



Aspect	Early Years	Key stage 1	Key stage 2
<p>PSHE Pupils' wider safety</p> <ul style="list-style-type: none"> Content on common risks (roads, fire, using equipment, medicines, strangers). 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. </p> <ul style="list-style-type: none"> Looking at how to be safe when near a road as part of our transport topic. Discussing the role of the crossing patrol people and how they help to keep us safe as part of our people who help us topic. Fire safety – fire brigade visit as part of people who help us topic. Discussing risks when on trips Discuss stranger danger through Jigsaw unit 'Healthy me' lesson on safe adults PSHE lessons on safety beyond the home PSHE Healthy Me unit on medicines and what you put on / in your body Safe use of equipment and handling different objects taught throughout different activities as and when needed, e.g. safe use of scissors; using cutlery at lunch etc 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. </p> <p>Medicines and drugs. </p> <p>Emergency situations.</p> <ul style="list-style-type: none"> Road safety: Kids know best 'Think!' video: click Firework Safety: Circle time; age-appropriate safety tips discussion. Water safety: spot the dangers posters (x3) to be viewed & class presentation from RNLI Safe use of equipment and handling different objects taught throughout different activities as and when needed, e.g. safe use of scissors; using cutlery at lunch etc Safe use of PE and DT equipment. Stranger danger appropriate lesson to be taught in autumn. Being Me in my World Jigsaw unit and Children's Mental Health week – connections discussion linked to Invisible String story. E-safety discussions in E-safety and Purple Mash Computing curriculum. Medicine and Drugs lessons taught through PSHE 'Healthy Me' unit in our JIGSAW scheme Emergency situations: Discussed during fire drills and lock down drills in school. Also taught through school 	<p>Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. </p> <p>Medicines and drugs. </p> <p>Emergency situations.</p> <ul style="list-style-type: none"> Road Safety: 'Think!' Expect the unexpected. click + JIGSAW optional lesson for Y3/4. As for KS1 + explicit road safety discussions/guidelines for different trips/residential involving walking/outdoor areas. Firework optional Jigsaw lesson Y5/6 Water Safety RNLI assembly Jigsaw optional water safety lesson Y5/6 Fire-lighting safety for camp + other use of DT equipment as and when needed. Discussion about strangers and that most are safe: through E-safety discussions in E-safety and Purple Mash Computing curriculum Medicine and Drugs lessons available through e.g. Jigsaw unit 'Healthy me' covering alcohol, smoking etc in KS2 + gangs, drugs and exploitation in Yr6. Emergency situations: As for KS1 with added emphasis on safety in public places when discussing London trip with the children and/or other camp/residential opportunities. Sun safety Jigsaw optional lesson Y5 Working scientifically across the year

		trips with risk assessments including what to do in an emergency situation. ✓ Sun safety Jigsaw optional lesson Y1/2	✓ Y6 Science unit 'Animals including humans' lessons about exercise, drugs and lifestyle ✓ Food hygiene and safe use of DT equipment e.g. knives, saws ✓ Y5 Junior life skills at St. Austell Fire Station
PSHE Economic understanding • Choices about money, keeping it safe, saving vs spending, risks.	Recognising money (coins, notes). Using money in class for day-to-day activities (eg paying for fruit).  ✓ Using money as part of role play when playing shops for example. – inside and outside ✓ During fundraising days, children will discuss why we are fund raising, where the money comes from when they bring it in from home and how things are paid for. ✓ Maths sessions - exploring and handling money ✓ comparing different localities and life styles ✓ money activities through exploration of number and play, e.g. coin recognition; coin rubbing; cake sale; shops etc ✓ Continual reference to real-world throughout teaching and asking children if they think things are expensive or cheap (+ clarification of terms)	How money is obtained (earned, won, borrowed, gifts). Keeping money safe. Needs vs wants. Different jobs and how people are paid.  ✓ Money unit in Maths ✓ Discussed when creating crafts for school fayres ✓ Charity and fundraising events – discussions about raising money ✓ JIGSAW additional lesson 1 and 2, objectives: 'Recognise some of the different ways we get money and some of the different forms it comes in' and, 'Understand how I can look after money to keep it safe.' ✓ 'Know the difference between the things that we need to spend money on and the things that we want to spend money on' and... ✓ 'Express how I feel when I have to make a difficult choice and understand that choosing how to spend our money can sometimes be difficult.'	Decisions about money. Spending vs saving. Loans and debt. Value vs cost. Risks (loss, theft). Keeping track of money. Keeping money safe.  ✓ Money unit in Maths ✓ Discussed when creating and selling crafts at school fayres ✓ Parliament organise charity and fundraising events – discussions about raising money ✓ JIGSAW financial education lesson Y3/4 : 'Identify different ways that I can pay for things and keep track of money.' Y5/6 lesson: 'Recognise the different ways that peoples spending decisions can affect others and the environment and that things have different values.' ✓ Enterprise unit for Y6 in preparation for summer fair: Design their own money making game.
