



Personal Development at Sandy Hill

	Nursery	Reception	1	2	3	4	5	6
PSHE (SCARF Curriculum)								
Wider Safety	<p>People who help me and keep me safe</p> <p>Safety Indoors and Outdoors</p> <p>What's safe to go into my body</p>	<p>What's safe to go onto my body</p> <p>Keeping Myself Safe - What's safe to go into my body (including medicines)</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p>	<p>Super sleep</p> <p>Who can help? (1)</p> <p>Good or bad touches?</p> <p>Sharing pictures</p> <p>What could Harold do?</p> <p>Harold loses Geoffrey</p>	<p>Harold's picnic</p> <p>How safe would you feel?</p> <p>What should Harold say?</p> <p>I don't like that!</p> <p>Fun or not?</p> <p>Should I tell?</p>	<p>Safe or unsafe?</p> <p>Danger or risk?</p> <p>The Risk robot</p> <p>Super Searcher</p> <p>Help or harm?</p> <p>Alcohol and cigarettes: the facts</p>	<p>Danger, risk or hazard?</p> <p>How dare you!</p> <p>Keeping ourselves safe</p> <p>Raisin challenge (2)</p> <p>Picture wise</p> <p>Medicines: check the label</p>	<p>Spot bullying</p> <p>Play, like, share</p> <p>Decision dilemmas</p> <p>Ella's diary dilemma</p> <p>Vaping: healthy or unhealthy?</p> <p>Would you risk it?</p> <p>Little Life Savers – ASPIRE Led</p> <p>Police Visit – Road and Traffic Safety (Use of Speed Gun)</p>	<p>Think before you click!</p> <p>To share or not to share?</p> <p>Rat Park</p> <p>What sort of drug is...?</p> <p>Drugs: it's the law!</p> <p>Alcohol: what is normal?</p> <p>Year 6 Police Workshop</p>
	<p>*Road safety, fire/fireworks, deep water, use of equipment, keeping safe in unfamiliar places.</p> <p>*Annual RNLI assembly – beach safety</p> <p>*Fire Service Visit</p>	<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> <p>*Annual RNLI assembly – beach safety</p> <p>*Rail Safety:</p> <p>*Fire Service Visit</p> <p>Network Rail Key Stage 1 primary school safety talk – Learn Live (learnliveuk.com)</p>	<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> <p>*Annual RNLI assembly – beach safety</p> <p>*Rail Safety</p> <p>Network Rail primary school safety talk – Learn Live (learnliveuk.com)</p>					



Economic Understanding	<p>Shopping linked to the role play area</p> <p><u>Maths:</u> Birthdays Days of the week Real life experiences</p>	<p>Looking after money (1): recognising, spending, using</p> <p>Looking after money (2): saving money and keeping it safe</p> <p><u>Maths:</u> Birthdays Days of the week Real life experiences</p>	<p>Harold's money</p> <p>How should we look after our money?</p> <p><u>Maths:</u> *Recognising Coins *Recognising Notes *Counting in Coins</p> <p>Barclays life skills: What are needs and what are wants</p>	<p>Harold saves for something special</p> <p>Harold goes camping (OPTIONAL)</p> <p><u>Maths:</u> *Count Money – Pence *Count Money – Pounds *Count Money – Notes and Coins *Select Money *Make the Same Amount *Compare Money *Find the Total *Find the Difference *Find Change</p> <p>Barclays life skills Super smoothie</p>	<p>Can Harold afford it?</p> <p>Earning money</p> <p><u>Maths:</u> *Pounds and Pence *Converting Pounds and Pence *Add Money *Take Money *Give Change</p> <p>Barclays life skills lesson: How we use money</p>	<p>Harold's expenses (OPTIONAL)</p> <p>Why pay taxes?</p> <p><u>Maths:</u> *Pounds and Pence *Ordering Money *Estimating Money *Four Operations</p> <p>Barclays life skills lesson: Save pennies, save our planet</p>	<p>Spending wisely</p> <p>Lend us a fiver!</p> <p><u>Maths:</u> Pounds and Pence Ordering Money Estimating Money Four Operations</p> <p>Barclays life skills lesson: Party time</p>	<p>Jobs and taxes (OPTIONAL)</p> <p>What's it worth?</p> <p><u>Maths:</u> Pounds and Pence Ordering Money Estimating Money Four Operations</p> <p>Barclays life skills lesson: Fraud scene investigator</p>
	<p>* Recognising money (coins, notes). Using money in class for day-to-day activities (eg paying for fruit). Snack time in EYFS and KS1</p>	<p>* How money is obtained (earned, borrowed, won, gifts). *Keeping money safe. *Needs vs wants. *Different jobs and how people are paid.</p>	<p>*Decisions about money. *Spending vs saving. *Loans and debt. *Value vs cost. *Risks (loss, theft). *Keeping track of money. *Keeping money safe.</p>					



