



Shortlanesend School Personal Development Programme

Aspect	Early Years	Key stage 1	Lower Key stage 2	Upper Key Stage 2
<p>PSHE Pupils' wider safety</p> <ul style="list-style-type: none"> Content on common risks (roads, fire, using equipment, medicines, strangers). 	<p>Road safety, deep water, use of equipment, keeping safe in unfamiliar places.</p> <p>Nursery</p> <ul style="list-style-type: none"> People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body Fire drill/ lockdown situation <p>Reception</p> <ul style="list-style-type: none"> PSHE Spring 1 – Keeping Safe Discussing risks when on trips Discuss stranger danger PSHE lessons on safety beyond the home PSHE Healthy Me unit on medicines and what you put on / in your body Fire drill/ lockdown situation Online safety Healthy bodies – diet, exercise and sleep 	<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"> PSHE Spring 1 – Keeping Safe, Me and My Relationships Risks on trips / road safety/ management in a public place- shared with children before trips and visits. Risk of medicines Using PE equipment safely. Fire drill/ lockdown situation Online safety Economic education including money Healthy bodies – diet, exercise and sleep <p>Year 2</p> <ul style="list-style-type: none"> PSHE Spring 1 – Keeping Safe Keeping safe inside (electricity, slips trips and falls, medicines) and outside (roads, lakes etc) Risk assessments on trips - management in public places shared with children before trips. Fire drill/ lockdown situation Online safety Meeting the fire brigade. 	<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"> PSHE Spring 1 – Keeping Safe Road safety in PSHE Online safety Safe use of equipment in science Fire drill/ lockdown situation Personal and group safety during residential Economic education including money Our body's health including smoking and vaping Healthy bodies – diet, exercise and sleep <p>Year 4</p> <ul style="list-style-type: none"> PSHE Spring 1 – Keeping Safe Sewing work in DT (safety of using needles) Safe use of equipment in science Food Hygiene Fire drill/ lockdown situation Personal and group safety during residential (Adventure Oakhampton) Online safety Economic education including money 	<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"> PSHE Spring 1 – Keeping Safe Financial risk and reward Online contact/online content in PSHE and Computing E-safety Sewing work in DT (safety of using needles) Woodworking in DT (safety of using saws and hot glue guns) Exploring risks in everyday situations in PSHE Food Hygiene and safety when cooking Personal and group safety during residential (Adventure Oakhampton) Sewing in DT Safe use of equipment in science Healthy bodies – diet, exercise and sleep Online safety and cyberbullying Economic education including money Our body's health including smoking and vaping Drugs and alcohol in PSHE

		<ul style="list-style-type: none"> • Safe use of equipment in science • Healthy bodies – diet, exercise and sleep. 	<ul style="list-style-type: none"> • Our body's health including smoking and vaping • Healthy bodies – diet, exercise and sleep 	<p>Year 6</p> <ul style="list-style-type: none"> • Food Hygiene • Financial risk and reward • Bike and road safety - Bikeability in the Summer Term • Woodworking in DT (safety of using saws and hot glue guns) • Personal and group safety during residential (Isles of Scilly) • Online safety and cyberbullying • Explicitly connecting online safety to safety on mobile phones e.g. Whatsapp groups • Beach/water safety • Economic education including money • Drugs and alcohol in PSHE • Our body's health including smoking and vaping • Healthy bodies – diet, exercise and sleep including the cardiovascular system in science
