



# PERSONAL DEVELOPMENT CURRICULUM

Every child is a star...it's our job to  
make them shine!"

## Personal Development at Cestria Primary School

At Cestria, we want our children to be the best version of themselves they can possibly be! We want them to be polite, kind, considerate and compassionate; strong and resilient to face life's challenges and skilful, knowledgeable decision makers in their own individual way.

To enable this, we have striven to develop our Personal Development curriculum, which is bespoke to our school, through providing rich experiences which have been planned in a coherent and sequenced manner, not only through our curriculum but through the extra-curricular and enrichment opportunities that we offer.

Our school is a friendly, fun place to learn which results in a strong sense of community, citizenship and friendship. Our children love to come to school as they know they are cared for, valued and respected. Our Personal Development programme is designed to be motivational, fun and engaging. It enables our children to become well rounded, confident individuals who are armed with the crucial skills, values and beliefs they will need to navigate through life.

Our curriculum offer extends far beyond the academic to allow all pupils to develop in many diverse aspects of life. This is encapsulated in our Personal Development Curriculum. Children leave Cestria with the confidence to try new things and make mistakes. We celebrate difference and how to value others opinions especially when differing to their own. We encourage children to stretch their own thinking by asking questions of both their peers and themselves. Our children leave us armed with our core values, are aware of their responsibility as a citizen of the modern world and have secure moral foundations on which to further build.

# Our shared vision...



Every child is a star.....It's our job to make them shine

Unique, important, valued, potential, supported, motivated, individual, special, recognise own talents, equality, talented, magical, small steps are important, full of goodness, excellent communication with parents, try your best, making others proud, all Capable of excellence!

Varied, exciting & interactive curriculum, get the best out of all children, provide opportunities for all, encouragement, reach full potential, give choices, build up self-esteem, promote confidence, adaptive, Celebrate success, enabling, follow child's interests, understanding, expert teachers, nurture. Let them fly, resilience, personality, praise, structure & support, motivate, role model, spark interests, enrichment & extra-curricular activities, kindness & empathy, feel 'comfy', involve in decision making

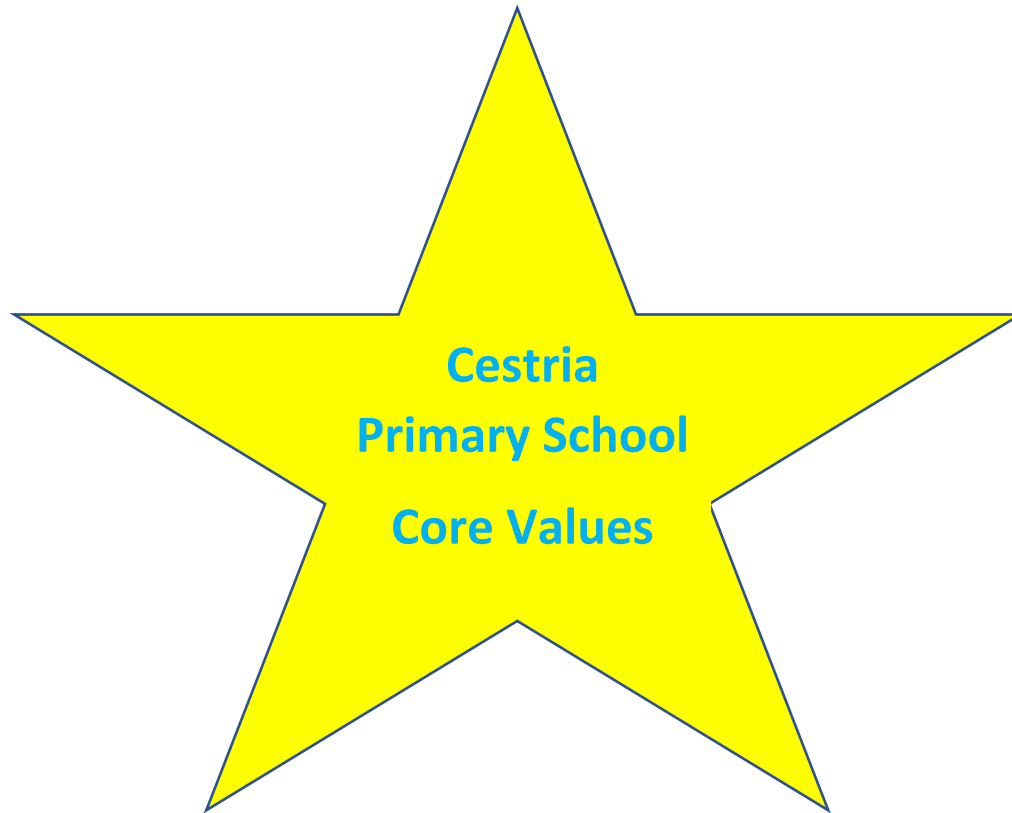
What else do we do that reflects the ethos of our school?

