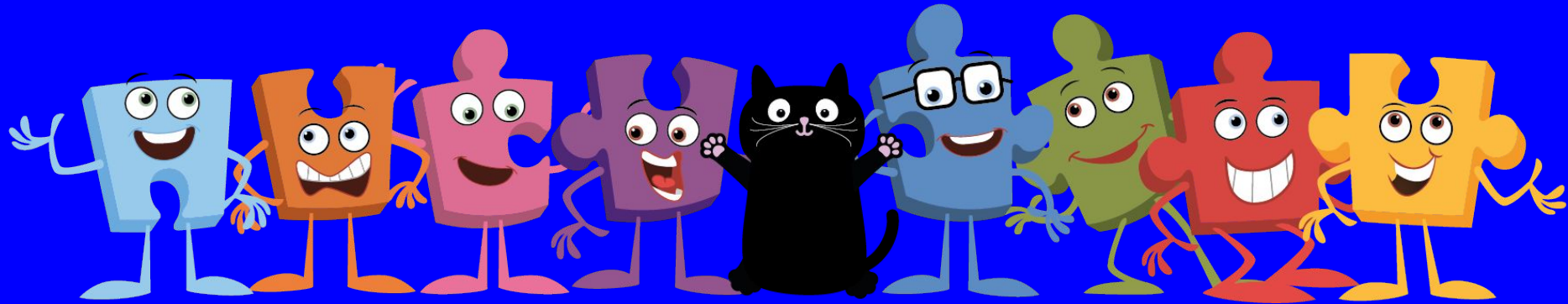


Curriculum Narrative

# Personal Development and PSHE @FIA



# Intent

Our intention is that when children leave FIA, they will do so with the knowledge, understanding and emotional intelligence to play an active and successful role in today's diverse society. In our ever-changing world, our curriculum also embraces the uniqueness of growing up in the Isles of Scilly and reflects the benefits and challenges of living in a close-knit, remote community. We want our children to be aspirational and to think globally - to be adventurous, committed learners - and our PSHE curriculum provides the knowledge, skills and understanding to prepare them to have a positive impact on their local community, as well as a global society. Here at the Five Islands academy, we have embraced the work of Restorative Practice and put relationships at the heart of everything we do.

Our RSE enables our children to learn how to be safe, to understand healthy relationships both now and in their future lives.

# Implementation

**All:** Working restoratively (making it work) is at the heart of much of our practice. All children take part in regular circle meetings to check-in at the start of the week and to check out at the end. In these meetings we explore philosophical issues, world news, community notices, as well as using them as a vehicle to respond to any harm that may have happened in our school community.

**EYFS:** PSHE is taught relentlessly through the continuous provision model, providing teachers the opportunity to 'plan in the moment'. Highly skilled staff drip feed all the goals from 'Development Matters in the Early Years' and the Early Learning Goals. In addition to this, children in EYFS take part in a 'Jigsaw' lesson every week (See below).

**Key Stage 1 and 2:** Children are taught using the 'Jigsaw' scheme of learning, which is a progressive, spiral model covering all aspects of the National Curriculum. In addition to this, we have added our own, bespoke units of learning relating to the Isles of Scilly and the unique challenges facing Island children.

**Key Stage 3 and 4: Children are taught in one full 75 minute lesson taught by a subject specialist in one week and this will be followed up with two 20 minute tutor time sessions.**

# Jigsaw Outcomes

## **Primary:**

Children record outcomes in a variety of ways throughout their journey in Primary School. These may be, but are not limited to, formal written outcomes, observations, conversations, photographs, class discussions and creative outcomes based on topics. For the most part, these are stored in large class 'floor books'.

## **Secondary:**

Secondary children have Journals that they respond to learning opportunities in a variety of ways. These are mostly driven by the children to respond to lessons how they feel best.

# PROJECT WEEKS

## Project Weeks

Project Weeks take place at the end of the Autumn, Winter and Spring quadesters. These provide deep learning opportunities as well as enabling outside agencies to work with us to enhance our curriculum. Links are made with the wider curriculum that allow deep and purposeful learning, particularly in linking with our local community in promoting exhibitions, performances and other events.

