



SIR ROBERT GEFFERY'S SCHOOL
A School for Enthusiasts

Personal Development Programme

Our mission statement is that *With God's Help We Will Be The Best We Can* and here at Sir Robert Geffery's our aim is to provide a living, caring Christian school environment in which individual child can thrive in their own way, develop a passion for learning and a sense of excitement in their own achievement and that of others.

We are passionate about children's personal development and growing each child's self-esteem, confidence and talents in a broad range of areas and pride ourselves on balancing this with academic success. Indeed we believe strongly, that each child's personal development is a key part to enabling them to reach their potential.



This overview document attempts to capture the many ways in which, through the curriculum, school values and extra-curricular activities that we promote and enable children's personal development.

Aspect	Early Years	Key stage 1	Key stage 2
PSHE Pupils' wider safety ● Content on common risks (roads, fire, using equipment, medicines, strangers).	Road safety, fire/fireworks, use of equipment, keeping safe in unfamiliar places. Being safe on the playground Road safety and crossing the road. Sun safety Stranger Danger Farm safety Bike safety	Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Sun safety Stranger Danger Farm safety Some basic first aid Medicines and drugs within Health and Safety Week Emergency situations - dialling 999 and requesting help.	Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places. Medicines and drugs - legal and illegal Emergency situations - dialling 999 Recovery position Cycle safety as a whole - cycling proficiency opportunities in yr 5/5 Moorland safety - before residential trips Year 6 attend Hazard Alley each year - Liskeard Fire Station - wide range of wider

	<p>Balanceability - safety on the roads - opportunity arising this year to engage with this.</p> <p>Safety briefing before all trips and walks.</p>	<p>Safety briefing before all trips and walks.</p>	<p>PSHE safety eg drugs, road safety, train lines, social media etc)</p> <p>Year 6 - well prepared for London - practising crossing roads, numbering off, walking as a class through busy areas.</p> <p>Annual visit by RNLI - beach safety</p> <p>Year 6 have opportunities to take part</p> <p>Safe use of equipment in science</p> <p>Personal safety in school eg walking in corridors, safety when sewing, safety on the playground/when using the Playpod equipment</p> <p>Older children (y4/5/6) walk the younger children to church - safety briefing given beforehand re traffic, double file, holding hands, looking after the children in church.</p>
<p>PSHE Economic understanding</p> <ul style="list-style-type: none"> • Choices about money, keeping it safe, saving vs spending, risks. <p>Money Minds visit from Building Society within Y2, Y4 and Y5 - looking at budgeting, how to save and wants /needs related to finance with links to UNICEF Rights of the Child.</p>	<p>Recognising money (coins, notes). Using money in class for day-to-day activities (eg paying for fruit). Role play Within maths curriculum</p>	<p>How money is obtained (earned, borrowed, won, gifts). Keeping money safe. Needs vs wants - Yorkshire Building Society led. Different jobs and how people are paid. Within Maths PoS linked to money - early shop/change/totals</p>	<p>Decisions about money. Spending vs saving. Loans and debt. Value vs cost. Risks (loss, theft). Keeping track of money. Keeping money safe. Budgeting for events Money as we get older - mortgages/tax for older KS2 Yorkshire Building Society budgeting sessions Y6 - economics for life cards and enterprise project for the summer fair.</p>
<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>Links to Online Safety units within Purple Mash across the school.</p>	<p>EYFS Learning to use technology in learning.</p>	<p>KS1 Logging in safely Why is it important to log out? Beginning to learn about digital footprints Keeping personal data safe</p> <p>Finding information using technology. Ensuring adult supervision. Knowing what to do online if something makes you uncomfortable.</p>	<p>KS2 Year 6 safe passwords fake websites - telling the difference Age restricted symbols and PEGI - why is this needed. Phishing and scam websites What does the padlock symbol mean? The risks and benefits of installing apps What is a healthy balance between active and digital activities?</p>