<p>PSHE Economic understanding</p> <ul style="list-style-type: none"> • Choices about money, keeping it safe, saving vs spending, risks. 	<p>Recognising money (coins, notes). Using money in class for day-to-day activities (eg paying for fruit).</p> <p>Nursery</p> <ul style="list-style-type: none"> • Role play area - inside and outside • Maths sessions - exploring and handling money • Shopping linked to the role play area 	<p>How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid.</p> <p>Year 1</p> <ul style="list-style-type: none"> • Money in Maths • Economic education including money in PSHE • PSHE Spring 2 – Family spending and how we should look after our money 	<p>Decisions about money. Spending vs saving. Loans and taxes. Value vs cost. Risks (loss, theft). Keeping track of money. Keeping money safe.</p> <p>Year 3</p> <ul style="list-style-type: none"> • PSHE – how to earn money • Money in Maths • Economic education including money in PSHE • Trading in History topic- Stone Age – Iron Age 	<p>Money – responsible management of money. Profit and loss.</p> <p>Year 5</p> <ul style="list-style-type: none"> • PSHE – Spending wisely • Money in Maths • Economic education including money in PSHE • History – Viking trading for goods – what are goods worth • Summer Fair – giving change and handling money when hosting stalls • HSBC Financial Education sessions

	<p>Reception</p> <ul style="list-style-type: none"> ● PSHE – Looking after money ● Role play area - inside and outside ● Maths sessions - exploring and handling money ● Fundraising - discussions on where money comes from ● Economic education including money 	<p>Year 2</p> <ul style="list-style-type: none"> ● PSHE – How should we look after our money? ● Money in Maths ● NSPCC Number Day ● Economic education including money in PSHE 	<p>Year 4</p> <ul style="list-style-type: none"> ● PSHE – how to earn money ● PSHE – Why pay taxes? ● Money in Maths ● Economic education including money in PSHE ● Trading in History topic- Romans, and local History topic ● Summer Fair – giving change and handling money when hosting stalls 	<p>Year 6</p> <ul style="list-style-type: none"> ● PSHE – Jobs and taxes ● Money in Maths ● Economic education including money in PSHE ● E-safety – spending money on online gaming ● HSBC Financial Education sessions
<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> <p>Nursery</p> <ul style="list-style-type: none"> ● Use the IWB ● CD player ● E-Safety week <p>Reception</p> <ul style="list-style-type: none"> ● Use the IWB ● CD player ● E-Safety week ● iPad 	<p>Finding information using technology. Ensuring adult supervision.</p> <p>Year 1</p> <ul style="list-style-type: none"> ● use of iPads to photograph/research across the curriculum ● Computing curriculum – digital painting, BeeBots, Animation, Grouping data, digital writing. ● use of chromebooks ● Safer internet day covered in assembly and PSHE <p>Year 2</p> <ul style="list-style-type: none"> ● use of iPads to photograph/research across the curriculum ● use of chromebooks ● Computing unit ● Safer internet day covered in assembly and PSHE 	<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"> ● use of iPads to photograph/research across the curriculum ● use of chromebooks ● Safer internet day covered in assembly and PSHE ● Scratch and coding <p>Year 4</p> <ul style="list-style-type: none"> ● use of iPads to photograph/research across the curriculum ● use of chromebooks for research and to present information ● Safer internet day covered in assembly and PSHE ● Scratch and coding 	<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"> ● use of iPads to photograph/research across the curriculum ● use of chromebooks for research and to present information ● Safer internet day covered in assembly and PSHE ● Coding – manipulating variables ● Creating content - videos <p>Year 6</p> <ul style="list-style-type: none"> ● use of iPads to photograph/research across the curriculum ● use of chromebooks for research and to present information ● Safer internet day covered in assembly and PSHE ● Coding – manipulating variables

<p>RSHE Relationships</p> <ul style="list-style-type: none"> ● Pupils supported to stay safe (healthy & unhealthy relationships, respect, permission, appropriate & inappropriate contact, kindness, different families). ● Content about risks (online, where to find advice, reporting concerns). ● Supporting pupils with SEND. 	