Caring, approachable, accommodating, excellent relationships, teamwork, positive, wonderful environment, family, personalised, strong communication, accept mistakes to help us learn, everyone can achieve, have a go attitude, prioritise social & emotional education, prepare for challenges ahead. helpful. lots of fun!

We have worked with children, staff, governors & parents to develop this document!

We are all special and unique individuals...we asked our school community what kind of people we want our children to become. Our parents, governors, staff and of course, our wonderful children gave us the answers we were looking for.... We developed our Personal Development based on their responses.

## OUR CORE VALUES



**S**how strength of character

**T**ry your best in all you do

**A**lways show kindness and respect

**R**emember to make good choices



"Every Child is a star...it's our job to make them shine"

At Cestria we strive to prepare our children for a future filled with aspirations and a range of possibilities to equip them with the skills and knowledge they need to achieve their goals. Our immersive and highly practical curriculum is inclusive to all and offers a range of opportunities to develop life long skills and a love of learning that prepare them for their next steps in the world.

Our Personal Development Overview – what we do!

BRITISH VALUES

- Democracy – every child has voice (displays across school, PM)
The Rule of Law – exceptional behaviour and attitudes reflecting positive ethos and routines (behavior records, parent view)
Mutual respect and tolerance of all irrespective of faith and beliefs (celebrating differences – Grandad's Wheels, Day the Crayon Quit, Diversity class assembly - books)
Develop personal and social responsibility (buddies, links in community – Salvation Army donations, Fundraising)



SMSC

- Spiritual – reflect beliefs and experiences – (Discovery RE)
Moral – difference between right and wrong. (Consequences of behavior, class debates, restorative approach)
Social – skills in different contexts (inter and intra competitions, national competitions – Show Racism the Red Card)
Cultural – understanding cultures. Ability to understand and value the things we share in common (assemblies, music of the week, art – artists around the world)



CITIZENSHIP

- Pupils learn about themselves as members of the community, building on own experiences (sense of belonging our community – Roman & Edwardian links, community links – The Elms, Parish and Methodist church, library)
Pupils learn about themselves as developing individuals (Zones of Regulation)
Responsibility to the environment (walk to school project, energy buses, litter picking)
Learning about growing and changing as individuals into mature and confident citizens (Jigsaw PSHCE, social justice)
Developing responsibility to the school, community, country and global issues (Fundraising – Children In Need, global issue – Ukraine display)
Understanding and appreciation of the work of other to protect our community and beyond – (Visit from Police, Fire Brigade)



MENTAL HEALTH AND WELL BEING

- Specialist HLTAs and PGAs
Wealth of extra curricular clubs including mindfulness and Yoga
Relationships – care and share ethos
Zen den – sensory area
Signposting Families – Early help
Beanstalk
Safeguarding – keeping safe online

CEIAG

- Career aspirations – cookery room, Invention shed, Computer room, Reading Retreat, Science hub
Immersive days
PSHCE – Dreams and Goals unit
Visits – Police, Fire Brigade

PSHCE/RSE

- Jigsaw – Each unit interleaved through the half term - Bring me my world, Celebrating difference, Dreams and Goals, Healthy Me, Relationships, Changing Me
Story time
Newspaper
School trips & residential
RSE – school nurse
Class assemblies to parents (including productions)



CHARACTER EDUCATION

- Decision makers
Exceptional manners
Confident
Resilience
Kind and caring
Responsible citizens
Independent
Respectful
Trustworthy