Inclusion and Equality of Opportunity	<u>Me and my friends</u> <u>Friends and family</u> <u>Including everyone</u>	<u>I'm special, you're special</u> <u>Same and different</u> <u>Same and different families</u> <u>Same and different homes</u> <u>I am caring</u> <u>I am a friend</u>	<u>Same or different?</u> <u>Unkind, tease or bully?</u> <u>Harold's school rules</u> <u>It's not fair!</u> <u>Who are our special people?</u> <u>Our special people balloons</u>	<u>What makes us who we are?</u> <u>My special people</u> <u>How do we make others feel?</u> <u>When someone is feeling left out</u> <u>An act of kindness</u> <u>Solve the problem</u>	<u>Respect and challenge</u> <u>Family and friends</u> <u>My community</u> <u>Our friends and neighbours</u> <u>Let's celebrate our differences</u> <u>Zeb</u>	<u>Can you sort it?</u> <u>What would I do?</u> <u>The people we share our world with</u> <u>That is such a stereotype!</u> <u>Friend or acquaintance?</u> <u>Islands</u>	<u>Qualities of friendship</u> <u>Kind conversations</u> <u>Happy being me</u> <u>The land of the Red People</u> <u>Is it true?</u> <u>Stop, start, stereotypes</u> Year 5 Anti-Bullying Workshop	<u>OK to be different</u> <u>We have more in common than not</u> <u>Respecting differences</u> <u>Tolerance and respect for others</u> <u>Advertising friendships!</u> <u>Boys will be boys? - challenging gender stereotypes</u> Diana Trust Resources (anti-racism)
RSE - Relationships	<u>Marvellous me!</u> <u>I'm special</u> <u>People who are special to me</u>	<u>All about me</u> <u>What makes me special</u> <u>Me and my special people</u> <u>Who can help me?</u> <u>My feelings</u> <u>My feelings (2)</u>	<u>Why we have classroom rules</u> <u>How are you listening?</u> <u>Thinking about feelings</u> <u>Our feelings</u> <u>Feelings and bodies</u> <u>Good friends</u>	<u>Our ideal classroom (1)</u> <u>How are you feeling today?</u> <u>Let's all be happy!</u> <u>Being a good friend</u> <u>Types of bullying</u> <u>Don't do that!</u> <u>Bullying or teasing?</u>	<u>As a rule</u> <u>Looking after our special people</u> <u>How can we solve this problem?</u> <u>Tangram team challenge (OPTIONAL)</u> <u>Friends are special</u> <u>Thunks</u> <u>Dan's dare</u> <u>My special pet (OPTIONAL)</u>	<u>Human machines</u> <u>Ok or not ok? (part 1)</u> <u>Ok or not ok? (part 2)</u> <u>An email from Harold!</u> <u>Different feelings</u> <u>When feelings change (OPTIONAL)</u> <u>Under pressure</u>	<u>Collaboration Challenge!</u> <u>Give and take</u> <u>Communication (OPTIONAL)</u> <u>How good a friend are you?</u> <u>Relationship cake recipe</u> <u>Our emotional needs</u> <u>Being assertive</u>	<u>Working together</u> <u>Let's negotiate (OPTIONAL)</u> <u>Solve the friendship problem</u> <u>Dan's day (OPTIONAL)</u> <u>Behave yourself</u> <u>Assertiveness skills (formerly Behave yourself - 2)</u> <u>Don't force me</u> <u>Acting appropriately</u>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RSE - Sex Education</p>	<p>Growing and changing in nature</p> <p>When I was a baby</p> <p>Girls, boys and families</p> <p>Baby visit to class</p>	<p>Seasons</p> <p>Life stages - plants, animals, humans</p> <p>Life Stages: Human life stage - who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body - girls and boys</p>	<p>Healthy me</p> <p>Then and now</p> <p>Taking care of a baby</p> <p>Who can help? (2)</p> <p>Surprises and secrets</p> <p>Keeping privates private</p>	<p>A helping hand</p> <p>Sam moves away</p> <p>Haven't you grown!</p> <p>My body, your body</p> <p>Respecting privacy</p> <p>Some secrets should never be kept</p>	<p>Relationship tree</p> <p>Body space</p> <p>None of your business!</p> <p>Secret or surprise?</p> <p>My changing body</p> <p>Basic first aid</p>	<p>Moving house</p> <p>My feelings are all over the place!</p> <p>All change!</p> <p>Preparing for changes at puberty (formerly Period positive/preparing for periods)</p> <p>Secret or surprise?</p> <p>Together</p>	<p>How are they feeling?</p> <p>Taking notice of our feelings</p> <p>Dear Ash</p> <p>Growing up and changing bodies</p> <p>Changing bodies and feelings</p> <p>Help! I'm a teenager - get me out of here!</p>	<p>I look great!</p> <p>Media manipulation</p> <p>Pressure online</p> <p>Helpful or unhelpful? Managing change</p> <p>Is this normal?</p> <p>Making babies</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RSE - Physical Health and Wellbeing</p>	<p>What does my body need?</p> <p>I can keep trying</p> <p>I can do it!</p>	<p>Bouncing back when things go wrong</p> <p>Yes, I can!</p> <p>Healthy eating</p> <p>My healthy mind</p> <p>Move your body</p> <p>A good night's sleep</p>	<p>I can eat a rainbow</p> <p>Eat well</p> <p>Harold's wash and brush up</p> <p>Catch it! Bin it! Kill it!</p> <p>Harold learns to ride his bike</p> <p>Pass on the praise!</p>	<p>You can do it!</p> <p>My day</p> <p>Harold's postcard - helping us to keep clean and healthy</p> <p>Harold's bathroom</p> <p>What does my body do?</p> <p>My body needs... (OPTIONAL)</p> <p>Basic first aid</p>	<p>Derek cooks dinner! (healthy eating)</p> <p>Poorly Harold</p> <p>Body team work</p> <p>For or against?</p> <p>I am fantastic!</p> <p>Top talents</p>	<p>What makes me ME!</p> <p>Making choices</p> <p>SCARF hotel</p> <p>Harold's Seven Rs</p> <p>My school community (1)</p> <p>Basic first aid</p>	<p>It all adds up!</p> <p>Different skills</p> <p>My school community (2)</p> <p>Independence and responsibility</p> <p>Star qualities?</p> <p>Basic first aid, including Sepsis Awareness</p>	<p>This will be your life!</p> <p>Our recommendations</p> <p>What's the risk? (1)</p> <p>What's the risk? (2)</p> <p>Basic first aid, including Sepsis Awareness</p> <p>Five Ways to Wellbeing project</p>