<p>Nursery</p> <ul style="list-style-type: none"> ● Discussing differences as they arise ● Books with diverse characters <p>Reception</p> <ul style="list-style-type: none"> ● Discussing differences as they arise ● Books with diverse characters ● Specific discussions about what we do / do not feel comfortable with 	<p>Year 1</p> <ul style="list-style-type: none"> ● PSHE Autumn 1 – Me & My Relationships ● British Values lessons and assemblies ● PSHE Autumn 2 – Valuing Difference ● Family structures and safe adults ● Celebrating diversity – Black History Month, World Down Syndrome Day, etc ● Computing - photography, asking permission ● Discussions regarding consent / good or bad touches. <p>Year 2</p> <ul style="list-style-type: none"> ● PSHE Autumn 1 – Me & My Relationships ● British Values lessons and assemblies ● PSHE Autumn 2 – Valuing Difference ● Family structures and safe adults ● Celebrating diversity – Black History Month, World Down Syndrome Day, etc ● Computing - photography, asking permission. ● Discussions regarding consent and respecting privacy 	<p>Year 3</p> <ul style="list-style-type: none"> ● PSHE Autumn 1 – Me & My Relationships ● British Values lessons and assemblies ● PSHE Autumn 2 – Valuing Difference ● Family structures and safe adults ● Celebrating diversity – Black History Month, World Down Syndrome Day, etc ● Computing - photography, asking permission. ● Discussions regarding consent and keeping things private <p>Year 4</p> <ul style="list-style-type: none"> ● PSHE Autumn 1 – Me & My Relationships ● British Values lessons and assemblies ● PSHE Autumn 2 – Valuing Difference ● Family structures and safe adults ● Celebrating diversity – Black History Month, World Down Syndrome Day, etc ● Computing - photography, asking permission. ● Discussions regarding consent, physically and photographically 	<p>Year 5</p> <ul style="list-style-type: none"> ● PSHE Autumn 1 – Me & My Relationships ● British Values lessons and assemblies ● PSHE Autumn 2 – Valuing Difference ● Family structures and safe adults ● Celebrating diversity – Black History Month, World Down Syndrome Day, etc ● Computing - photography, asking permission. ● Discussions regarding consent, physically and photographically ● Discussions about risk and hazards ● Links to protected characteristics <p>Year 6</p> <ul style="list-style-type: none"> ● PSHE Autumn 1 – Me & My Relationships ● British Values lessons and assemblies ● PSHE Autumn 2 – Valuing Difference ● Family structures and safe adults ● Celebrating diversity – Black History Month, World Down Syndrome Day, etc ● Computing - photography, asking permission. ● Discussions regarding consent, physically and photographically ● Discussions about risk and hazards ● Links to protected characteristics
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<p>RSHE Sex education</p> <ul style="list-style-type: none"> ● Giving pupils knowledge to be well prepared for changes and for safe, healthy relationships. ● Gender identity, using correct vocabulary, misconceptions corrected. 	<p>Nursery</p> <ul style="list-style-type: none"> ● PSHE – Growing and changing in nature ● Whan I was a boy ● Girls, boys and families <p>Reception</p> <ul style="list-style-type: none"> ● PSHE Summer 2 – Growing & Changing – where do babies come from? ● PSHE Autumn 1 – Me & My Relationships ● Discussion about changing feelings and our body's reaction 	<p>Year 1</p> <ul style="list-style-type: none"> ● PSHE Summer 2 – Growing & Changing ● PSHE Autumn 1 – Me & My Relationships ● Discussion about changing feelings and bodies – keeping privates private. ● Our bodies/ boundaries ● Consent in PSHE <p>Year 2</p> <ul style="list-style-type: none"> ● PSHE Summer 2 – Growing & Changing ● PSHE Autumn 1 – Me & My Relationships ● Range of books celebrating differences ● Discussion about changing feelings and bodies – keeping privates private. ● Our bodies/ boundaries 	<p>Year 3</p> <ul style="list-style-type: none"> ● PSHE Summer 2 – Growing & Changing ● PSHE Autumn 1 – Me & My Relationships ● Range of books celebrating differences ● Discussion about changing feelings and bodies – differences between males and females ● Our bodies/ boundaries ● Healthy and respectful relationships. <p>Year 4</p> <ul style="list-style-type: none"> ● PSHE Summer 2 – Growing & Changing ● PSHE Autumn 1 – Me & My Relationships ● Changes we are not in control of in PSHE ● Discussion about changing feelings and bodies – puberty and menstruation ● Our bodies/boundaries ● Healthy and respectful relationships 	<p>Year 5</p> <ul style="list-style-type: none"> ● PSHE Summer 2 – Growing & Changing ● Science Summer 2 – Animals, including humans – changes during puberty ● PSHE Autumn 1 – Me & My Relationships ● Hormones in PSHE ● Discussion about changing feelings and bodies – puberty and menstruation ● Our bodies/ boundaries ● Healthy and respectful relationships – navigating hormones and conflict <p>Year 6</p> <ul style="list-style-type: none"> ● PSHE Summer 2 – Growing & Changing – puberty and reproduction ● Science Summer 2 – Animals, including humans – changes during puberty ● PSHE Autumn 1 – Me & My Relationships ● Discussion about changing feelings and bodies – puberty and menstruation ● Our bodies/ boundaries ● Healthy and respectful relationships – navigating hormones and conflict ● Period product education ● Qualities of marriage in PSHE ● Challenging gender stereotypes including gender identity and misconceptions in PSHE