PROTECTED CHARACTERISTICS

- Age, disability, sex, gender, race, religion/belief
Diversity class assembly – weekly themed

PHYSICAL HEALTH & ACTIVE LIFESTYLES

- Specialist teachers and HLTAs deliver high quality PE through immersive days
Wealth of free extra curricular activities available to all – netball, girls football, cross country, GSG
Forest school for Reception children
Active playground
Healthy competitions – Intra and inter sports
Coaching sessions – Grassroots, Destination Judo

# PSHCE

At Cestria Primary School, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Broadening our children's horizons and giving them the belief that they are capable of achieving great things drives our everything we do in school.

We know that our children and young people are growing up in an increasingly complex world, living their lives seamlessly on, and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE/RSE curriculum gives the children the knowledge and understanding they need make informed choices and to be a positive influence in the communities to which they belong.

We follow the Jigsaw PSHE/RSE curriculum which consists of:

- ✓ Being Me in My World
- ✓ Celebrating Difference
- ✓ Dreams and Goals
- ✓ Healthy Me
- ✓ Relationships
- ✓ Changing Me



## Relationships and Sex Education

The content set out in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our curriculum ensures that our children are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science.

# British Values at Cestria Primary School

We promote fundamental British values and mutual respect and tolerance of those with different faiths and beliefs. We reflect the religious backgrounds represented in our community in collective worship and actively promote British Values, encouraging our pupils to regard people of all faiths, races and cultures with respect and tolerance. We actively promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

At Cestria Primary these values are reinforced regularly and in the following ways:

- ✓ **Democracy** is embedded throughout our school curriculum. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard.
- ✓ Pupils have the opportunity to voice their opinions and ideas through our Pupil Voice – children are selected through a random process allowing all, not just a select ‘elected’ few, to participate. Working with senior leads, they help lead and shape school developments and initiatives.
- ✓ All classrooms have a democracy display reflecting voices and choices in the classroom.

**The Rule of Law:** The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Relationships are key to our school success and we set high expectations of behaviour and attitudes which are deeply rooted in mutual respect. Our children are taught right from wrong enabling every child to learn in a safe and ordered environment. Our pupils are taught our core school values and what they look like in practice which is progressive across phases. They are taught the reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

**Liberty:** Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We support our pupils to make choices safely, articulately and in the correct manner. Choice is provided in numerous ways - through choice of challenge; of how they record work; of participation in our numerous extra- curricular activities. We actively engage our pupils in making choices and are encouraged to act responsibly and show initiative eg: pupil voice

**Mutual Respect:** Relationships define our school. They are at the core of our ethos, values and behaviours. Our school is a happy place to work and learn and this stems from the deep rooted respect between children, parents, governors and staff. We have an active programme of teaching respect, tolerance, inclusivity and acceptance through our book based assemblies and assembly plan.

# PSHCE & RHSE Progression Mapping: Jigsaw, Cestria Citizens and Book Based Assemblies

*INTENT: Jigsaw, Cestria Citizens and our bespoke book based assemblies, holds children at its heart, and their cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, our bespoke PSHCE programme properly equips our school to deliver engaging and relevant PSHE within a whole-school approach. Our combined approach also includes mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation (Zones of Regulation)*

*IMPLEMENTATION: Through Jigsaw, Cestria Citizens and our book based assemblies, we offer a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.*

*IMPACT: Well rounded children who have a thirst for learning that display excellent behaviours and attitudes to learning who leave Cestria fully prepared for their next steps in learning.*



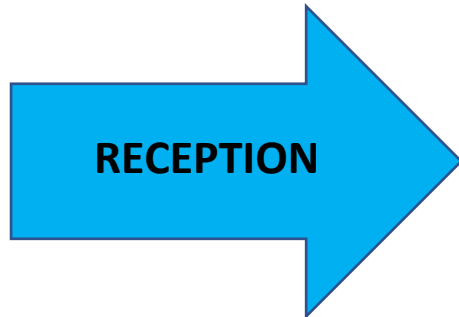
# Progression Map:

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle 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 Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences 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 choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	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 Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards 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, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

# Cestria Citizens

At Cestria, we want all children to be the best possible version of themselves. Linked to our Personal Development programme, Jigsaw, each year the children complete an initiative designed to give the children life skills and develop the core values necessary to live in modern Britain.



