



Lewannick Primary School - Personal Development		
Area	What we do	
	Whole School	Individual/Class based
Provision for children's broader development, enabling them to develop and discover their interests and talents	<ul style="list-style-type: none"> - After school clubs including sports, computing and arts and crafts. - Alternative sports day - Christmas, Easter and End of year performances - School council - Eco committee - Visitors - Art day and exhibition - Visit to local theatre - Sports day - Swimming - Cooking days 	<ul style="list-style-type: none"> - Private drumming lessons - Private violin, guitar and keyboard lessons. - Class instruments - Chimes (EYFS), ocarinas (Year 1/2), drumming (year 3/4) and ukuleles (year 5/6). - Opportunities to perform instruments to parents and the local community. - Forest school first aid days (KS2) - Wild tribe day (KS1) - Residential trips (KS2) - Class trips ie Climbing centre for year 1/2, Eden project, fire station. - Bikeability - Chicks, butterflies and stick insects (EYFS/KS1)
Provision for children to develop their character - including their resilience, confidence and independence	<ul style="list-style-type: none"> - Sports clubs and competitions - Positivity and praise - star of the week awards, reader of the week awards, house points - School council - Sports day - Christmas fayre, Summer fayre - Out of school achievements celebrated in whole school assembly - Exploring the den area of school - Swimming - Performing plays parents yearly 	<ul style="list-style-type: none"> - EYFS learning to change for PE - School trips, ie The Barn (KS1) - Key stage 2 residential.
Mental Health and Well-Being	<ul style="list-style-type: none"> - Trusted adults - Relationships with parents - Headteacher greeting children at the front gate at the start of the day - Secure routines - Visit from a local mental health practitioner. - Mental health lead in school - Recognising emotions charts in each classroom - Breakfast club provides a healthy breakfast. - Emotional coaching approach - Peaceful place - Assembly timetable 	<ul style="list-style-type: none"> - Birthdays recognised in class - Imoves movement and brain break - Class novels linked with mental health - PSHE lessons -
Physical Development	<ul style="list-style-type: none"> - Sports coaches to teach PE - PE after school clubs including cross country - Physical development opportunities in breakfast and afterschool clubs - PE curriculum - Representing the school in competitions - Sports day - Alternative sports day - Eco committee - Swimming - Bikeability - Imoves brain breaks 	<ul style="list-style-type: none"> - Personal hygiene taught within PSHE - Fine and gross motor skills (EYFS) - Healthy lifestyles taught within PSHE - Gardening - grow fruit and vegetables -



<p>Preparing children for each step in their education (transition into Reception, Reception to KS1, KS1 to KS2, Class to Class, Year 6 to High school)</p>	<ul style="list-style-type: none"> - Teachers regularly visit each other's classes. - Transition week - July - Staff meeting time for staff to liaise about children - School tours - Parent consultations - Newsletters - SENDCO support 	<ul style="list-style-type: none"> - Stay and play opportunities for new intake - EYFS home visits - Visits from local secondary schools. - Opportunities to visit local secondary schools.
<p>Preparing children for life in modern Britain - promoting the spiritual, moral, social and cultural (SMSC) development of children, and within this fundamental British values</p>		
<p style="text-align: center;">Spiritual</p>		
<p>Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.</p>	<ul style="list-style-type: none"> - Weekly RE and PSHE lessons which promote reflective discussions. - School council - Eco Committee - Time to reflect during assembly. 	
<p>Knowledge of, and respect for, different people's faiths, feelings and values.</p>	<ul style="list-style-type: none"> - Assembly timetable with regular visitors from a variety of faiths, culture and charities. - Cornwall SACRE RE curriculum - PSHE curriculum 	
<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<ul style="list-style-type: none"> - Outdoor learning activities linked with curriculum lessons - School trips - Inquisitive learners 	
<p>Use of imagination and creativity in their learning.</p>	<ul style="list-style-type: none"> - Writing curriculum aimed to promote creativity - Active lessons 	
<p>Willingness to reflect on their experiences.</p>	<ul style="list-style-type: none"> - Starter activities at the start of every lesson encourage children to reflect on previous learning. - Wrap up at the end of each lesson to reflect on their learning. - Verbal feedback throughout the lessons. - Emotions boards in every classroom encouraging children to reflect on their emotions. 	
<p style="text-align: center;">Moral</p>		
<p>Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.</p>	<ul style="list-style-type: none"> - Behaviour policy - PSHE curriculum - Emotional coaching of staff encourages children to recognise and reflect on their own mistakes. - Regular communication with parents 	
<p>Understanding of the consequences of their behaviour and actions.</p>	<ul style="list-style-type: none"> - Consistently applied behaviour policy throughout the school including class rewards, house points, star of the week certificates. - Use of social stories - Use of emotional coaching from staff. 	
<p>Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</p>	<ul style="list-style-type: none"> - School council - Eco committee - Use of debate and discussions within all lessons 	



Social	
Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	<ul style="list-style-type: none"> - Residential to London in years % - School trips - Sporting events - Songfest
Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.	<ul style="list-style-type: none"> - Songfest - School council, eco committee, sports council volunteer throughout the academic year.
Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	<p>Democracy:</p> <ul style="list-style-type: none"> - School council - Kestrel Class residential to London - Kestrel Class Learn with the Lords session - Annual pupil questionnaires completed to gather pupil viewpoints and suggestions - Children vote for charity of choice to support - Pupils agree on school values and lunchtime, playground and classroom rules at the start of the year. <p>The Rule of Law</p> <ul style="list-style-type: none"> - Assemblies - Daily awards to recognise pupil achievements - Schools behaviour policy and school rules to follow. - Pupils taught the value and reasons behind laws. - Visit from RNLi and local PCSO <p>Individual Liberty</p> <ul style="list-style-type: none"> - Pupils encouraged to make choices - Pupils encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely. <p>Mutual Respect</p> <ul style="list-style-type: none"> - 'I am respectful' stickers. - Circle time - Assembly timetable <p>Tolerance</p> <ul style="list-style-type: none"> - Assembly timetable - RE, PSHE curriculum - Visits from people of different faiths.
Cultural	
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	<ul style="list-style-type: none"> - Local history studies within history curriculum - Visits from local people from a variety of cultural backgrounds. - Assembly timetable
Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	<ul style="list-style-type: none"> - Year 5/6 residential to London -



<p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p>	<ul style="list-style-type: none">- Monarchy as a key thread in history curriculum- Assembly timetable- Children vote for school council and eco committee
<p>Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p>	<ul style="list-style-type: none">- Children are given the opportunity to partake in sporting competitions.- Musicians offering class and individual lessons
<p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<ul style="list-style-type: none">- Assembly timetable- Celebration days throughout the year including Black History Week, Chinese new year.- PSHE and RE curriculum- Wide range of reading books available that represent cultural, religious and ethnic diversity.