<p>RSHE Physical health & well-being</p> <ul style="list-style-type: none"> ● Healthy eating. ● Physical health/fitness. ● Oral hygiene, sleep, sun protection, 	<p>Nursery</p> <ul style="list-style-type: none"> ● PSHE – What does my body need? <p>Reception</p>	<p>Year 1</p> <ul style="list-style-type: none"> ● PSHE Summer 1 – Being My Best – healthy eating, dental hygiene, germs ● Hygiene routines (including dental hygiene) in PSHE 	<p>Year 3</p> <ul style="list-style-type: none"> ● Science - Animals including humans ● DT - nutrition 	<p>Year 5</p> <ul style="list-style-type: none"> ● Science – Animals, including Humans – puberty and changes as we grow up ● PSHE Summer 1 – Being My Best

<p>dangers of tobacco drugs & alcohol.</p> <ul style="list-style-type: none"> ● Basic first aid. 	<ul style="list-style-type: none"> ● PSHE Summer 1 – Being My Best – healthy eating, healthy mind, movement and sleep 	<ul style="list-style-type: none"> ● Illness/viruses in PSHE ● Physical activity in PSHE ● Sleep in PSHE <p>Year 2</p> <ul style="list-style-type: none"> ● PSHE Summer 1 – Being My Best – healthy eating, dental hygiene, germs ● Daily Mile ● Science Unit – Animals including Humans. ● Hygiene and illness in PSHE ● Dental hygiene in PSHE ● Functions of the body in PSHE ● Basic first aid in PSHE 	<ul style="list-style-type: none"> ● PSHE Summer 1 – Being My Best – healthy eating, dental hygiene, germs ● Oral hygiene in PSHE ● Basic first aid in PSHE ● Legal drugs in PSHE <p>Year 4</p> <ul style="list-style-type: none"> ● Science - Animals including humans – nutrition and digestion ● PSHE Summer 1 – Being My Best – healthy eating, germs ● How to maintain a healthy lifestyle in PSHE ● Legal drugs in PSHE 	<ul style="list-style-type: none"> ● Managing risk in everyday situations – medication, alcohol, drugs and impact on health and wellbeing (PSHE) ● Athletics competition – ASPIRE games <p>Year 6</p> <ul style="list-style-type: none"> ● Science – Animals, including humans – circulatory system and effect of drugs on body ● PSHE Summer 1 – Being My Best ● Managing risk in everyday situations – medication, alcohol, drugs and impact on health and wellbeing (PSHE) ● Legal drugs in PSHE ● Illegal drugs in PSHE
<p>Citizenship</p>	<p>Right and wrong The need for rules Different groups & communities</p> <p>Nursery</p> <ul style="list-style-type: none"> ● Lessons across PSHE curriculum ● Class rules and School rules ● British Values ● Weekly Values winner ● School 'WE CARE' half term value focus, including weekly assembly <p>Reception</p> <ul style="list-style-type: none"> ● Lessons across PSHE curriculum ● Class rules and School rules ● British Values ● Weekly Values winner ● School 'WE CARE' half term value focus, 	<p>Right and wrong The need for rules Different groups & communities</p> <p>Year 1</p> <ul style="list-style-type: none"> ● Lessons across PSHE curriculum - Valuing difference, Rights and Respect. ● Class rules and School rules ● British Values ● RE sessions - discussing different religions - comparing and contrasting. ● Roles and responsibilities – school council, Eco council. ● School 'WE CARE' half term value focus, including weekly assembly ● Voting for student councillors in classes <p>Year 2</p> <ul style="list-style-type: none"> ● Lessons across PSHE curriculum 	<p>Democracy and its institutions Democracy through history. The range of different national, regional, religious and ethnic identities in the UK.</p> <p>Year 3</p> <ul style="list-style-type: none"> ● Lessons across PSHE curriculum ● Class rules and School rules ● British Values ● RE sessions - discussing different religions ● Roles and responsibilities – school council, eco council ● School 'WE CARE' half term value focus, including weekly assembly ● Voting for student councillors in classes <p>Year 4</p> <ul style="list-style-type: none"> ● Democracy in the context of History - Greeks 	<p>Democracy through history. Communities and how they function. Diversity and discrimination</p> <p>Year 5</p> <ul style="list-style-type: none"> ● Lessons across PSHE curriculum ● Class rules and School rules ● British Values ● RE sessions - discussing different religions ● Roles and responsibilities – school council, IT technicians, line leaders, lunch monitors ● School 'WE CARE' half term value focus, including weekly assembly ● Voting for student councillors in classes <p>Year 6</p> <ul style="list-style-type: none"> ● Lessons across PSHE curriculum ● Class rules and School rules ● British Values