## ★ Cestria Citizens ★

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### Caring and Sharing

To be a Caring and Sharing Hero I need to be able to...

1) Engage in Yoga and Meditation to foster mindfulness, enhance emotional well-being and cultivate a healthy, positive mindset.

2) I need to care for my body by exercising, eating nutritious food, and practising good hygiene habits such as brushing teeth and washing.

3) Take on responsibilities in the classroom and demonstrate care for the classroom environment.

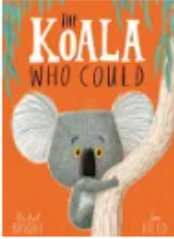

4) I can exhibit care by inviting and welcoming family members into the school environment.



5) Make and maintain friendships. Foster positive connections with classmates, demonstrating kindness and inclusivity.

6) I need to understand the importance of and demonstrate that I care for Nature and the environment.



### Cestria Citizens: Year Reception Initiative: Caring & Sharing

Half Term	Personal Development Focus	Activities	Notes
<b>1. Healthy Mind</b>  <u>Aut 1</u>	<b><u>Mental Health &amp; Wellbeing/ Physical Health and Active Lifestyle</u></b> To engage in yoga and meditation activities to foster mindfulness, enhance emotional wellbeing and cultivate a healthy, positive mindset.	To complete yoga, mindfulness and meditation activities. To plan a yoga exercise and to deliver it to classmates.   Story Focus - A funny rhyming story about dealing with change and overcoming worries.	
<b>2. Healthy Body</b>  <u>Aut 2</u>	<b><u>Physical Health and Active Lifestyle/ Mental Health &amp; Wellbeing</u></b> To care for my body by exercising, eating nutritious food, and practising good hygiene habits such as brushing teeth and washing.	To learn how to wash hands correctly, brush teeth and look at a healthy diet. To plan a healthy menu.   Story Focus - To teach little ones the key skills for starting school, and for life! Learn all the super-important skills you need to stay healthy	
<b>3. Helper</b>  <u>Spr 1</u>	<b><u>Citizenship (responsibility to the environment/ Character Education</u></b> To take on responsibilities in the classroom and demonstrate care for the classroom environment.	To help tidy the school environment. To help classmates by being 'tiny teachers'. To go litter picking around the school. To design a poster about keeping the environment tidy.  <a href="#">Tidy Up Song</a>   <a href="#">Clear Up Conga</a>   <a href="#">Pop Songs for Kids</a>   <a href="#">Nursery Rhyme Alternative</a>   <a href="#">Musical Dots (youtube.com)</a>	

<p><b>4. Family</b></p> <p>Spr 2</p>	<p><b>Citizenship/ Character Education</b> To exhibit care by inviting and welcoming family members into the school environment.</p>	<p>To learn about similarities and differences within families. To invite family into school to enjoy a drink and biscuit. To make an invitation and to help prepare biscuits and drinks.</p> <p>Story - <a href="#">all kinds of families - Google Search</a></p>	
<p><b>5. Friends</b></p> <p>Sum 1</p>	<p><b>Citizenship/ PSCHÉ (Jigsaw)</b> Make and maintain friendships. Foster positive connections with classmates, demonstrating kindness and inclusivity.</p>	<p>Learn how to initiate new friendships with others. To learn about what makes a good friend. To make friendship bracelets for friends.</p> <div data-bbox="875 496 1106 715">  </div> <p>Story Focus - Betty and Maud are having a sleepover in a teeny-weeny tent, and that means that Duck and Penguin are too. Betty and Maud can't wait! Duck and Penguin aren't so sure...</p>	
<p><b>6. Nature</b></p> <p>Sum 2</p>	<p><b>Character Education/ British Values</b> To understand the importance of and demonstrate that I care for nature and the environment. To develop and personal and social responsibilities.</p>	<p>To plant seeds and vegetables in the outside area. To make bird feeders.</p> <div data-bbox="875 751 1361 995">  </div> <p>Focus - <a href="#">Join</a> the tiny seed's journey as it travels near and far, overcoming insurmountable odds and many dangers, to finally become a plant and a beautiful flower!</p>	

**YEAR 1**

# ★ Cestria Citizens ★

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## Culture Champion

To be a Culture Champion I need to be able to...