		<p>What is personal information - when should we share it?</p>	<p>Year 5/6 Learning how to reference sources Smart rules for internet/feeling uncomfortable/unsafe online (Year 4 Jigsaw Relationships)but throughout Computing curriculum) Finding information using technology. The reliability of online content. Risks of sharing text, information and images. Conducting safe searches Staying safe on social media - the pros and cons What is a digital footprint? How can we recognise secure sites? What is a healthy level of screen time?</p>
<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>Jigsaw Puzzle Piece (Relationships) - links with 'Changing Me'. Taught by classteachers.</p> <p>Year 6 children build relationships with younger children through their roles as KS1 prefects.</p> <p>Types of families are discussed across the school through PSHE - are all families the same? Are there different types of relationships - discussed in an age appropriate manner.</p> <p>Years 4-6 support younger children in whole school events - walking to church, Sports Day, summer fair etc.</p>	<p>EYFS</p> <p>Key relationships in children's lives Families and roles What makes a good friend? Touch and how this can be kind/unkind Celebrating one's own roles as a friend, family member and recognising place within the community.</p>	<p>Year 1</p> <p>Relationships in the school community How a child's own relationships are special and important. Strategies for conflict resolution The importance of trust Types of secrets and why 'worry secrets' should be shared with a trusted adult. Physical contact - what is acceptable/not. Strategies for being assertive Who can help us if we are worried or scared?</p> <p>Year 2</p> <p>Wider relationships and why co-operation, appreciation and trust are important. Falling out and mending friendships. Careers and stereotypes. The values needed within a family. Online gaming and staying safe online Investigating wants and needs and universal rights of the child.</p>	<p>Year 3</p> <p>Revisit family relationships, expectations and roles. Different types of families Stereotyping in families and possible unfairness. Changes within relationships and how this can be natural. Negotiation in managing relationships Relationships sometimes end and this can be amicable. This can be a positive change if the relationship was negative/unsafe.</p> <p><u>Year 4 - strong social media spine to this unit - complemented by Computing curriculum.</u></p> <p>Emotional aspects of friendships/relationships. Explore jealousy/loss/bereavement Relationships on social media and positives/negatives associated. Age limits and age appropriateness Smart internet safety rules Feeling unsafe/uncomfortable online - what to do? Grooming online - are people all they seem to be?</p>

			<p>Healthy levels of screen time</p> <p><u>Year 5 - aspects of online relationships included</u></p> <p>Self esteem and how to boost this both online and in the real world. What can damage our self esteem? How can we be mindful of how we feel?</p> <p>Looking at 'power' online - what is safe and helpful?</p> <p>Talking and communicating in a safe/positive manner.</p> <p><u>Year 6</u></p> <p>Mental health and well-being</p> <p>The grief cycle</p> <p>Causes of grief and loss</p> <p>Power and control over others- what is healthy/unhealthy - build from y5</p>
<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>Jigsaw Puzzle Piece 'Changing Me' also links to 'Relationships'.</p>	<p>Changes from being a baby</p> <p>Names and functions for main parts of the body. - how have these changed</p> <p>How bodies change as we get older and the positive/negative feelings that may go with these changes.</p>	<p>Year 1</p> <p>Life cycles of animals eg frog and comparing this to the human life cycle. Simple changes from baby to an adult. Correct words for private parts of the body: anus, penis, testicles and vulva and those nobody has a right to hurt these parts of the body. Linked to safeguarding duty as a school. Change can be difficult - practising a range of skills to deal with change and what to do if someone is hurting them.</p> <p>Year 2</p> <p>Comparing different life cycle in nature including humans.</p> <p>Changes that occur between different stages - not including puberty. Gaining independence with age</p>	<p>Year 3</p> <p>Babies and what they need to grow and develop - including parenting. Puberty - outside body changes in males and females as a natural part of growing up. Inside body changes of sperm production and periods. Feelings about change and growing up - opportunities to discuss and share worries/seek reassurance.</p> <p>Year 4</p> <p>Revisit body changes with additional focus on menstruation - sanitary health and products. Sexual reproduction in basic terms - joining of egg and sperm - simple genetics. Looking at managing change now and change in the future.</p> <p>Year 5</p>

		<p>Re-taught body parts and related messages from y1 plus inappropriate touch and assertiveness. Where to get help if worried or frightened Explore feelings associated with change - both positive and negative..</p>	<p>Revisit self esteem, self image and body image. Self image and how this can be positively/negatively affected by social media Revisit puberty from last year and build on the detail of sexual intercourse and alternatives eg IVF Basic pregnancy and the development of the foetus. Romantic relationships and possible choice to have a baby. Becoming a teenager and what this might mean for them.</p> <p>Year 6 Changes in puberty for both boys and girls and how possible feelings about these changes. Conception through to child birth. Physical attraction and impact on relationships. Mutual respect in relationships including personal choice. Self esteem revisited Transition to secondary school and how to prepare mentally.</p>
<p>RSHE health & well-being eg</p> <ul style="list-style-type: none"> ● Healthy eating. ● Physical health/fitness. ● Oral hygiene, sleep, sun protection, dangers of tobacco drugs & alcohol. ● Basic first aid. <p>Hello Yellow Day in October to raise awareness of the importance of mental health.</p> <p>SRG takes part in Anti-Bullying week in November and Online Safety Day each year.</p>	<p>Ways of being healthy and what that means. Knowing some names for parts of the body. The importance of washing hands. Saying no to strangers The importance of sleep and how to sleep well. Knowing that exercise is important to health. What to do if lost.</p>	<p>Year 1 Healthy and less healthy choices Hygiene and keeping clean - link to germs. Road safety People who can help children stay safe.</p> <p>Year 2 Healthy food and a healthy relationship with food. What makes us feel stressed/relaxed? Using medicines safely. Healthy snacks and why they are good for our bodies.</p>	<p>Year 3 Exercise and health - link to heart and lungs The impact of calories/fat/sugar Types of drugs Things/places/people that are dangerous and strategies to keep safe.</p> <p>Year 4 Smoking /alcohol and the effects on health. Why might people drink/smoke? Dealing with peer pressure successfully in relation to those aspects above and wider issues in life. Provide scripts for children to resist peer pressure</p>