PSHE Technology & media • Forms of media and their impact (reliability of online content, risks of sharing).	Learning to use technology in learning. 	Finding information using technology. Ensuring adult supervision. 	Finding information using technology. The reliability of online content. Risks of sharing text, information and images. 

	<ul style="list-style-type: none"> ✓ Use of the tablets during outdoor learning to take pictures of what they are seeing. ✓ Chromebooks used later in the year as part of continuous provision. ✓ All Computing learning emphasising the importance of e-safety rules throughout year: videos watched and discussed (e.g. what happens when we watch something scary?) ✓ Use of interactive board for child engagement ✓ E-safety week shared with the children in an age-appropriate way 	<ul style="list-style-type: none"> ✓ An E-safety charter is created at start of the year ✓ E-safety week ✓ Jigsaw optional lessons on Online and Internet safety Y1/2 	<ul style="list-style-type: none"> ✓ Example of Jigsaw unit year 3: Relationships; Keeping myself safe online lesson ✓ Example of Jigsaw unit year 4: Relationships – Getting on and falling out: scenario discussion about gaming online, both positive and negative ✓ Jigsaw unit of learning: Relationships – Online safety focus for whole half term – year 5, e.g. how online images are not always how they seem. ✓ Jigsaw unit of learning: Relationships – online safety focus – year 6, e.g. ‘Being online: real or fake?’ ✓ E-safety week
<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>Protected characteristics – disability, marriage and civil partnership</p>	<ul style="list-style-type: none"> ✓ Risks online discussed during e-safety week and as appropriate ✓ Weekly JIGSAW units exploring healthy relationships ✓ discussing differences as they arise ✓ Looking at images of different communities and discussing disabilities and celebrating differences ✓ Specific discussions about what we do / do not feel comfortable with <p><i>PLEASE SEE FOR THE SUBJECT SPECIFIC ADAPTATION DOCUMENT FOR PSHE WHICH HIGHLIGHTS SUPPORT FOR CHILDREN WITH SEND IN LESSONS.</i></p>	<ul style="list-style-type: none"> ✓ Year 1 and Year 2: Jigsaw focus for ‘relationships’ on families, friends and conflicts + trust and appreciation. ✓ Purple Mash Unit overview here. Page 13 (for example) details the lesson based on online identity and use of emails. ✓ Primary Mental Health Support Team workshops ✓ E-safety week and online safety units on Purple Mash 	<ul style="list-style-type: none"> ✓ See Purple Mash link from previous. Example on page 18 for year 3 linked to digital footprints and maintaining a positive self-image. ✓ Year 3: Jigsaw focus for ‘relationships’ on being a global citizen, families, friendships and online responsibilities. ✓ Year 4: Jigsaw focus for ‘relationship’ unit on jealousy, boyfriends and girlfriends + celebrating relationships. ✓ See Purple Mash Link to the left. Example from year 5 on page 31 details use of emojis in emails and how to communicate effectively online. ✓ Year 5: Focus (as above) to online relationships for Jigsaw ‘relationships’ unit.

✓ See link for Purple Mash overview of a connected world [click](#) – the yellow highlighted units show when e-safety is directly taught throughout the year groups.
 ✓ All lessons involving the chromebooks in KS1 and 2 have reminders about online safety and strength of the school’s filtering system.