1) I can show my respect for other cultures by listening to and understanding the moral of stories.

2) I value how other cultures celebrate special events and can talk about things we have in common.

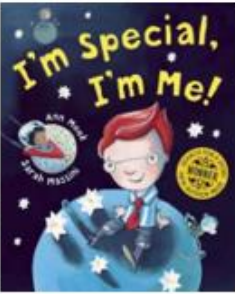


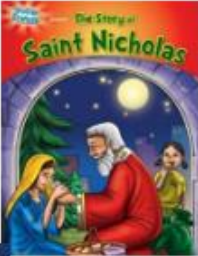



3) I can express my own emotions through listening to music from other cultures.



4) I can talk about the similarities and differences of other cultures, including food, lifestyle and global issues.

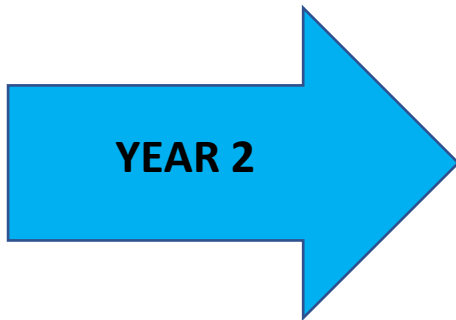
5) I can express my resilience and confidence when re-creating a piece of artwork from another culture.

6) I can understand how people from other cultures have had an influence on my life today.



	Personal Development Focus	Cultural Champion - Year 1 Theme activities	Story Focus/notes
1	<p><b>SMSC</b></p> <p>I can show my respect for other cultures by listening to and understanding the moral of stories.</p>	<ul style="list-style-type: none"><li>• Introduce new vocabulary - culture</li><li>• Share story - We Are all Different and discuss</li><li>• Circle time - what makes you special and how are we different?</li></ul>	 
2	<p><b>SMSC</b></p> <p>I value how other culture celebrate special events and can talk about things we have in common.</p>	<ul style="list-style-type: none"><li>• How do people celebrate in different cultures?</li><li>• What is Diwali?</li><li>• How is Diwali similar/different to how you celebrate special occasions?</li><li>• What traditions do other countries have around the world to celebrate Christmas?</li></ul>	  
3	<p><b>CEIAG</b></p> <p>I can talk about the similarities and differences of other cultures, including food, lifestyle and global issues.</p>	<ul style="list-style-type: none"><li>• How is New Year celebrated in the Chinese culture?</li><li>• What special foods do they eat??</li><li>• How do they make the celebration special?</li></ul>	 

4	<p><b>Citizenship</b></p> <p>I can express my own emotions through listening to music from other cultures.</p>	<ul style="list-style-type: none"> <li>• Listen and appraise - music from an African culture.</li> <li>• Possibilities of working with outside company to learn an African dance/music.</li> </ul>	<p><a href="#">Playing the Djembe Drum with Mister Boom Boom   Movement Songs for Kids   Preschool Music Class (youtube.com)</a></p> <p><a href="#">Drumming workshop for kids: Learn a new song from West Africa, Ghana - YouTube</a></p>
5	<p><b>Character Education</b></p> <p>I can express my resilience and confidence when re-creating a piece of artwork from another culture.</p>	<p>Australian Aboriginal art</p> <ul style="list-style-type: none"> <li>• Discuss what Aboriginal art is, and where it comes from.</li> <li>• Look at examples of the art work and share what we like about it.</li> <li>• Create own piece of artwork</li> </ul>	<p><a href="#">Learn About Aboriginal Art With Ozzie + Billy Reynolds   Indigenous Art Educational Video For Kids (youtube.com)</a></p> 
6	<p><b>SMSC</b></p> <p>I can understand how people from other cultures have had an influence on my life today.</p>	<ul style="list-style-type: none"> <li>• Circle time to discuss how people can influence our lives and the lives of others</li> <li>• Discuss the difference between famous or significant</li> <li>• Set up a scenario that will help the children understand how Rosa Parks felt when she was on the bus. For example, boys you can do this... girls you cannot. How do you feel?</li> <li>• Discuss how life has changed for us today and how did Rosa Parks influence the change?</li> </ul>	 <p><a href="#">Who was Rosa Parks? - BBC Bitesize</a></p>