	including weekly assembly	<ul style="list-style-type: none"> • Class rules and School rules • British Values • RE sessions - discussing different religions • Roles and responsibilities – school council and eco council • School 'WE CARE' half term value focus, including weekly assembly • Voting for student councillors in classes 	<ul style="list-style-type: none"> • Lessons across PSHE curriculum • Class rules and School rules • British Values • RE sessions - discussing different religions • Roles and responsibilities – school council, guardians, eco council • Stereotypes and discrimination through PSHE lessons – protected characteristics. • School 'WE CARE' half term value focus, including weekly assembly • Voting for student councillors in classes 	<ul style="list-style-type: none"> • RE sessions - discussing different religions • Roles and responsibilities – school council, IT technicians, librarians, sports leaders, class representatives, eco council • Stereotypes and discrimination through PSHE lessons – protected characteristics. • School 'WE CARE' half term value focus, including weekly assembly • Voting for student councillors in classes
<p>Development of character</p> <ul style="list-style-type: none"> • Ethos of aspiration. • High expectations to fulfil potential. • Wider opportunities. • Pride in the school. • Strong self-discipline. • Consideration, respect, good manners. • Promotion of positive character traits and celebration of these. 	<p>Nursery</p> <ul style="list-style-type: none"> • Clubs • Trips • Visitors • Assemblies • Outdoor learning • Celebrating children's achievements outside of school • Class responsibilities • 'Token' rewards • School rules • Celebration certificates • ASPIRATION school half termly value <p>Reception</p> <ul style="list-style-type: none"> • Clubs • Trips • Visitors • Assemblies • Outdoor learning • Celebrating children's achievements outside of school 	<p>Year 1</p> <ul style="list-style-type: none"> • Clubs • Trips • Visitors • Assemblies • Outdoor learning • Class responsibilities • 'Token' rewards • School rules • Celebration certificates • PSHE lessons about healthy relationships, including friendships • ASPIRATION school half termly value • Weekly aspirational person <p>Year 2</p> <ul style="list-style-type: none"> • Clubs • Trips • Visitors • Assemblies • Outdoor learning • Class responsibilities • School rules 'Token' rewards • Celebration certificates 	<p>Year 3</p> <ul style="list-style-type: none"> • Swimming lessons • Clubs • Trips • Visitors • Competitions – athletic, Netball, Basketball, football • Assemblies • Residential camp • Class responsibilities 'Token' rewards • School rules • Celebration certificates • Jobs and stereotypes in PSHE (exploring the qualities needed for different jobs in the future) • PSHE lessons about healthy relationships, including friendships • ASPIRATION school half termly value • Weekly aspirational person • Eco-club (plastic free schools) 	<p>Year 5</p> <ul style="list-style-type: none"> • Clubs • Trips • Visitors • Assemblies • Residential • Outdoor learning • Class responsibilities 'Token' rewards • School rules • Celebration certificates • School councillors • Jobs and stereotypes in PSHE (exploring the qualities needed for different jobs in the future) • PSHE lessons about healthy relationships, including friendships • ASPIRATION school half termly value • Weekly aspirational person • Choir performance Eco-club (plastic free schools)