 ✓ Thorough review of any e-safety violations in school and follow-up education as and when needed (via Smoothwall filtering programme)

	Stories shared with the children to open up conversations about how families look different.	difference when choosing friends and toys.	
RSHE Physical health & well-being <ul style="list-style-type: none"> • Healthy eating. • Physical health/fitness. • Oral hygiene, sleep, sun protection, dangers of tobacco drugs & alcohol. • Basic first aid. 	<ul style="list-style-type: none"> ✓ Part of the Brighter Smiles programme. Children brush their teeth daily and parents are given the option to have 2x fluoride applications on their children’s teeth. Children also receive regular talks about good dental hygiene. ✓ In house cooked school dinners for all children with skilled kitchen team always encouraging children to ‘try’ small amounts of new food. Praise provided for children who have shown a more courageous approach to trying different food. ✓ Daily fruit provided for snack time. ✓ Skilled team also will continuously discuss with class about healthy food choices (e.g. daily for snack time) ✓ Discussion around ‘treat’ foods and other healthier foods ✓ Importance of staying hydrated: adults role-model with their drinking habits, e.g.’ Has anyone else drunk half their bottle?’ ✓ EYFS Jigsaw focus: ‘Healthy me’ lessons include: ‘We like to move it, move it’, ‘Food glorious food’, ‘Sweet dreams,’ ‘Keeping clean,’ and ‘Stranger danger.’ ✓ Weekly discussion in PE lessons on physical development and changes ✓ Trying new foods also ties in to certain topics 	<ul style="list-style-type: none"> ✓ Excellent lunchtime food choices from in house kitchen. ✓ Fruit provided for all children as healthy snacks at breaktimes. ✓ Year 1 and Year 2 Jigsaw focus: ‘Healthy me’ lessons include: ‘Being relaxed,’ ‘Medicine safety,’ and ‘Heathy Eating.’ ✓ Sun safety Jigsaw optional lesson Y1/2 ✓ PE – discussions about physical health and keeping fit ✓ Science unit on Animals including humans in Y2 – lessons on food, exercise and hygiene ✓ DT unit on Food in Y1 looks at fruit and vegetables and Y2 looks at a balanced diet. 	<ul style="list-style-type: none"> ✓ Excellent lunchtime food choices from in house kitchen. ✓ Healthy snacks to be monitored by staff at breaktimes. Fruit is also provided. ✓ Year 3 Jigsaw focus: ‘Healthy me’ lessons include: ‘Being fit and healthy.’ ‘What do I know about drugs?’ and ‘Being safe and unsafe.’ ✓ Year 4 Jigsaw focus: ‘Healthy me’ lessons include: ‘Smoking,’ ‘Alcohol’ and ‘Healthy friendships.’ ✓ Year 5 Jigsaw focus: ‘Healthy me’ lessons include: ‘Alcohol,’ ‘Emergency first aid,’ ‘My relationship with food,’ and ‘Healthy me.’ ✓ Year 6 Jigsaw focus: ‘Healthy me’ lessons include: ‘Drugs,’ ‘Exploitation,’ ‘Gangs,’ and ‘Emotional and mental health.’ ✓ Sun safety Jigsaw optional lesson Y5 ✓ PE – discussions about physical health and keeping fit. ✓ Y3 Science unit on Animals including humans focuses on Nutrition. DT unit on Food – eating seasonally. ✓ Y4 Science unit on Animals including humans focuses on teeth. ✓ Y5 DT unit looks at food and how it could be healthier. ✓ Y6 Science unit on Animals including humans focuses on diet, exercise, drugs and lifestyle.