Citizenship	<p>*Right and Wrong</p> <p>*Learning the School Rules</p> <p>*Understanding how the world works through role play – modelled effectively by adults</p> <p>*Understanding who they are</p>		<p>Why we have classroom rules</p> <p>Taking care of something</p> <p>Harold's school rules</p>	<p>An act of kindness</p> <p>How can we look after our environment?</p> <p>Our ideal classroom (1)</p> <p>Our ideal classroom (2) (OPTIONAL)</p> <p>Getting on with others</p>	<p>Let's have a tidy up! (OPTIONAL)</p> <p>My community</p> <p>Our helpful volunteers</p> <p>Harold's environment project</p>	<p>The people we share our world with</p> <p>My school community (1)</p> <p>Volunteering is cool (OPTIONAL)</p> <p>Harold's expenses (OPTIONAL)</p> <p>Why pay taxes?</p> <p>Harold's Seven Rs</p>	<p>Rights, respect and duties</p> <p>My school community (2)</p> <p>Mo makes a difference</p>	<p>Project Pitch (parts 1 & 2) (OPTIONAL)</p> <p>Community art (OPTIONAL)</p> <p>Action stations! (OPTIONAL)</p> <p>Happy shoppers - caring for the environment</p> <p>Joe's story (part 2) (OPTIONAL)</p>
	British Values							
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Democracy	<p>To participate in simple votes to choose things</p> <p>*Vote for favourite story to be read at story time and for Celebration time activity.</p>	<p>To understand the process and participate in school council election for the first time. To know what Parliament is in simple terms.</p> <p>* Write class code of conduct * Introduction to Parliament and it's function (Link to Parliament Week)</p>	<p>To know some of the changes Parliament was able to make after The Great Fire of London and the Titanic in order to keep us safe.</p> <p>* Write class code of conduct.</p>	<p>To know how democracy looked different or the same in the past.</p> <p>* Write class code of conduct *Think about the lasting legacy of these civilizations, do we still have aspects of them today? (Which aspects of Ancient Egypt are evident in today's society?)</p>	<p>To know the responsibilities of the Houses of Parliament (House of Commons), the executive seat of power.</p> <p>* Write class code of conduct. * Responsibilities of the Houses of Parliament (House of Commons), the executive seat of power. (Parliament Week).</p>	<p>To know how the Legislative power is held between the two Houses of Parliament (Lords and Commons).</p> <p>* Write class code of conduct. * Look at how Legislative power is held between the two Houses of Parliament (Lords and Commons).</p>	<p>To have an understanding of how citizens can influence decision-making through the democratic process. To have an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.</p> <p>* Write class code of conduct Understand how democracy has developed from the Greeks. *Compare to other forms of government in other countries (History link to WW2 dictatorships socialist etc). * Team building an earthquake proof tower (DT)</p>
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Rule of Law	<p>To be able to follow the school and class code of conducts</p> <ul style="list-style-type: none"> * Understand school code of conduct, write class code of conduct. 	<p>To understand the consequences of not following the school or class code of conducts.</p> <ul style="list-style-type: none"> * Revise school code of conduct * Superhero's uphold the law, who upholds the law for us? (Link to Parliament Week) 	<p>To be know why we have a school and class code of conduct, in order to keep everyone safe and create a learning environment.</p> <ul style="list-style-type: none"> * Revise school code of conduct. * Superhero's uphold the law, how do the Police and law courts uphold the law for us? (linked to London topic and Parliament Week) Democracy – What did Parliament change to prevent further disasters? * Why we have codes of conduct at school. 	<p>To know how the rule of law has changed over time.</p> <ul style="list-style-type: none"> * Revise school code of conduct * Look at the laws of early civilisations and how these were enforced, compared to now (Compare Ancient Egypt with modern Britain. Link with Parliament week) * Think about the lasting legacy of these civilizations, do we still have aspects of them today? (Which aspects of Ancient Egypt are evident in today's society?) * Look at UK laws that help preserve our wildlife (What is being done to reduce plastic pollution in our oceans?) 	<p>To know how punishments have changed over time.</p> <ul style="list-style-type: none"> * Revise school code of conduct. * Investigate periods of history and compare crimes and punishments during these periods to now. 	<p>To know the difference between civil and criminal law.</p> <ul style="list-style-type: none"> * Revise school code of conduct. * The difference between civil and criminal law. 	<p>To have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <ul style="list-style-type: none"> * Revise school code of conduct * Look at UK Electrical safety laws and how our Judiciary system works, including its independence from the executive power (Parliament). * Explore the idea of freedom to be accepted for who you are regardless of race, faith, gender, background, or disability; link to WW2; and that this is protected in law.
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Individual Liberty	<p>Begin to accept the needs of others in learning activities and take turns and share resources.</p> <ul style="list-style-type: none"> * Begin to accept the needs of others in learning activities Take turns and share resources *Using and caring for materials and equipment *Stranger Danger *Explore Growth Mindset 	<p>To understand that they are responsible for their own behaviour and apply this, particularly on school trips, or when visitors are in.</p> <ul style="list-style-type: none"> * Importance of the environment, how can you maintain it? (Link to art sculpture) * Further explore a growth mindset (Link to Topic of Brilliant Bodies and what the children aspire to be and how they overcome personal challenges) * Look at plastic in our oceans, what can you do? (Cover when looking at oceans/boats in Setting Sail) * Behaviour at and respect for Arundel Castle and it's artefacts (Link to All Aboard and Setting Sail when discussing explorers) 	<p>To know that individual behaviour can affect the quality of the local environment.</p> <ul style="list-style-type: none"> * Responsibility for own health through a healthy diet (Science link with Animals including Humans and big question around health and diet in 1666). * Further develop their own growth mindset * How can you help to protect endangered species? * How can you improve our local area? 	<p>Use own initiative to keep themselves safe e.g online safety.</p> <ul style="list-style-type: none"> * e-Safety Post positive comments online * Look at significant people who had growth mindsets, who inspires you? 	<p>To know they can be responsible for developing own self-esteem and self-confidence through a growth mindset and mindfulness, living in the moment.</p> <ul style="list-style-type: none"> * Understanding roles of an active bystander. How can we make a difference to deforestation? * Mindfulness, living in the moment (music and culture of Brazil). * How has fashion encouraged freedom? 	<p>To know that individual behaviour can affect the quality of society more widely.</p> <ul style="list-style-type: none"> * Downloading legally. *Antibullying, focus on identification and how to combat it. * Plausibility of information on the internet. *Recycling 	<p>To know that they are responsible for their own behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p> <ul style="list-style-type: none"> * Keeping healthy and the relationship between diet, exercise, drugs lifestyle and health. * How we can contribute to the lives of those affected by national and international disasters, link to the work of charities. *Explore the idea of freedom to be accepted for who you are regardless of race, faith, gender, background, or disability; link to WW2; and that this is protected in law. * Look at families' rights to choose the school/ education suited to their children's needs, what might these different educations look like?
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Respect and Tolerance	<p>To know own family customs and others from around the world</p> <p>* RE: Being Special- where do we belong?</p> <p>*RE: Why is Christmas special for Christians?</p> <p>* RE: Why is Easter special for Christians?</p> <p>*RE: What places are special to us?</p>	<p>To know some simple comparisons between countries in the world and their cultures.</p> <p>* Compare and contrast countries in the world and their cultures. (Link to seasonal changes unit and also Gunpowder Plot with Catholics / Protestant</p> <p>*RE: What does it mean to belong to a faith community?</p> <p>*RE: What do Christians believe God is like</p> <p>*RE: Who is Jewish and how do they live?</p> <p>*RE: Who do Christians say made the world?</p> <p>* RE: How should we care for our world and for others, and why does it matter?</p>	<p>To understand some gender stereotypes (through female astronauts) and how our class system has changed to equal opportunities.</p> <p>* RE: Muslim beliefs.</p> <p>* RE: Understanding that not everyone celebrates Christmas and how to be respectful of this.</p> <p>* Challenge gender stereotypes through female astronauts (link to New Year resolutions and aspirations).</p> <p>* RE: Muslim ceremonies and prayer rituals.</p> <p>*RE: Understanding that not everyone celebrates Easter and how to be respectful of this.</p> <p>* Look at the class system during Medieval times and life in a castle (e.g. servants, lords, knights, etc) and compare to our culture today, how has it changed, link to equal opportunities.</p> <p>* RE: Understanding communication and the different ways in which people communicate with each other (e.g. different languages, ways of writing, Makaton, etc).</p> <p>* RE: Understanding own culture (focus on</p>	<p>To understand the similarities and differences between the lives of early people and us, specifically the difference between male and female 'roles'</p> <p>* RE: What do Christians learn from the Creation Story?</p> <p>* RE: What is it like for someone to follow God? (people of God)</p> <p>* RE: How do festivals and worship show what matters to a Muslim (Ibadah)</p> <p>* RE: How do festivals and family life show what matters to Jewish people? (God/Torah/the people)</p> <p>*Similarities and differences are there between the lives of early people and us, specifically, the difference between male and female 'roles' (explore lives of men and women during the Stone age through to Iron Age)</p> <p>* RE: What kind of world did Jesus want? (Gospel)</p> <p>* RE: How and why do people try to make the world a better place?</p>	<p>To understand that people eat different foods in different cultures e.g Halal, vegan, bush food etc. To understand people have different abilities e.g the ability to hear.</p> <p>*Geography: Look at how some people live without electricity.</p> <p>*RE: Baptism and The Trinity.</p> <p>* Valuing difference in friendships (physically, in personality and background).</p> <p>* RE: Hindu beliefs and worship.</p> <p>* RE: The Hindu faith in Britain today.</p> <p>* RE: Studying Christian Holy Week.</p> <p>* RE: Pentecost.</p> <p>* How has fashion encouraged freedom?</p> <p>*RE: How and why do people mark the significant events of life?</p>	<p>To know the similarities and differences between the cultures of different countries.</p> <p>* RE: What does it mean if Christians believe God is holy and loving?</p> <p>*RE: What does it mean to be a Muslim in Britain today?</p> <p>* RE: Why do Christians believe Jesus was the Messiah?</p> <p>* RE: Why is the Torah so important to Jewish people?</p> <p>* Re: Christians and how to live: 'What would Jesus do?'</p> <p>* Compare Mexican culture to ours.</p> <p>* RE: What matters most to Humanists and Christians?</p>	<p>To have an understanding that the freedom to choose and hold other faiths and beliefs is protected in law. To accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. To have an understanding of the importance of identifying and combatting discrimination.</p> <p>* RE: Christians and Science: conflicting or complimentary?</p> <p>*Look at Darwin's Theory of Evolution, not everyone believes this.</p> <p>* Look at gender roles in WW2, and how these roles have changed in our armed forces today.</p> <p>*Explore the idea of freedom to be accepted for who you are regardless of race, faith, gender, background, or disability; link to WW2; and that this is protected in law.</p> <p>* RE: Why do some people believe in God and some do not?</p> <p>* RE: Why do Hindu's want to be good?</p>
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Cornwall) and the importance of accepting other cultures.