	<ul style="list-style-type: none"> • Class responsibilities • 'Token' rewards • School rules • Celebration certificates • ASPIRATION school half termly value 	<ul style="list-style-type: none"> • PSHE lessons about healthy relationships, including friendships • ASPIRATION school half termly value • Weekly aspirational person 	<p>Year 4</p> <ul style="list-style-type: none"> • Clubs • Trips • Visitors • Residential • Competitions - athletic • Assemblies • Outdoor learning • Class responsibilities 'Token' rewards • School rules • Celebration certificates • PSHE lessons about healthy relationships, including friendships • ASPIRATION school half termly value • Weekly aspirational person • Eco-club (plastic free schools) 	<p>Year 6</p> <ul style="list-style-type: none"> • Litter pickers • Clubs • Trips • Visitors • Assemblies • Residential • Outdoor learning • Athletics – ASPIRE games • Class responsibilities 'Token' rewards • School rules • Celebration certificates • School councillors • Jobs and stereotypes in PSHE (exploring the qualities needed for different jobs in the future) • PSHE lessons about healthy relationships, including friendships • Weekly aspirational person • Choir performance • Eco-club (plastic free schools)
<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? 	<p>Visits linked to curriculum learning - activities designed to develop classroom learning.</p> <p>See Trips, Visits and Experiences document</p> <p>See individual Clubs monitoring document</p>			

<p>British values</p> <ul style="list-style-type: none"> ● Democracy, the rule of law, individual liberty and mutual tolerance and respect. ● Are pupils taught that these values are precious and not seen across the world? ● Can pupils describe what life would be like (in an age-appropriate manner) what life would be like without one or more of these values? ● Does the school ensure that British values are not presented in a stereotypical manner with just cups of tea and Big Ben? 	<p>Nursery</p> <ul style="list-style-type: none"> ● Discussed within PSHE and RE lessons ● Assemblies ● Why we have classroom rules in PSHE (rule of law) ● Good friends in PSHE (mutual tolerance and respect) <p>Reception</p> <ul style="list-style-type: none"> ● Discussed within PSHE and RE lessons ● Assemblies ● Why we have classroom rules in PSHE (rule of law) ● Good friends in PSHE (mutual tolerance and respect) 	<ul style="list-style-type: none"> ● British values display in each classroom and in the hall ● British values link to Monday assemblies <p>Year 1</p> <ul style="list-style-type: none"> ● Why we have classroom rules in PSHE (rule of law) ● Good friends in PSHE (mutual tolerance and respect) ● Valuing Diversity half-termly unit in PSHE (mutual tolerance and respect, individual liberty) ● Assemblies ● School council ● Roles and responsibilities ● Voting for class books, token rewards <p>Year 2</p> <ul style="list-style-type: none"> ● Valuing Diversity half-termly unit in PSHE (mutual tolerance and respect, individual liberty) ● Getting on with others in PSHE (mutual tolerance and respect) ● Assemblies ● School council ● Roles and responsibilities ● Voting and democracy – class books votes, school council, token rewards. 	<ul style="list-style-type: none"> ● British values display in each classroom and in the hall ● British values link to Monday assemblies <p>Year 3</p> <ul style="list-style-type: none"> ● Rules in PSHE (rule of law) ● Valuing Diversity half-termly unit in PSHE (mutual tolerance and respect, individual liberty) ● Rights and Responsibilities half-termly unit in PSHE (democracy) ● British Values lesson in PSHE ● Assemblies ● School council ● Eco council ● Roles and responsibilities <p>Year 4</p> <ul style="list-style-type: none"> ● Valuing Diversity half-termly unit in PSHE (mutual tolerance and respect, individual liberty) ● Rights and Responsibilities half-termly unit in PSHE (democracy) ● Healthy relationships (mutual tolerance and respect) ● Assemblies ● School council ● Roles and responsibilities ● Democracy in the context of History - Greeks 	<ul style="list-style-type: none"> ● British values display in each classroom and in the hall ● British values link to Monday assemblies <p>Year 5</p> <ul style="list-style-type: none"> ● Importance of Laws in PSHE ● Valuing Diversity half-termly unit in PSHE (mutual tolerance and respect, individual liberty) ● Rights and Responsibilities half-termly unit in PSHE (democracy) ● Friendships in PSHE (mutual tolerance and respect) ● Showing British Values lesson in PSHE. ● Responsibility and independence in PSHE (individual liberty) ● Assemblies ● School council ● Roles and responsibilities <p>Year 6</p> <ul style="list-style-type: none"> ● Valuing Diversity half-termly unit in PSHE (mutual tolerance and respect, individual liberty) ● Rights and Responsibilities half-termly unit in PSHE (democracy) ● Qualities of positive relationships in PSHE (mutual tolerance and respect) ● Election candidates representing parties for school election ● Assemblies ● School council ● Roles and responsibilities