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## **Eco Warrior**

*To be an Eco Warrior I need to be able to...*

*Citizenship – Pupils to learn about their responsibility to the environment.*

*Character Education - Pupils will learn to be responsible citizens.*


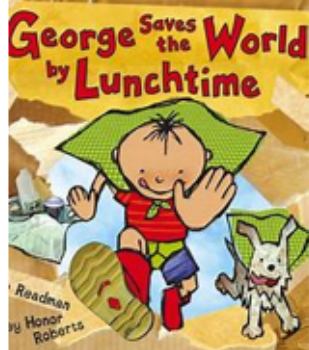

*Character Education – Pupils will learn to be kind and caring, respectful citizens.*




*CEIAG – Careers Education, Information, Advice & Guidance – Pupils to learn about career aspirations and Guidance.*

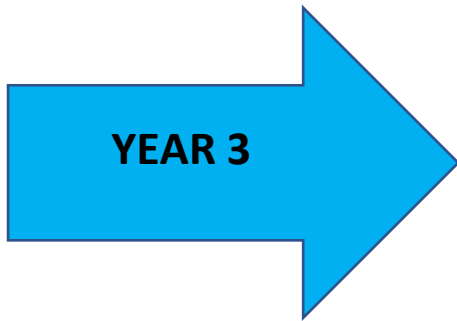
*British Values – Pupils will develop personal and social responsibilities*

*Mental Health and Well Being – Pupils will connect with nature to improve mental health and wellbeing.*



	Personal Development Focus	Eco Warriors - Year 2 Theme	Story Focus	
1	<b>CEIAG - Careers Education, Information, Advice &amp; Guidance</b> - I can learn about role models who I may aspire to, to help me consider how I can be an Eco-Warrior in my school environment.	<b>We Restore</b> - Arrange visit from Woodland Trust/OASES. Find out about environmental role models to which the children may aspire to.  Plan to create a green space within our school grounds.	<b>David Attenborough - Little People, Big Dreams</b> by <a href="#">Maria Isabel Sanchez Vegara</a>  Discover the life of David Attenborough, the inspiring broadcaster and conservationist.	
2	<b>Citizenship</b> - I understand that I have a responsibility to care for the school garden. I understand that I have a responsibility to Reduce, Repair, Recycle and Reuse in the school environment.	<b>We Protect</b> - Pupils to discover how they may help to protect and save the world using the 4 'R's' <ul style="list-style-type: none"><li>• Reduce</li><li>• Repair</li><li>• Recycle</li><li>• Reuse</li></ul>	<b>George Saves the World Before Lunch Time</b> By <a href="#">Jo Redman</a> . George is determined to save the world by lunchtime, but he's not quite sure how. Grandpa suggests they start by recycling the yoghurt pot from his breakfast, putting his banana peel in the compost pile, and hanging the washing to dry in the sun. A bike trip to the recycling bank, charity shop and local farmers' market show how recycling and re-using <u>materials</u> and using less petrol and local produce can really help save the world. George even gets a favourite toy fixed!	
3	<b>Character Education</b> - I can understand how littering effects local wildlife in our school garden.	<b>We Discover</b> - Pupils to Learn all about littering, with a little help from the furry feline friends. Describing the effect litter can have on local wildlife, as well as creatures in the oceans.	<b>Cat's Eye View of Litter</b> by <a href="#">Octava Lonergan</a>  Learn all about littering, with a little help from the furry feline friends. Describing the effect litter can have on local wildlife, as well as creatures in the oceans.	