* RE: What do Christian's believe Jesus did to save people?
 * RE: For Christians what kind of King was Jesus?
 * RE: How does faith help people when time gets hard?

Cultural Capital

Local Geography/ History Study	Study: Sandy Hill Academy		Study: Sandy Hill Academy and Surrounding Area	Study: Charlestown	Study: Carlyon Bay	Study: Cornish Mining (Eden Project) Visits from businesses: Cornish Lithium and Imerys (Clay)	Study: Local Beaches	Study: Is Cornwall In Danger?
Artist Studies	Children concentrate on developing mark making skills. Children are shown various pieces of art throughout the year to inspire their designs.		David Hosking (Local) Andy Goldsworthy (National) Vincent Van Gough (World-wide)	Terry Frost (Local) LS Lowry (National) Henri Rosseau (World-wide)	Joanne Short (Local) Paul Webb (National) Andy Warhol (World-wide)	Jago Silver (Local) Bridget Riley (National) Paul Klee (World-wide)	Alfred Wallis (Local) William Morris (National) Yayoi Kusama (World-wide)	Cherry Crawford (Local) Banksy (National) Keith Haring (World-wide)
Go Cornish	Tales from Porth: Goolan	Tales from Porth: Goolan	Tales from Porth: Kador	Tales from Porth: Kanker Dyskadores	Tales from Porth: Lester	Tales from Porth: Goraswonnek	Tales from Porth: More Tales from Porth	Tales from Porth: More Tales from Porth
	<p>*Cornish language Christmas, Easter, Mother's /Father's Day cards written by the children to their families and to local care homes. Sports day invitations written in *Cornish by the children. *All classes. in Autumn Term all classes will complete the 'Klappya Kynsa' (First chat) unit – to recall and practice prior learning. *Signage around the school translates English to Cornish *Greetings in Cornish (e.g. Dydh dha) as well as please (mar pleg) and thank you (meur ras)</p>							
Designers	Children concentrate developing their building and making skills as part of continuous provision. Children are shown designs as inspiration and recreate them.		Zoe Wright – Local crafter Anthony Gormely – Cultural designer Joe Wicks – National chef	Robert Crowther – Local pop-up book engineer William Morrison – National designer Paul Ainsworth – Local chef	William Morrison – National designer Barbara Hepworth – Local sculptor Jamie Oliver – National chef	Zandra Rhodes – Cultural designer Antoni Gaudi – Cultural crafter Paul Ainsworth – Local chef	Tony Plant – Local designer Barbara Hepworth – Local sculptor Paul Ainsworth – Local chef	National designer – Coco Chanel Isambard Kingdom Brunel – Cultural engineer Agnes Marshall – National chef