<p>During June the whole school participates in a health and safety carousel of activities that seeks to revisit, build on and introduce new topics for physical health and well-being with a link to wider safety aspects eg crossing roads, cycle safety,</p> <p>Huge range of after school PE clubs eg netball, football, hockey, athletics, cross country.</p>			<p>Year 5 More specific physical effects of smoking. The dangers of alcohol misuse. Basic first aid and how to place someone in the recovery position. Body image with links to media/social media and celebrity culture. Eating disorders and body image - link to negative relationships with food.</p> <p>Year 6 Looking at taking responsibility for your own physical and mental health. Types of drugs and effects on the body. Gang culture and the associated risks. Mental health Ways of managing stress and recognising the triggers. Ways to deal with peer pressure eg suggesting another activity, removing yourself from the situation, telling a trusted adult.</p>
<p><u>Citizenship with a link to global education</u></p> <p><u>Whole school links</u> Weekly Rights Respecting Assemblies with class teachers in addition to this - school council working towards Rights Respecting Schools Award.</p> <p>See links within wider opportunities</p> <p>Class charters that show the links to the rights of the child that are referred to with. Links to the impact of behaviour.</p> <p>Covered within 'Being Me in My World' - citizenship aspect as well as links across the curriculum.</p> <p>Harvest often examines global harvest and celebrates the differences between countries as</p>	<p>Right and wrong Rights of children - the right to learn and play</p>	<p>Year 1 Rights and responsibilities - choices and consequences How to make others feel safe</p> <p>Year 2 Global citizenship taught when discussing global trade within the 'Relationships' puzzle piece. Rights and responsibilities and how to work collaboratively. Making the classroom a safe and fair place. The consequences of making different choices.</p>	<p>Year 3 The need for rules and how these relate to rights and responsibilities. Seeing things from different perspectives.</p> <p>Year 4 Being part of a team and how attitudes/actions can affect the whole class. Democracy and links to own school council</p> <p>Year 5 and 6 children from the pupil leadership committees represent their committee in presenting termly to the full governors.</p> <p>Year 6 - visit to Parliament during their London residential trip</p> <p>Year 6 to help with/attend the community lunch for the elderly at the village hall,</p>

<p>well as the difficulties in farming in some regions.</p> <p>Links to Uganda and Hillside School - children write letters to each other to learn about similarities and differences in their lives.</p> <p>Eco Schools also has a global citizenship link and targets within the action plan written by the committee.</p> <p>Sports teams visiting other schools for competition.</p> <p>RE lessons across the school look at the value of diverse communities and make clear links with the British Values such as tolerance, respect and individual liberty.</p> <p>Black History Month - raising awareness of diverse communities and experiences of racism - focus of assemblies.</p>			<p>meeting and talking with adults from the local community and practising the school value of Service.</p>
<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><u>Whole school</u></p> <ul style="list-style-type: none"> ● Restorative Justice ● Voting and democracy gives choices and empowers ● Drama opportunities to contribute to the ability to empathise. 	<p>Reception children are included early on in whole school events (whole school assemblies, church visits) to ensure that they feel a valued part of the community from the outset.</p> <p>Pupils begin to support the running of the school community farm from early on in their school journey - within Farm sessions in YR and KS1 Enrichment and in signing up with parents for weekend and holiday farm care taking.</p> <p>Characteristics of effective learning through play (continuous provision)</p>	<p>Residential programme Year 3, 4, and 6 is progressive in the skills, knowledge and challenge that is offered. The trips have a very strong take up (always over 90%, but typically 95-100%) and are viewed very positively by pupils and parents in regards to their impact on developing independence, confidence, teamworking and character.</p> <p>The school values are referred to continually by all members of staff and pupils show the values in their daily behaviour for learning and support of each other.</p>	<p>Y3-6 pupil leadership committees - KS2 children take the greater lead on incentives and actions they have decided will support school improvement</p> <p>Career Visits aimed at Year 5 and Year 6 children to build awareness of future careers and aspirations</p> <p>Y6 - positions of responsibility (prefect duties, Head Boy and Girl and Deputy HEad boy and girl) Creating manifestos for positions of responsibility.</p> <p>There are many opportunities for children to take part in a wide variety of extra-curricular clubs and inter school sports competition ensuring that they have opportunity to find</p>