4	<p><b>Character Education</b> – I can create feeding stations for local wildlife to use within our school garden area.</p>	<p><b>We Create</b> – Pupils to learn to identify a variety of common birds which may be spotted in their garden. Create a variety of bird feeders to encourage them to visit.</p>	<p><b>Otto Blotter Bird Spotter</b> by <b>Graham Carter</b>. The Blotter family are famous bird spotters, who stay in their hide all day. All except for Otto – he'd rather go out and have big adventures. When he follows the BIGGEST footprints he's ever seen, he finds an extraordinary baby bird all on its own. Otto's new friend soon reveals a very special ability: camouflage! But the bird keeps growing and growing, and Otto begins to suspect it may have a family after all... perhaps the time has come to take him home?</p>	
5	<p><b>British Values -Develop personal and social responsibilities</b> I can learn about seasonal fruits and vegetables. I can plant and maintain a selection of seeds and plants.</p>	<p><b>We Watch</b> – Pupils to help plant and look after a selection of vegetable seeds to grow. Also, to look after and maintain them. Work alongside DCC <u>Chester-le-Street</u> in Bloom initiative.</p>	<p><b>George and Flora's Secret Garden</b> By <b>Jo Elworthy</b>. George and Flora are planning a surprise party to welcome home their new baby sister! They're growing all the food for it themselves – with a little help from Grandpa – and are full of excitement as they watch how the baby grows in Mum's tummy and the vegetables grow in their garden.</p>	
6	<p><b>Mental Health and Well Being</b> –I can create a green area in school to encourage others and wildlife to visit.</p>	<p><b>We Care</b>– Pupils to create a 'Green' area in school for children to visit and to encourage wildlife to use. <b>Invite parents/Governors to visit and enjoy our garden area.</b></p>	<p><b>The Extraordinary Gardener</b> by <b>Sam Boughton</b>. <b>Joe</b> is a boy just like any other, but Joe loves to imagine. Joe lives in a <u>pretty, ordinary</u> tower block, in a rather ordinary city. His world is rather grey. However, he spends his time imagining a wonderful world filled with exotic plants and unusual animals. Once day Joe decides to plant a seed on his balcony, he waits and waits but nothing happens! Joe gives up and goes back to his daily life, but one day when he least expects it he spots that the seed has turned into the most beautiful tree. Joe begins caring for the tree and growing lots of other plants on his balcony and soon everyone in the neighbourhood is getting involved.</p>	



# ★ Cestria Citizens ★

Every child is a star. It is our job to make them shine!

## Mini Medic

To be a Mini Medic I need to be able to...

1) I understand the importance of keeping my body healthy.  
(Eating healthy)

2) I understand the importance of keeping my body healthy.  
(Exercise)

3) I understand the importance of looking after my own mental health.

4) I understand the importance of looking after my own mental health.

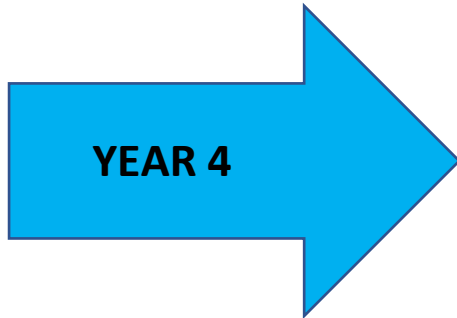
5) I can perform the basics of first aid

6) I can demonstrate my understanding of being a mini medic with younger children.