Sports People	David Beckham Footballer Retired – played for Manchester United and Real Madrid as well as other clubs.	Beth Mead Footballer Currently playing for Arsenal Ladies	Helen Glover Rower (Born in Truro) Recently competed at the Olympic Games	Jake Jarman Gymnast Recently competed at the Olympic Games	Christian Walton Football (Born in Wadebridge) Currently plays for Ipswich Town	Katarina Johnson-Thompson Heptathlete Recently competed at the Olympic Games	Jack Nowell Rugby (Born in Truro) Rugby union player for Top 14 side La Rochelle.	Bob Fitzsimmons Boxer (Born in Helston) Was a British professional boxer who was the sport's first three-division world champion.
English Texts and Stimuli	Children are exposed to a range of stories linked to topics of learning. This inspires learning within continuous provision and a source of discussion for important life skills e.g. Elmer – within the topic 'Is it OK to be different?'	Floppy and The Hedgehog The Gruffalo Tiger who Came to Tea Mr Wolf's Pancakes Lighthouse Keeper's Lunch Florence Nightingale Where the Wild Things Are	Vlad and The Great Fire of London The Snowman How the Tortoise got it's Shell The Owl who was Afraid of the Dark George and the Dragon Midsummer Night's Dream	Egyptian Cinderella Mousehole Cat David Attenborough and Ocean Pollution Charlotte's Web Stone Age Boy Stig of the Dump Twelfth Night	Romulus and Remus James and the Giant Peach Escape from Pompeii The Great Kapok Tree The Princess who hid in a Tree Mermaid of Padstow The Tempest	Boy at the Back of the Class Beowulf King Arthur Percy Jackson The Nightmare Man The Minotaur MacBeth	Carries War Wonder Invictus Lion, The Witch and The Wardrobe Desiderata Rudyard Kipling – If Street Child Romeo and Juliet	
Scientists		Science skills centre around investigation in the Early Years under the 'Understanding the World' umbrella developing pupils curiosity. E.g. pupils explore how tadpoles grow into frogs, look after snails and understand what plants need to survive. This is in addition to the opportunities built into continuous provision e.g. water play.	Steve Backshall (Animals incl Humans) Charles Macintosh (materials) Carol Kirkwood (Seasonal changes)	David Attenborough (Living things & their habitats) Stella McCartney (materials) David Hickmott (Worlds's largest Seed bank)	Leonardo Da Vinci (Forces) Thomas Edison (Light) Charlotte Armah (Food & nutrition)	Alexander Graham Bell (Sound) Anders Celsius (States of Matter) Erik Bystrup (Electricity)	Rosalind Franklin (chemist) Tim Peake (Earth & Space) Isaac Newton (Forces)	William Harvey (circulatory System) Charles Darwwin (Evolution & Inheritance) Carl Linnaeus (living things & their habitats)



Music Pieces	<p>Children sing and listen to music as part of their daily routine and learning.</p>	<p>Reception- Me Reception- My Stories Reception- Everyone Reception- Our World Reception- Big Bear Funk Reception- Reflect, Rewind, Replay</p>	<p>Year 1- Hey You Year 1- Rhythm In The Way We Walk and Banana Rap Year 1- In the Groove Year 1- Round and Round Year 1- In your imagination Year 1- Reflect, Rewind, Replay</p>	<p>Year 2- Hands, feet, heart Year 2- Ho Ho Ho Year 2- I wanna play in a band Year 2- Zoo time Year 2- Friendship song Year 2- Reflect, Rewind, Replay</p>	<p>Year 3- Let your spirit fly Year 3- Glockenspiel stage 1 Year 3- Three little birds Year 3- The dragon song Year 3- Bringing us together Year 3- Reflect, Rewind, Replay</p>	<p>Year 4- Mamma Mia Year 4- Glockenspiel stage 2 Year 4- Stop Year 4- Lean on me Year 4- Blackbird Year 4- Reflect, Rewind, Replay</p>	<p>Year 5- Living on prayer Year 5- Classroom Jazz Year 5- Make you feel my love Year 5- The fresh prince of bel air Year 5- Dancing in the streets Year 5- Reflect, Rewind, Replay</p>	<p>Year 6- Happy Year 6- Classroom Jazz stage two Year 6- A new carol Year 6- You've got a friend in me Year 6- Music and me Year 6- Reflect, Rewind, Replay</p>
	<p>During assemblies, the children will listen to a range of music from our school Spotify account related to our STARS values and Cornish Music which celebrates our local heritage.</p>							



Digital Literacy Key Focus	<p>Although computing is not strictly part of the EarlyYears curriculum, safety is at the heart of discussion within classrooms. Children have opportunity to use an iPad to facilitate learning but this is not discretely taught.</p>	<p>Internet Safety Children explain when to speak to an adult if needed. They recognize how the internet can be used for communication. They describe information that shouldn't be shared online without asking a trusted adult. They learn how to behave online without upsetting others. Children identify devices for internet access. They explain rules for staying safe with technology at home and elsewhere. Children identify examples of personal information (e.g., name, address, age, location). They name their work to show ownership.</p>	<p>Project Evolve Children describe how people may alter their appearance online. They explain risks of communicating with unfamiliar people online. They understand that online information about them can last a long time. They learn how to behave online respectfully. Children navigate a simple webpage to find information. They create rules for safe technology use. They know to ask a trusted adult before sharing personal information online. They recognize that online content may belong to others.</p> <p>Operational Core Skills I can type and edit basic text.</p> <p>I can use two-finger scrolling on a touchpad.</p> <p>I can use the shift key to create capital letters.</p>	<p>Project Evolve Children describe how people alter their appearance online. They explain risks of communicating with unfamiliar people. They understand online information about them can last long-term. They describe respectful online behavior. Children demonstrate how to navigate a webpage for needed information.</p> <p>Operational Core Skills I know how to search for items on the internet.</p> <p>I can type confidently and independently.</p> <p>I can type basic punctuation correctly within on-screen writing (spaces, commas, full stops, question marks).</p> <p>I can perform a two-finger click or right-click to access additional options.</p>	<p>Project Evolve Children explain how their online identity may differ from real life. They discuss knowing someone online versus in person. They describe how to find information about someone online. They explain how posted content affects others' feelings and reputation. Children differentiate between opinions, beliefs, and facts, understanding the criteria for a fact. They describe how technology impacts sleep and related issues. They explain how internet use can be monitored. Children assess when using others' work is acceptable.</p> <p>Operational Core Skills Google Docs I can type to achieve specific goals, including accurate punctuation.</p> <p>I can check and correct my spellings digitally.</p> <p>I can successfully use multiple apps or web browser tabs at the same time.</p>	<p>Project Evolve Children explain how online identity can be copied or altered. They describe how impulsive online communication can cause issues. They explain how online info can shape judgments about someone. They describe how to report online bullying on platforms. They explain why shared opinions online aren't always true. They identify systems regulating age-related content (e.g. PEGI, BBFC) and their purpose. Children explain how free apps may share private info. They demonstrate using search tools to find reusable online content.</p> <p>Operational Core Skills Google Docs I can edit and improve on-screen writing, including digital thesaurus use.</p> <p>Book Creator I can combine a variety of software (programs that run on computers) to accomplish given goals.</p>	<p>Project Evolve Children explain how to present themselves differently online. They demonstrate how to support others online. They describe ways to build a positive online reputation. They identify how to report online bullying at school and home. Children demonstrate strategies to evaluate facts and explain their importance. They assess strategies to reduce technology's impact on health (e.g. night mode, breaks, posture, sleep, diet, exercise). They describe how to identify scams or phishing attempts. Children show how to reference and acknowledge online sources.</p> <p>Operational Core Skills Webpage Creation DLC I can re-order on-screen sentences for clarity, purpose and effect.</p> <p>I can type at speed with accurate spelling and correct use of punctuation conventions.</p>
	Throughout the year, key skills linked to internet safety are revisited and recapped as this our key curriculum theme within computing.						