<ul style="list-style-type: none"> • Developing social confidence through wider opportunities eg music evenings, Christmas Plays, Youth Speaks • Volunteering opportunities eg as a family on the community farm • Time management - meeting targets • Building self-esteem through encouraging participation - cold calling, clear directed discussion times with peers. • Building Learning Power used across the school to focus on and highlight the positive qualities of a learner - what does an effective learner do? Learning Power animals used in KS1 • Debate and sharing of pupils' own opinions/valuing those of others. 			<p>'their interests/strengths' and grow in character.</p>
<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>Children from R-Y6 have a wide range of after school clubs that can be attended - good uptake amongst the whole community including SEND children.</p> <p>School Tidy ups - whole school litter picks and also litter picks organised by eco committee. These extend outside into the community.</p>	<p>School trips that are linked to different parts of the curriculum are enjoyed by pupils from the outset (e.g. Reception theatre trip, library visits, beach trips). Children, parents and staff report that these educational visits are memorable, give them experience of the wider world, are enjoyable and are an important part of the SRG offer.</p>	<p>Children from y2 upwards can attend cross country club. Huge numbers attend alongside teachers, TAs and parents. Teams are formed from this to take part in the local leagues.</p> <p>Extra-curricular club registers show a very good take up by disadvantaged pupils and those with SEND.</p>	<p>Year 5 - daily help on a rota to assist mealtime assistants in the hall - showing service as part of the community.</p> <p>Year 6 - opportunity to take part in the Rotary Cub Youth Speaks competition. SRG have previously won through to the South West finals.</p> <p>All y6 take part in the Rotary Young Writer Competition.</p> <p>Year 6 residential to London for a week - visiting Ironmongers's Hall, museums, West End for theatre production, St Paul's Cathedral, water sports centre, Windsor Castle,</p> <p>Year 6 opportunity to attend Junior Ten Tors Experience on Dartmoor with overnight stay. Field Gun teams in both year 5 and 6.</p>

<p>British values - very strong links within other areas of Personal Development</p> <p><u>Whole school</u></p> <p>British values are often recapped within whole school assemblies and linked wherever possible to activities in class.</p> <p>Pupils across the school are members of key committees: Worship, Eco, School Council, Sports and Arts. Children present a manifesto and are voted democratically within their classes.</p>	<p>At SRG we are working towards an application for the Rights Respecting Schools Award.</p>	<p>Each class has a RRSA themed assembly each week led by their class teacher and this enables pupils to articulate their rights and understand their responsibilities in helping to ensure other's rights are met.</p> <p>Children exercise democracy when voting for their committee members in September</p>	<p>Children across the school from y1-y6 are part of committees that meet fortnightly. These include worship, arts, eco, school council and sports committee. Children are encouraged to write manifestos and are voted into these positions by their peers.</p>
<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>Involvement in Black History Month through RRSA.</p> <p>Africa topic within KS2 examines issues such as apartheid within the class reading books and leads to discussion.</p>	<p>Working closely with Nursery providers to ensure that pupils with identified needs are supported from the moment that they start school.</p> <p>Early identification of need - staff work closely with experienced SENDCo to access specialist support.</p>	<p>Taught consistently within the spiral curriculum that Jigsaw provides.</p> <p>Discussion of being inclusive not exclusive within friendships. How can we include others?</p>	<p>Work with children to understand the needs of others has been undertaken (e.g. ASD awareness) as needed and in the best interests of children, particularly further up the school. THIS has supported the children's understanding of inclusion of all and builds on the RRSA knowledge of pupils.</p> <p>Africa topic, within KS2 4 year rolling programme, links to issues around apartheid and racism.</p> <p>Consideration of family. What does this mean? Are all families the same? Are all relationships the same? Respect and tolerance for difference.</p> <p>The dangers of stereotyping and how this can lead to discrimination.</p>