Physical health and well-being: our outdoor education programme.	<ul style="list-style-type: none"> ✓ Weekly trailblazing sessions 	<ul style="list-style-type: none"> ✓ Year 2 Activity Day – Go Active alternative sports ✓ PE Outdoor Education Unit ✓ Wild Tribe sessions for targeted pupils 	<ul style="list-style-type: none"> ✓ Year 3 and Year 4: Camp Kernow/Mount Batten for 2 nights ✓ Year 5 and Year 6 : Bishops Forum/ London trip for 3 or 4 nights

			<ul style="list-style-type: none"> ✓ All camp activities centre around team-building tasks, e.g. fire-lighting, camp fire songs/shows, trails. Treasure hunts, map-reading, den-building etc. ✓ Polkerris Water Sports for KS2
<p>Citizenship</p> <p><i>Protected characteristics – Race and Religion or belief</i></p>	<p>Right and wrong</p> <ul style="list-style-type: none"> ✓ EYFS Picture News shared weekly as a class assembly ✓ Always discussing our ‘Golden Rules’ throughout the year and referring to them during daily tasks. ✓ Jigsaw sessions - exploring relationships 	<p>Right and wrong The need for rules Different groups & communities</p> <ul style="list-style-type: none"> ✓ Year 1; Jigsaw; Being me in the world – Lessons include ‘Feeling safe and special’ (in class and school); ‘Trying to make the school community a better place,’ and Rights and responsibilities of learning ✓ Year 2: Jigsaw; Being me in the world – Lessons include ‘Helping others to feel welcome,’ ‘Rights and responsibilities (for effective learning)’ and ‘Caring about other people’s feelings’ + ‘Working well with others.’ ✓ RE lessons - discussing different religions - comparing and contrasting. ✓ RE lessons Y1 – learning about the teachings of Jesus on friendship and Y2 showing respect in different religions 	<p>Democracy and its institutions Voluntary community and pressure groups The range of different national, regional, religious and ethnic identities in the UK.</p> <ul style="list-style-type: none"> ✓ Year 3: Jigsaw; Being me in the world – Lessons include ‘Getting to know each other,’ ‘Our nightmare (and dream) school’ – the lessons centre around rules and order in order for good classroom climates ✓ Year 4: Jigsaw; Being me in the world – Lessons include ‘Becoming a class team,’ ‘Being a school citizen,’ and ‘School charter.’ All linked to the need for rules in all work places including schools. ✓ Year 5: Jigsaw; Being me in the world – Lessons include ‘My year ahead,’ ‘Being a citizen of this country,’ ‘Responsibilities’ etc...links here to global views on rules needed for a positive community/school. ✓ Year 6: Jigsaw; Being me in the world – Lessons include ‘My Year ahead’ and a longer emphasis on the global citizen progressing from their year 5 learning. ✓ Democracy in the context of history i.e. the Vikings societies and how they function. ✓ RE- Exploring different religions in modern society. Y3 – Hinduism, Christianity Y4 - Buddhism, Christianity Y5- Sikhism, Christianity

			Y6 – Islam, Christianity
Development of character <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. 	<ul style="list-style-type: none"> ✓ Inviting inspiring people in to talk to us through our ‘people who help us’ topic. ✓ Discussion around looking after property and how the children all need to help to tidy away etc ✓ Daily celebration and public praise of any positive behaviours seen in class (dojos, star learners) ✓ Class responsibilities 	Author visits Kernow King drama workshops Go Active – alternative sports Y2	Bikeability for Y5 and Y6 Swimming for Y5 and Y6 Cornish pirates rugby coaching / Cornwall Cricket Polkerris watersports
	<ul style="list-style-type: none"> ✓ Our ‘star learner’ (celebration assembly) each Friday praises children who have exemplified the 6 golden rules. ✓ Clubs throughout the year have aspirational qualities to them, e.g. design technology, speech and language club, a range of sports etc (+ 2 x sports specialists offering after school clubs – boxing, dance) ✓ Opportunities to represent the school in a range of sporting competitions and activities through the Poltair partnership. ✓ School parliament voted for in democratic process in each class ✓ Pride in school linked to staff shout outs and all adults caring for the growth of our children. Children reflect adults high expectations in school with manners of the children very good. ✓ School playtime mentors support younger children to have a happy and safe playtime. ✓ Whole school dojo reward system ✓ Responsibilities of children discussed prior to every trip out of school and how we act to represent the school in a positive way 		