Trips, Visits and Visitors

Nursery	Reception	1	2	3	4	5	6
<p>World Music Day Visitor- Summer Term (Music)</p> <p>Career Visits various e.g. mum and baby, puppies, dentists (Big Brush Club), Fire Service</p>	<p>World Music Day Visitor- Summer Term (Music)</p> <p>Career Visits various e.g. mum and baby, puppies, dentists (Big Brush Club), Fire Service</p> <p>World Music Day Visitor- Summer Term (Music)</p>	<p>Trip to local park (local Geography)</p> <p>Trip to St.Austell Library (English/Geography)</p> <p>Trip to the cinema (English)</p> <p>World Music Day Visitor- Summer Term (Music)</p> <p>Fire Service Visit (PSHE)</p>	<p>Trip to Charlestown (local Geography)</p> <p>Trip to the St. Austell library (English/Geography)</p> <p>Trip to the cinema (English)</p> <p>World Music Day Visitor- Summer Term (Music)</p> <p>Fire Service Visit (PSHE)</p>	<p>Trip to St Austell Library (English, Geography)</p> <p>Trip to cinema visit as part of the Into Film Festival. (English)</p> <p>Fieldwork to Carlyon Bay. (Geography and History)</p> <p>World Music Day Visitor- Summer Term (Music)</p>	<p>World Music Day Visitor- Summer Term (Music)</p> <p>Cinema visit as part of the Into Film Festival. (English)</p> <p>Imerys – Mining (History Geography and Science)</p> <p>Cornish Lithium – Mining (History and Geography)</p>	<p>Trip to Carlyon Bay (local History)</p> <p>Cinema visit as part of the Into Film Festival. (English)</p> <p>Little Life Savers (PSHE)</p> <p>Anti-bullying workshop (PSHE)</p> <p>Plymouth University Library visit (English)</p> <p>Year 5 Residential – Porthpean</p> <p>Year 5 Aspire Games</p> <p>World Music Day Visitor- Summer Term (Music)</p> <p>Police Visit – Road and Traffic Safety (Use of Speed Gun)</p>	<p>World Music Day Visitor- Summer Term (Music)</p> <p>Cinema visit as part of the Into Film Festival. (English)</p> <p>Police Visit and Workshop with focus on anti-social behaviour (PSHE)</p> <p>Year 6 Residential – London</p> <p>Poltair school visit – Christmas production</p>



Oracy

	Nursery	Reception	1	2	3	4	5	6
Physical	<p>*To speak audibly so they can be heard and understood.</p> <p>*To use gestures to support meaning in play.</p>	<p>*To speak with appropriate projection so they can be heard and understood.</p> <p>*To use facial expression, eye contact and posture to support meaning in play</p>	<p>*Use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground.</p> <p>*Speak clearly and confidently in a range of contexts.</p> <p>*Begin to show body language associated with careful listening.</p>	<p>*Start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</p> <p>*Show body language associated with careful listening.</p>	<p>*Deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.</p> <p>*Consider position and posture when addressing an audience.</p>	<p>*Consider movement when addressing an audience.</p> <p>*Use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p>	<p>*Project their voice to large audience.</p> <p>Gestures to become increasingly natural.</p>	<p>*Speak fluently in front of an audience.</p> <p>Have a stage presence.</p> <p>*Consciously adapt tone, pace and volume of voice within a single situation.</p>
Linguistic	<p>*To use talk in play to practice learned vocabulary.</p> <p>*To join phrases with appropriate adjectives and verbs.</p>	<p>*To use talk in play to practice new vocabulary.</p> <p>*To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</p>	<p>*Use vocabulary appropriate and specific to the topic at hand.</p> <p>*Take opportunities to try out new language, even if not always used correctly.</p> <p>*Use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'That could also ...'</p> <p>*Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.</p>	<p>*Adapt how they speak in different situations according to audience.</p> <p>*Use sentence stems to signal when they are building on or challenging others' ideas.</p> <p>*Mostly speak in grammatically correct sentences.</p>	<p>*Use specialist language to describe their own and others' talk.</p> <p>Use specialist vocabulary related to the topic.</p> <p>*Make precise language choices e.g. instead of describing a cake as 'nice' using 'delicious'.</p> <p>*Use language appropriate to the audience.</p>	<p>*Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>*Know and use language that is acceptable in formal and informal situations with increasing confidence.</p>	<p>Use an increasingly sophisticated range of sentence stems and full command of standard English with fluency and accuracy.</p> <p>* Know and use language that is acceptable in formal and informal situations with confidence.</p>	<p>*Vary sentence structures and length for effect when speaking.</p> <p>*Use idiom and expressions confidently.</p> <p>*Use a broad, deep and rich vocabulary to discuss a range of concepts.</p> <p>*Confidently explain the meaning of words and offer alternative synonyms.</p>