# Adventurous Learning

Experiential learning is hugely valuable to our children's success, so where possible, we arrange educational visits to give children a better understanding of the subject area about bring our curriculum alive. A visit may be somewhere outside of school, or a visit from an adult who has real world experience of a topic and is able to come into school and share their stories with the children.

**Residential trips** also provide the opportunity to enhance our children's cultural capital, giving them exposure and experiences of life away from home and the islands. Trips are carefully chosen, with experiential learning at the heart of itinerary decision making, giving children the opportunity to view the world from a wider lens than the one Scilly provides.

# Opportunities include, but are not limited to:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		St Agnes Camping Residential	Outdoor Adventure (BF Adventuree)	Cornish Town Residential (St Ives/Eden)	London Residential
Museum Visit Post Office Visit Scillonian III Visit Bryher Visit	Library Visit	Sporting Opportunities: <ul style="list-style-type: none"> <li>- Quad kids athletics</li> <li>- FA small schools football</li> <li>- Cross Country</li> <li>- Y4 Dance</li> <li>- LEAP Multi-Academy Sports competitions</li> </ul>			
Sports Day Regatta Day Samson Picnic Hello Yellow Red Nose Day Scilly's Got Talent House Competitions					

# SECONDARY EXPERIENTIAL LEARNING

<https://docs.google.com/presentation/d/17mY0-G58qQhs7yOEw-aFSXecfHEdkGzzT0G5DZohf48/edit#slide=id.p>

# Student Leadership at FIA

Students are given numerous opportunities to showcase their leadership skills in a range of contexts. Student voice is gathered frequently and this feeds into the school's overall development. Opportunities for students to lead are:

Primary:	Head Students Deputy Head Students History/Geography Ambassadors Play Leaders (Sport Leaders) Eco Leaders
Secondary:	Head Students House Captains/Sport Captains 'Beacon' editors Librarians

# Reception

	Autumn Term - Explore		Spring Term - Discover		Summer Term - Create	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
J I G S A W	Self - Identity Understanding Feelings Being in a classroom <b>Being Gentle</b> Rights and Responsibilities	Identifying Talents Being Special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-Setting Overcoming obstacles Seeking Help Jobs Achieving Goals	Exercising Bodies Physical Activity Healthy Food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Change Fun and fears Celebrations
FIA						
No Outsiders		You Choose by Nick Sharratt & Pippa Goodheart  Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt.	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt.		The Family Book by Todd Parr  Mommy, Mamma and Me by Leslea Newman and Carol Thompson.	

# Year 1

	Autumn Term - Explore		Spring Term - Discover		Summer Term - Create	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
J I G S A W	Feeling Special and Safe Being Part of a class Rights and Responsibilities Rewards and feeling proud Consequences	Similarities and differences Understanding bullying and how to deal with it Making new friends Celebrating the difference in everyone.	Setting Goals Identifying successes and achievements Learning Styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle and choices Keeping Clean Being Safe Medicine safety Road Safety Linking health and happiness	Belonging to family Making friends Physical Contact People who help us Qualities as a friend Self-acknowledgement Being a good friend to myself Celebrating special relationships	Bodies Respecting my body Growing up Growth and Change Fun and fears Celebrations
FIA						
No Outsiders	Elmer by David McKee	That's not how you do it by Ariane Hofman-Maniyer	My world, your world by Melanie Walsh.		Ten Little Pirates by Mike brownlow and Simon Rickerty	Max the Champion by S. Stockdale.

# Year 2

	Autumn Term - Explore		Autumn Term - Discover		Autumn Term - Create	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
J I G S A W	Hopes and Fears Rights and Responsibilities Rewards and Consequences Owning the Learning charter	Assumption and stereotypes about Gender Understanding bullying Making new friends Gender Diversity	Achieving Realistic Goals Perseverance Learning Strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier Choices Relaxation Healthy eating and nutrition. Healthier snacks and sharing food	Different types of family Boundaries Friendship and Conflict Secrets Trust and Appreciation Appreciation for special relationships	Life cycles in nature Growing from young to old Increasing Independence Differences in male and female bodies Preparing for Transition
FI A						
No O u t s i d e r s	Blown Away by Rob Biddulph.	The First Slodge by Jeanne Williams.	What the Jackdaw saw by Julia Donaldson and Nick Sharratt.		The Odd Egg by Emily Gravett	The Great Big book of Families by M. Hoffman.

