play With Orange</li> </ul>		
<b>SMSC</b>	<b>See separate document</b>		
<b>Effective assessment</b> <ul style="list-style-type: none"> <li>● Teachers check pupils' knowledge.</li> <li>● Formative assessment is timely and focused.</li> <li>● Pupils have secure knowledge across elements (British values, finances etc...).</li> </ul>	<b>EYFS</b> <ul style="list-style-type: none"> <li>● Use of Tapestry</li> </ul>	<b>Y1 – Y6</b> <ul style="list-style-type: none"> <li>● PSHE spiral Curriculum through the use of 1decision as a scaffolding for our coverage</li> <li>● Topics revisited through 1decision and Flashback Fours</li> <li>● Formative assessments inform planning</li> <li>● British Values are taught and discussed through Picture News lessons and assemblies</li> <li>● End of unit assessments</li> </ul>	
<b>Effective culture for PD</b> <ul style="list-style-type: none"> <li>● Pupils are interested and engaged in the programme.</li> <li>● There are high expectations of what pupils can learn.</li> <li>● Content is supported by a package of wider opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils are immersed in their learning through our curriculum, the chosen reading books - see class curriculum overviews for topics</li> <li>● Our bespoke curriculum matches the aims of the national curriculum. We ensure we have high expectations by networking with subject leaders across the trust</li> <li>● Our curriculum is supported by our enrichment overview which plans events within school and education trips to enrich learning e.g. Roman Day in Y4, Ancient Egyptian Day in Y3, Theatre Visit in EYFS and more.</li> <li>● Home Learning Menus each half-term include exciting topic linked learning activities for parents/carers and pupils to engage in learning together e.g. making a flower garden, reading rivers, sewing, make volcano</li> <li>● Wild Tribe area supports the science curriculum and the development of SECRET skills</li> </ul>		Gather pupil voice to review
<b>Effective leadership of PD</b> <ul style="list-style-type: none"> <li>● Monitoring, evaluation and review.</li> <li>● Staff have good subject knowledge.</li> <li>● Strengths and weaknesses are identified.</li> <li>● There is clear continuity and progression from early years to Year 6.</li> </ul>		<ul style="list-style-type: none"> <li>● This PD document is reviewed annually with action for further improvement</li> <li>● The PD lead produces an action plan annually and this is reviewed termly. In this action plan, strengths and weaknesses are identified.</li> <li>● The curriculum section of the website demonstrates how the curriculum is sequenced so that there is clear continuity and progression</li> <li>● The aims of the PD programme are shared with parents through the school's Facebook page, website, newsletters and celebration events</li> </ul>	

● The aims of the PD programme are shared with parents.

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