Cognitive	<ul style="list-style-type: none"> *To develop their ideas. *To make relevant contributions and asks questions. *To describe events that have happened to them in sentences. 	<ul style="list-style-type: none"> *To use 'because' to develop their ideas. *To make relevant contributions and asks questions appropriate to the topic at hand. *To describe events that have happened to them in detail. 	<ul style="list-style-type: none"> *Offer reasons for their opinions. *Recognise when they haven't understood something and ask a question to help with this. *Disagree with someone else's opinion politely. *Explain ideas and events in chronological order. 	<ul style="list-style-type: none"> *Ask questions to find out more about a subject. *Build on others' ideas in discussions. *Make connections between what has been said and their own and others' experiences. *Answer using clear sentences. 	<ul style="list-style-type: none"> *Offer opinions that aren't their own. Begin to offer support for their answers to questions with justifiable reasoning. *Reflect on discussions and identify how to improve. Summarise a discussion. *Reach shared agreement in discussions. *Seek clarification when unclear. 	<ul style="list-style-type: none"> *Give supporting evidence e.g. citing a text, a previous example or a historical event. *Regularly offer answers that are supported with justifiable reasoning. *Ask probing questions. Reflect on their own oracy skills and identify areas of strength and areas to improve. *Seek specific additional information when necessary. 	<ul style="list-style-type: none"> *Draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. rather than saying 'X is a vegetarian so eating meat is wrong' saying, 'lots of people don't eat meat because they believe killing animals is cruel'. *Understand how to answer questions that require more detailed answers and justification. Identify when a discussion is going off topic and to be able to bring it back on track. 	<ul style="list-style-type: none"> *Construct a detailed argument or complex narrative. *Spontaneously respond to increasingly complex questions, citing evidence where appropriate. *Regularly ask questions to extend their understanding and knowledge. *Articulate and justify answers with confidence in a range of situation.
Social and Emotional	<ul style="list-style-type: none"> *To look at someone who is speaking to them. *To take turns to speak when working in a group. 	<ul style="list-style-type: none"> *To look at someone who is speaking to them for an extended period of time. *To display emotion when speaking within a group. 	<ul style="list-style-type: none"> *Listen to others and be willing to change their mind based on what they have heard. *Organise group discussions independent of an adult. 	<ul style="list-style-type: none"> *Develop an awareness of audience e.g. what might interest a certain group. *Awareness of others who have not spoken and to invite them into discussion. *Confident delivery of short pre-prepared material. 	<ul style="list-style-type: none"> * Adapt the content of their speech for a specific audience. Speak with confidence in front of an audience. Make timely contributions. 	<ul style="list-style-type: none"> *Use more natural and subtle prompts for turn taking. Empathise with an audience. Consider the impact of their words on others when giving feedback. 	<ul style="list-style-type: none"> *Listen for extended periods of time. Speak with flair and passion. 	<ul style="list-style-type: none"> *Use humour effectively. Read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.



Career Links

	Career Links							
	Nursery	Reception	1	2	3	4	5	6
Maths	Baker Cooking Weighing Flapjacks	Chef Cooking	Banker Money	Architect Shape Measurements	Engineer Arithmetic Measurements	Coder Coding week	Financial advisor Money Budgeting Four operations Key arithmetic skills	Pilot Arithmetic skills Coordinates Position and direction
English	Jobs discussed as part of pupil development – not always specific towards English. Pupils aware that writing and reading skills are essential for their development in this world and that these skills will support them in future careers.							
Science	Naturalist	Explorer	Weather presenter	Botanist	Geologist	Electrical engineer	Materials Scientist	Doctor
History	Jobs discussed as part of pupil development – not always specific towards a subject.		Tour guide	Archaeologist	Egyptologist	Anthropologist	Museum archivist	History professor
Geography	Jobs discussed as part of pupil development – not always specific towards a subject.		Meteorologist	Ornithologist	Nature conservationist	Climate activist	Mountain leader	Volcanologist
RE	Jobs discussed as part of pupil development – not always specific towards RE. Children aware that RE learning relates to their future in the world, ensuring understanding of others' religions, building a tolerance (British Values) and celebrating diversity.							



PE	Jobs discussed as part of pupil development – not always specific towards a subject.	Athlete	Sports Coach	Referee	Physiotherapist	Personal trainer	Nutritionist
Art	Jobs discussed as part of pupil development – not always specific towards a subject.	Art gallery curator Sculptor Art teacher	Illustrator Art Valuer Web designer- advertising	Graphic designer Printmaker Fine artist	Product designer Jobs in fashion Set designer	Art therapist Textile designer Conservator	Art history lecturer Commercial artist Art technician
DT	Jobs discussed as part of pupil development – not always specific towards a subject.	Chef	Product designer	Sculptor	Fashion designer	Mechanic	Engineer
Languages	Jobs discussed as part of pupil development – not always specific towards a subject. In KS1 Languages is focused around Cornish vocabulary. Specific careers in this area not discretely discussed.	- - -		Flight attendant secondary school teacher Footballer	Pilot Doctor Translator	International aid worker Teaching abroad Foreign correspondents	Military linguist Geoscientist Press conference interpreters
Music	Jobs discussed as part of pupil development – not always specific towards a subject.	Musician:	Sound Engineer:	Composer:	Music Therapist:	Music Journalist or Critic:	Conductor:
Computing	Jobs discussed as part of pupil development – not always specific towards a subject.	Game Developer	Web Designer	App Developer	Cybersecurity Specialist	Robotics Engineer	AI Engineer



SMSC

SMSC		
	Area related to OFSTED criteria	What we do.. <i>(Subject specific breakdown available in addition to this overview on each subject page)</i>
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.	<ul style="list-style-type: none"> *Our school ethos and curriculum give the children a sense of security, well-being, worth, purposefulness, connection and belonging. *Foster high self-esteem by encouraging children to take risks or face challenges in their learning whilst being within a secure environment – we value mistakes. (Sandy Hill STARS *Provide opportunities for children to use their own creativity and imagination and demonstrating our appreciation of the outcome *Offer opportunities for enjoyment and fascination throughout the curriculum. *Making time for reflection within all lessons. *Posing questions that encourage children to consider meaning and purpose. *Developing the children's listening skills – by modelling. *Listen to the children; our response to issues which they raise individually or through the School Councils / pupil voice *Modelling that it is not possible to provide an absolute answer it is acceptable to offer a variety of options. *Working to improve cooperation and understanding between individual children and groups of children. *Fostering emotional well-being by encouraging children to express their feelings and by controlling their emotional behaviour. *Developing the capacity for evaluative reasoning and critical thought.
	Knowledge of, and respect for, different people's faiths, feelings and values.	<ul style="list-style-type: none"> *Through our curriculum, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. In addition, within RE, this is the key curriculum theme.
	Sense of enjoyment and fascination in learning about themselves, others and the world around them.	<ul style="list-style-type: none"> *The curriculum offers opportunities for celebrating faiths, tradition throughout the school year
	Use of imagination and creativity in their learning.	<ul style="list-style-type: none"> *Giving children a sense of security, well-being, worth, purposefulness, connection and belonging. *Fostering high self-esteem by encouraging children to take risks or face challenges in their learning whilst being within a secure environment *Providing opportunities for children to use their own creativity and imagination and demonstrating our appreciation of the outcome e.g. In Art lessons, teachers will ask the children to imagine they are in an art gallery and will appreciate other children's work.