# Year 3

	Autumn Term - Explore		Autumn Term - Discover		Autumn Term - Create	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
J I G S A W	Setting Personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and Consequences Choices Seeing things from other perspectives	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving Dreams and ambitions New Challenges Motivation and Enthusiasm Recognising and trying to overcome obstacles Simple budgeting	Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline	Family roles and responsibilities Friendship and negotiation Keeping safe online Being a global citizen Awareness of how other children have different lives	How babies grow Understanding a baby's needs Outside/Inside body changes Family stereotypes Challenging ideas Preparing for transition.
FI A						
No O u t s i d e r s	Big Bob, Little Bob by James Howe.  The Hueys in the New Jumper by Oliver Jeffers	Two Monsters by David McKee	Beegu by Alexis Deacon		This is our House by Michael Rosen.	

# Year 4

	Autumn Term - Explore		Autumn Term - Discover		Autumn Term - Create	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
J I G S A W	Being part of a class team Being a school citizen Group decision making Having a voice What motivates behaviour?	Challenging assumptions Accepting self and others Understanding bullying Identifying uniqueness First impressions	Overcoming disappointment Creating new, realistic dreams Working in a group Resilience Positive Attitudes	Healthy Friendships Group Dynamics Smoking Alcohol Assertiveness Inner Strength	Jealousy Love and loss Memories Getting on/Falling out Girlfriends/Boyfriends Appreciation	Having a baby Girls and puberty Confidence in change Accepting change Transition Environmental Change
FI A	EQ: What could Scilly be like in 50 years? - Understanding the benefits and challenges of of tourism - Understand the environmental crisis Scilly is facing.					
No O u t s i d e r s	Dogs don't do ballet by A. Kemp and S. Ogilvie	The Way back home by Oliver Jeffers.	Red: A Crayon's story by Michael Hall.	The Flower by John Light	King and King by L.de Hann and S. Nijland	

# Year 5

	Autumn Term - Explore		Autumn Term - Discover		Autumn Term - Create	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
J I G S A W	<p>Planning for the year</p> <p>Being a Citizen</p> <p>How behaviour affects groups</p> <p>Democracy</p> <p>Having a voice</p>	<p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>The importance of money</p> <p>Jobs and Careers</p> <p>Dream Jobs</p> <p>Goals in different cultures</p> <p>Supporting others</p> <p>Motivation</p>	<p>Smoking, including vaping.</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency Aid</p> <p>Body Image</p> <p>Relationships with food</p> <p>Healthy Choices</p>	<p>Building self-esteem</p> <p>Online safety</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of grooming</p> <p>SMART internet safety rules.</p>	<p>Influence of online and media on body image.</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Coping with change</p> <p>Transition</p>
FI A						
No O u t s i d e r s	<p>The cow who climbed a tree by Gemma Merino</p>	<p>How to heal a broken wing by Bob Graham</p>	<p>Where the Poppies now Grow by H. Robinson and M. Impey</p>	<p>Rose Blanche by Ian McEwan and R. Innocenti</p>	<p>And Tango make Three by J. Richardson and P. Parnell</p>	

# Year 6

	Autumn Term - Explore		Autumn Term - Discover		Autumn Term - Create	
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
J I G S A W	Identifying goals for the year Global Citizenship Universal rights Feeling welcome and valued Group dynamics Democracy, having a voice Anti-Social behaviour Role-Modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/Exclusion Differences as conflict	Learning Goals Success Criteria Emotions in Success Making a difference in the world. Motivation Compliments	Personal Responsibility How substances affect the body Exploitation and 'county lines' Gang Culture Mental Health Managing Stress	Mental Health Identifying worries and support Love and Loss Managing feelings Power and Control Assertiveness Technology Safety Responsibility	Self-image Body Image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and Consent Boyfriends/Girlfriends Sexting Transition
FIA						
No Outsiders	The Thing by Simon Puttock and Daniel Egneus  Dreams of Freedom by Amnesty International	My Princess boy by C. Kildoavis and S. De Simone  Leaf by Sandra Dieckmann			The Island by Armin Greder	