<p>Wider opportunities</p> <ul style="list-style-type: none"> • To develop pupils' interests. • To further develop character/citizenship (meaningful voluntary work and taking on responsibilities in school and the local community). • Is there a good take-up by disadvantaged pupils and those with SEND? • Is there sustained participation? • Is there a good range of lunchtime and/or after-school clubs? • Are curricular visits designed to ensure that pupils learn what is intended from the trip? 	<ul style="list-style-type: none"> ✓ Range of school trips throughout the year to gain life experiences, for example, riding on a train at Bodmin and Wenford Railway and visiting the beach and aquarium in Newquay. ✓ Range of visitors coming to us, e.g. veterinary nurse and fire brigade Opportunities to attend school events, e.g. disco's. ✓ Curriculum is child-led within topic, e.g. dinosaurs ✓ Opportunities to mix with other classes 	<p>Range of school trips throughout the year to gain life experiences (see plan)</p> <p>Range of visitors coming to us e.g. Samuel Pepys</p>	<p>Range of school trips throughout the year to gain life experiences (see plan)</p> <p>Range of visitors coming to us e.g. Kernow King, Wheal Martin</p> <p>Sports playground mentors develop playground games</p> <p>Y6 librarians have responsibility for maintaining a tidy, organised library.</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>Consistently discussed within PSHE and RE lessons</p> <ul style="list-style-type: none"> ✓ Rule of law chats with the class throughout the year linked to the Golden Rules, e.g. 'We are kind and helpful.' ✓ Various stories (e.g. 'We are all Kind) in autumn term linked to respect of one another and everyone having the right to make their own choices of learning. ✓ Jigsaw unit 'Being me in my world' lessons on 'Gentle hands', 'Our rights' and 'Our responsibilities' ✓ Always linking back to our Golden Rules 	<ul style="list-style-type: none"> ✓ Democracy and rule of law/punishment discussed in topics, e.g. Great Fire of London 	<ul style="list-style-type: none"> ✓ Rule of law and democracy discussed in the World War topics and how life was same/different for children then and now. (Y6) ✓ Rule of law and democracy discussed in Viking invasions (Y5) 		
		<ul style="list-style-type: none"> ✓ Please see section above for outdoor education programme/residential camps ✓ 3x main visits per year focussed on topic links, e.g. Wheal Martin, Truro Museum, Eden project and National Maritime Museum ✓ Range of sporting competitions throughout the year which different year groups take part in ✓ Links with St Austell Foodbank for donations during Harvest celebrations ✓ School participation in St.Austell Speech festival and Fowey festival ✓ Links now being developed with the church, e.g. Carol concert in December. ✓ Range of fundraising opportunities e.g. Santa Run, Red Day for Cornwall Air ambulance, Remembrance Day. 		<ul style="list-style-type: none"> ✓ British Values slide discussed in weekly Picture News assemblies. ✓ Annual assemblies on the 5 British values ✓ Assemblies link to our school golden rules which promote the British values ✓ Use of newsround to discuss current affairs affecting the British community and the wider world. ✓ When voting for school parliament, democracy will always be recalled and discussed. ✓ Addressed in Jigsaw lessons throughout the year, one example would be from year 5; Dreams and goals – there is a lesson based on goals of other children from other countries and how they are the same/different ✓ Mutual tolerance and respect taught through our Cornwall Agreed Syllabus and Discovery RE, e.g. understanding of different faiths and their festivals that they celebrate. 	