	<p>Willingness to reflect on their experiences.</p>	<p>*Offering opportunities for aesthetic experience throughout the curriculum but specifically in art, music, dance and literature. *Making time for stillness and reflection. *Posing questions that encourage children to consider meaning and purpose. *Developing the children's listening skills. We will demonstrate that we are listening to the children by our response to issues which they raise individually or through the School Council. *Showing that when it is not possible to provide an absolute answer it is acceptable to offer a variety of options. *Working to improve cooperation and understanding between individual children and groups of children. *Fostering emotional well-being by encouraging children to express their feelings and by controlling their emotional behaviour. *Developing the capacity for evaluative reasoning and critical thought.</p>
Moral	<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>	<p>*We ensure that the fundamental British values are introduced, discussed and lived out through the ethos and day-to-day work of the school. *Every opportunity is taken to reinforce and embed them. It is especially through our RE and PSHE curriculum, as well as daily reflection time, that provides excellent opportunities to elaborate and develop children's understanding of these values.</p>
	<p>Understanding of the consequences of their behaviour and actions.</p>	<p>*ASPIRE and Sandy Hill Academy vision and ethos *School rules and expectations – rewards and sanctions are clear to the children and underpin everything that is successful at the school.</p>
	<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>	<p>*PSHE, RE, Geography and History curriculum. Moral issues may also come up within reading and writing lessons due to the texts they encounter (see reading and writing map).</p>
Social	<p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</p>	<p>*Fostering a sense of community with our STARS values being at the heart. *Providing opportunities for pupils to work in a variety of social groupings. Mixed ability flexible pairings/groupings is a strategy we employ for teaching and learning to benefit all children, especially those with SEND (EEF 5–Day) *Encouraging pupils to recognise and respect social differences and similarities through their global learning experiences. This is achieved through our whole curriculum, but specially PSHE, RE, English, and Geography *Providing residential opportunities</p>
	<p>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.</p>	<p>*Providing opportunities for the mixing of year-groups at after school clubs and through sports leaders, reading buddies *Helping pupils develop personal qualities which are valued in a civilised society, for example, kindness, responsibility, respect for difference, moral principles, self-respect and an awareness of others' needs. *Helping pupils to resolve their own tensions and conflicts. *The School Council and Eco Council</p>



	<p>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>	<ul style="list-style-type: none"> *Health and Safety Representatives *Reading and Science ambassadors *Sports Leaders *Further opportunities for pupils to exercise leadership and responsibility; roles such as librarians, digital leaders, sports leaders *Encouraging children to support nominated charities through school events. *Providing positive and effective links with the world of work and the wider community (see visits, visitors and community links for more information).
Cultural	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p>	<ul style="list-style-type: none"> *Providing children with information about their own culture and that of others, links within whole curriculum, specifically Art - Cornish Artists, English, Geography and History – where local links are made *English use of local authors within topics *Encouraging children to think about special events in life and how they are celebrated *Encouraging tolerance and appreciation of the beliefs, customs and values of different cultures. *Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance *Complying with our Equal Opportunities Policy. *Working with outside agencies to support the needs of minority groups as appropriate. *Having zero tolerance on racism and prejudice and to report any incidents. *Being sensitive to the customs of different cultures.
	<p>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.</p>	
	<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>	
	<p>Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</p>	
	<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>	



Wider again...

	Subject School Community and Engagement Events	*Bedtime Stories event *ASPIRE computing lead providing internet safety information to parents at organised meeting *Subsequent pilot for parents to get involved with (internet safety) *Football and netball matches: school staff and families mixed *Subject events e.g. active challenge (PE), Science fair, DT projects, maths conundrums, writing awards *Open afternoons
	Inter-house Sporting Events (Intra-School Sport)	*Quidditch *Tri-golf *Tchoukball *Basketball *Football *Rounders *Handball



Extra-Curricular Clubs	Examples from last year:																																																																																															
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	<p>Picture News</p>	<p>Covering news and world affairs, British Values and much more. Delivering within assemblies, within class or as part of Guided Reading. See overview (flavour) from last academic year. Widgets to support SEND.</p> <div style="text-align: right; margin-bottom: 10px;">  </div> <h2 style="text-align: center;">Coverage Autumn 1 2023</h2> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Week</th> <th style="width: 35%;">News Story</th> <th style="width: 20%;">Focus Question</th> <th style="width: 10%;">British Value Link</th> <th style="width: 10%;">Protective Characteristics</th> <th style="width: 15%;">UN Article</th> </tr> </thead> <tbody> <tr> <td>28th August</td> <td>The use of dogs in schools and classrooms is becoming increasingly common, with 'therapy dogs' - as they are often referred to - being used to help pupils feel calmer and less anxious.</td> <td>Can pets make good companions in schools?</td> <td>Individual Liberty</td> <td>Religion or Belief</td> <td> 28</td> </tr> <tr> <td>4th September</td> <td>Almost ten years ago, 44-year-old Torbjørn Pedersen from Denmark left his job and family behind to begin a life-changing journey. 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Character Development

- *Aspiration is a key element from school curriculum drivers. In all curriculum lessons, aspirations feature on the slides and the lessons are linked to real life purposes.
- *Behaviour and conduct is outstanding across the school there are high expectation for all pupils, including those who are disadvantaged or/or have special educational needs.
- *Children speak highly of the school and are proud to be a member of Sandy Hill Academy
- *Pupils have access to a wide-range of wider opportunities through break and lunchtime activities, clubs, trips, visits and visitors to the school. These opportunities also include wider experiences from inside the Trust such as (amongst others) accessing the ASPIRE Beach School at Carlyon Bay and working with Health and Safety Team to offer Little Lifesavers training.
- *Our school ethos, though our values and rules promote character development alongside academic achievement.
- *Celebrations are in place to celebrate positive traits and success through utilising our well-established dojo system.
- *Pupils have the chance to lead in areas of the school such as Reading Ambassadors, School Council, Well-being leaders and Playtime leaders.