# Year 6 Transition Project

An enhanced transition project takes place in the later parts of the Summer Term of Year 6, bridges the Summer Holidays and continues into the first Quadmester of Year 7. The aims of the project are to:

- All students feel personally, socially and emotionally prepared for Secondary school and look forward to new experiences
- Curricular transition is coherent between key stages in core subjects: Maths, English, Science, Computing, French & RW
- Interdisciplinary project work creates a thread between Primary and Secondary learning experiences
- Students' communication skills and creativity are developed into an authentic project outcome that they present with confidence and pride

# Year 7

Autumn Term - Explore		Autumn Term - Discover		Autumn Term - Create	
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support

# Year 8

Autumn Term - Explore		Autumn Term - Discover		Autumn Term - Create	
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour

# Year 9

Autumn Term - Explore		Autumn Term - Discover		Autumn Term - Create	
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes

## Year 999 Week

During our students' time in Year 9, they will take part in bespoke PSHE week that provides a wealth of opportunity to learn in addition to the curriculum. A carefully chosen programme of workshops is pieced together to provide students with a wealth of information to help with their transition into adult life and eventually their move to the mainland.

During this week, we work with the following organisations:

- The Police
- Crown Prosecution Service
- South West Country Ambulance
- Yzup
- Isles of Scilly Council

These are the topics that they will be covering over the week:

- Harm Reduction: internet safety, sharing intimate images (nudes), bladed weapons, anti social behaviour, county lines, consent
- British Law
- Substances, Drugs, alcohol, BLS- Basic life support & CPR
- Missing Persons Exercise
- Helpful Citizens
- Health Relationships
- Housing & Money Management

## Careers@FIA

**A range of workshops, talks, presentations and seminars that may include (but are not limited to) for Year 10 and 11 students:**

- Apprenticeships
- LMI (Labour Market information)
- Being an entrepreneur
- Being an engineer
- University Life
- Hi9
- Hall for Cornwall
- Convention (and study zone)
- Estate Management
- Cornwall school of maths and science.
- Interview Techniques
- NHS Jobs and Careers
- Goonully
- Maritime Careers
- Pendennis Boat Yard

# Year 10

Autumn Term - Explore		Autumn Term - Discover		Autumn Term - Create	
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, selfexamination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumourmongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.

# Year 10 Preparation for Post 16 (PP16 (working title))

We plan to:

- Visit Truro and Penwith College for shadow timetable of Post 16 courses (T- levels, apprenticeships, A-Levels, employment)
- Budgeting
- Diet, nutrition and food prep
- Using public transport
- Post 16 application interviews
- Mainland social activities including cinema, bowling etc

# Year 11

Autumn Term - Explore		Autumn Term - Discover		Autumn Term - Create	
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality		Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work life balance, sexual health, hygiene, self examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

## Post 16 Support

FIA Careers Convention	Students experience a full two days of workshops and meetings to prepare for post-16 choices and beyond. Students and parents are invited to a Careers exhibition to meet post-16 providers and representatives from the world of work and higher education.
College Trip TBC	College taster visits based on broad areas of interest. Students will see college life in action and understand the shape of a range of post-16 learning options.
Work Experience	Students will experience the world of work which will support their maturity, confidence, communication skills and employability.
College visits and course selection	Students make applications to appropriate providers for courses they wish to pursue, linked to potential career aspirations.
Independent careers interviews with Lindsay Masters	Students are able to make appropriate and personal choices based on independent advice and guidance.
KS4 Results Day	Students will share results with the intended FE provider to confirm their place or to secure an alternative. Staff and careers advisers will be present to support with discussions with post-16 providers.