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<p>Inclusion and equality of opportunity</p> <ul style="list-style-type: none"> • No-one should be treated or thought of as less favourable because they belong to a specific group. • Are pupils taught that not to be inclusive is to be unjust to some people? 	<p>Nursery</p> <ul style="list-style-type: none"> • Discussed within PSHE lessons • Books about inclusion/exclusion in library and class reading spines <p>Reception</p> <ul style="list-style-type: none"> • Discussed within PSHE and RE lessons • Challenge stereotypes • Books about inclusion/exclusion in library and class reading spines • Inclusion education linking to half termly value 	<p>Year 1</p> <ul style="list-style-type: none"> • Discussed within PSHE and RE lessons • PSHE Autumn 2 – Valuing Differences <ul style="list-style-type: none"> • Same or different? • Unkind, tease or bully? • Harold's school rules • It's not fair! • Who are our special people? • Our special people balloons • Challenge stereotypes • Books about inclusion/exclusion in library and class reading spines • Inclusion education linking to half termly value <p>Year 2</p> <ul style="list-style-type: none"> • Discussed within PSHE and RE lessons • PSHE Autumn 2 – Valuing Differences <ul style="list-style-type: none"> • What makes us who we are? • My special people • How do we make others feel? • When someone is feeling left out • An act of kindness • Solve the problem • Learning about respect in all curriculum areas. 	<p>Year 3</p> <ul style="list-style-type: none"> • Discussed within PSHE and RE lessons • PSHE Autumn 2 – Valuing Differences • Challenge stereotypes • Books about inclusion/exclusion in library and class reading spines • Inclusion education linking to half termly value <p>Year 4</p> <ul style="list-style-type: none"> • Discussed within PSHE and RE lessons • PSHE Autumn 2 – Valuing Differences • Challenge stereotypes • Books about inclusion/exclusion in library and class reading spines • Inclusion education linking to half termly value 	<p>Year 5</p> <ul style="list-style-type: none"> • Discussed within PSHE and RE lessons • PSHE Autumn 2 – Valuing Differences • Protected characteristics weaved through curriculum • Challenge stereotypes • Books about inclusion/exclusion in library and class reading spines • Inclusion education linking to half termly value <p>Year 6</p> <ul style="list-style-type: none"> • Discussed within PSHE and RE lessons • Protected characteristics weaved through curriculum • PSHE Autumn 2 – Valuing Differences • Challenge stereotypes • Books about inclusion/exclusion in library and class reading spines • Inclusion education linking to half termly value
<p>Spiritual, Moral, Social and Cultural development</p>	<p>See 'SMSC at Shortlanesend' document</p>			

<p>Effective pedagogy for PD</p> <ul style="list-style-type: none"> ● Pupils revisit previous content. ● Teachers check what pupils know. ● Pupils' misconceptions are addressed. ● Relationships are positive and respectful. 	<p>Pupils revisit previous content.</p> <p>Teachers check what pupils know.</p> <p>Pupils' misconceptions are addressed.</p> <p>Relationships are positive and respectful.</p>			
<p>Effective assessment</p> <ul style="list-style-type: none"> ● Teachers check pupils' knowledge. ● Formative assessment is timely and focused. ● Pupils have secure knowledge across elements (British values, finances etc...). 	<p>Teachers check pupils' knowledge.</p> <p>Formative assessment is timely and focused.</p> <ul style="list-style-type: none"> - A range of assessment techniques are used to assess a child's understanding. Teachers effectively use questioning within lessons and transfer knowledge across the curriculum. <p>Pupils have secure knowledge across elements (British values, finances etc...).</p> <ul style="list-style-type: none"> - SCARF is a comprehensive scheme which covers all areas of learning, including SRE and finance. 			