<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><i>Protected characteristics – Disability</i></p>	<p>Lots of discussions around equality and how people are different. Children discuss how they are all different.</p> <ul style="list-style-type: none"> ✓ Consistently discussed within PSHE and RE lessons ✓ Books about inclusion shared with the children, e.g. ‘What happened to you?’ and ‘My Pirate mums.’ ✓ Discussions about how we are all different and should have the same chances 	<ul style="list-style-type: none"> ✓ Picture News assemblies linked to the protected characteristic ‘disability’ ✓ Various Jigsaw units; discussed in reference to different world religions in RE; + various opportunities offered to all children across KS2 for different sports and extra-curricular activities
<p>Spiritual, Moral, Social and Cultural development</p>	<p style="text-align: center;">See SMSC document</p>	
<p>Effective pedagogy for PD</p> <ul style="list-style-type: none"> • Pupils revisit previous content. • Teachers check what pupils know. • Pupils’ misconceptions are addressed. • Relationships are positive and respectful. 	<ul style="list-style-type: none"> ✓ Plan, do, review approach ensures all children learn to review processes and outcomes through maths and RWI sessions ✓ Staff and pupils discuss relationships through PSHE Jigsaw unit ‘Relationships’ ✓ Regular formative assessment in small group work ✓ Modelling of good relationships daily in the interaction between adults, e.g. language choice, manners, phrasing ✓ Dojo used for reward for positive relationships ✓ Public discussions of positive behaviour, e.g. ‘I’m so proud of ‘x’ for pulling that chair out and helping your friend sit down.’ 	<ul style="list-style-type: none"> ✓ Use of knowledge organisers for topic learning supports remembering of knowledge and vocabulary. ✓ Prior knowledge from previous lessons quizzed regularly in multiple ways through metacognition strategies. ✓ Pupils misconceptions are picked up and addressed during lessons and feedback. ✓ All adults model positive relationships with one another. ✓ Baseline mindmaps and end of unit assessments <p style="text-align: right;">✓ Retrieval maths revisits previous learning.</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...). 	<ul style="list-style-type: none"> ✓ Formative assessment daily and targeted interventions (small group/1:1/afternoon) ✓ Mastery approach to learning through use of Power maths and mastering number ✓ Continuous reflection and recapping of previous learning 	<ul style="list-style-type: none"> ✓ Formative assessment is timely and informs future planning. Multiple ways in which this is carried out in classes, e.g. ‘in the moment’ marking in maths and instant feedback during the lesson; ‘in the moment’ marking of spellings in lessons with children correcting them instantly. ✓ Baseline mindmaps and end of unit assessments. ✓ Mastery approach to learning through use of Power maths

<p>Effective culture for PD</p> <ul style="list-style-type: none"> • Pupils are interested and engaged in the programme. • There are high expectations of what pupils can learn. • Content is supported by a package of wider opportunities. 	<ul style="list-style-type: none"> ✓ Child-led learning with children’s interests guiding their learning ✓ Pupils have a say in shaping their questions for learning ✓ Adults ensure high expectations for learning by all ✓ Opportunities are engaging and memorable, with outside used to widen experiences ✓ When teaching about real-life, the physical set-up reflects the real-life situation, e.g. building of a shop/bank ✓ Pupil Progress Meetings ensure that expectations / discussions around progress remain high 	<p>Experience days to introduce a writing unit. Termly trips and visitors are linked to the current topic. Y1 – Truro museum (Toys), the beach Y2 – Samuel Pepys</p>	<p>Experience days to introduce a writing unit. Termly trips and visitors are linked to the current topic. Y5 Junior life skills at St. Austell Fire Station Y3 – Truro museum (Stone Age, Iron Age), National Maritime museum (Cornwall) Y4 – Wheal Martyn, Farm project, Eden Project Y5 – Polkerris (watersports), National Maritime museum (Vikings), Space tent / Goonhilly Y6 – Wheal Martyn (Victorians), Flambards (WWII)</p>
<p>Effective leadership of PD</p> <ul style="list-style-type: none"> • Monitoring, evaluation and review. • Staff have good subject knowledge. • Strengths and weaknesses are identified. • There is clear continuity and progression from early years to Year 6. • The aims of the PD programme are shared with parents. 	<ul style="list-style-type: none"> ✓ EYFS teacher responsible for pupil welfare and progress ✓ Whole class monitoring of development areas half termly to ensure progress ✓ Planning documents indicate clear progression in skills across the school ✓ Clear progression of skills throughout, e.g. for PSHE – rolling themes that continue into KS1/2 ✓ Moderation as a Trust ✓ Links with more experienced practitioners 	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> ✓ Personal development leads – RC and EJ - to review document every term. ✓ PSHE and RE leads will filter relevance seen in curriculum planning into the PD programme ✓ RM - Outdoor education and PE lead – as above. Regular links to the PD programme from these subject reviews. ✓ Subject Leads filter in termly development days into our curriculum ✓ This PD programme to be reviewed alongside other key school improvement documents and for staff to be aware of developments/changes via staff meeting updates. </div>	