<p>Effective culture for PD</p> <ul style="list-style-type: none"> ● Pupils are interested and engaged in the programme. ● There are high expectations of what pupils can learn. ● Content is supported by a package of wider opportunities. 	<p>Nursery</p> <ul style="list-style-type: none"> ● Ensure that expectations / discussions around progress remain high ● Trips, local visits and fieldwork opportunities <p>Reception</p> <ul style="list-style-type: none"> ● Pupils have a say in shaping their questions for learning ● Ensure that expectations / discussions around progress remain high ● Trips, local visits and fieldwork opportunities 	<p>Year 1</p> <ul style="list-style-type: none"> ● Trips, local visits and fieldwork opportunities ● Differentiated learning within all subjects. ● Assemblies - cross curricular when appropriate ● Purposeful writing opportunities ● Knowledge organisers <p>Year 2</p> <ul style="list-style-type: none"> ● Trips, local visits and fieldwork opportunities ● Adaptive teaching and learning within all subjects. ● Assemblies - cross curricular when appropriate ● Purposeful writing opportunities 	<p>Year 3</p> <ul style="list-style-type: none"> ● Collaborative projects ● Trips, local visits and fieldwork opportunities ● Differentiated learning within all subjects. ● Assemblies - cross curricular when appropriate ● Purposeful writing opportunities ● Knowledge organisers <p>Year 4</p> <ul style="list-style-type: none"> ● Collaborative projects ● Trips, local visits and fieldwork opportunities ● Differentiated learning within all subjects. ● Assemblies - cross curricular when appropriate ● Purposeful writing opportunities 	<p>Year 5</p> <ul style="list-style-type: none"> ● Collaborative projects ● Trips, local visits and fieldwork opportunities ● Differentiated learning within all subjects. ● Assemblies - cross curricular when appropriate ● Purposeful writing opportunities <p>Year 6</p> <ul style="list-style-type: none"> ● Collaborative projects ● Trips, local visits and fieldwork opportunities ● Differentiated learning within all subjects. ● Assemblies - cross curricular when appropriate ● Purposeful writing opportunities

<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. <p>There is clear continuity and progression from early years to Year 6.</p> <ul style="list-style-type: none"> • The aims of the PD programme are shared with parents. 	<p>Staff have good subject knowledge.</p> <p>Strengths and weaknesses are identified.</p> <ul style="list-style-type: none"> - Parent Voice - Pupil Voice - Current demographics <p>There is clear continuity and progression from early years to Year 6.</p> <ul style="list-style-type: none"> - Curriculum Overview is designed using the units from SCARF, including some of the suggested optional units to ensure good coverage of topics such as economics. <p>The aims of the PD programme are shared with parents.</p> <ul style="list-style-type: none"> - Shared on the school website - SRE aims shared each year - Parent survey yearly - Trips and visits include purposeful links to the curriculum.
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