**Cestria Citizens: Year 3 Initiative: Mini Medics**

Half Term	Personal Development Focus	Activities	Notes
1. <u>Aut 1</u>	<i>Physical Health and Active Lifestyles</i> I understand the importance of keeping my body healthy. (Eating healthy)	Linked to Autumn Term 1 Science topic – <b>Keeping Healthy</b> Become a team of personal trainers for clients in need of expert health, dietary and training advice. Develop specialised knowledge, skills and understanding in nutrition, muscles, bones and joints and conduct your own research in order to answer client’s questions. Make a presentation tailored to your client’s needs that will set them on the road to a healthier life style.	<a href="#">Year 3 Science: Animals Including Humans - Keeping Healthy   Hamilton Brookes (hamilton-trust.org.uk)</a>
2. <u>Aut 2</u>	<i>Physical Health and Active Lifestyles</i> I understand the importance of keeping my body healthy. (Exercise)	Linked to Autumn 2 PE Focus – Links made during PE lessons to previous terms science. Children Work on team games and discuss importance of exercise.	
3. <u>Spr 1</u>	<i>Mental Health and Wellbeing/Citizenship</i> I understand the importance of looking after my own mental health	Visit from If u care share and workshop focusing on our mental health.  Jigsaw Dreams and Goals Unit. Activities around resilience and setting motivating personal targets.	<a href="#">Supporting families affected by suicide   If U Care Share</a>  JIGSAW SCHEME
4. <u>Spr 2</u>	<i>Mental Health and Wellbeing/Citizenship</i> I understand the importance of looking after my own mental health.	Jigsaw Spring 2 topic ‘Healthy me’. Focus on maintain good friendships, dealing with calm and difficult situations, identifying and dealing with anxiety etc.  Calm me time – Opportunity to reflect, meditate and focus on positivity.	JIGSAW SCHEME
5. <u>Sum 1</u>	<i>Citizenship</i> I can perform the basics of first aid	Mini medics visit.	<a href="#">INFORMATION – Mini Medics</a>
6. <u>Sum 2</u>	<i>Citizenship</i> I can demonstrate my understanding of being a mini medic with younger children.	Work with year 2 and other year 3 children <u>children</u> passing on first aid knowledge	Workshops/presentations



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## Waste Warrior

To be a Waste Warrior I need to be able to...

1) School Warrior-  
I can care for the school environment.

2) Community Warrior-  
I can help the local community.

3) Waste Warrior-  
I can help to reduce waste at school.

4) Food Warrior-  
I know the importance of fresh food  
and how it is grown.

5) Health Warrior-  
I know what we need for good  
physical and mental health.

6) World Warrior-  
I can talk about the importance of  
world trade.

Year 4 Waste Warriors Planning

	Personal Development Focus	Waste Warriors	Task/Resources
1	<b>Character Education</b> – I can take responsibility for the school environment.	Pupils to discover how they may help to protect and save the world using the 4 'R's <ul style="list-style-type: none"> <li>• Reduce</li> <li>• Repair</li> <li>• Recycle</li> <li>• Reuse</li> </ul>	<ul style="list-style-type: none"> <li>• Group interaction with Year 2</li> <li>• Wormery education</li> </ul>
2	<b>Citizenship</b> - I understand that I have a responsibility to care for the wider community in Chester-Le-Street.	Find out <u>about</u> the work Refuse Café does to support the local community and how e can help.	<ul style="list-style-type: none"> <li>• Visit Refuse Café</li> <li>• Christmas Food bank</li> </ul>
3	<b>Character Education</b> –I can work as part of a team to reduce waste in our school community.	Identify areas for waste in school and think of solutions to create an action plan to share with other children <u>...</u>	<ul style="list-style-type: none"> <li>• Support from <u>Noami</u></li> <li>• Implement action Plan</li> </ul>
4	<b>Physical Health and Active Lifestyles</b> - I can talk about healthy diets and identify steps to improve our diets.	Pupils to design healthy plate posters to display in school and produce recipe cards for rainbow wraps to share with school community.	<ul style="list-style-type: none"> <li>• Produce healthy plate and meal ideas</li> <li>• Research how we grow healthy foods</li> <li>• Recipe cards</li> <li>• Chartwells visit – beyond the kitchen rainbow wraps</li> </ul>
5	<b>Physical Health and Active Lifestyles</b> - I know that lifestyle choices can improve my physical health.	Pupils to discuss the importance and effects of exercise on the body and mind.	<ul style="list-style-type: none"> <li>• Food and nutrition – make a smoothie (JH)</li> <li>• PE tasks effects of exercise on or body (HB)</li> </ul>
6	<b>Mental Health and Well Being</b> –I can design and partake in mindful activities that can have a positive effect on my mental health.	Pupils to talk about how mindful activities affect them in a positive way.	<ul style="list-style-type: none"> <li>• Produce mindfulness resources for other students and the Den</li> <li>• Partake in yoga/meditation.</li> </ul>

**YEAR 5**

# ★ Cestria Citizens ★

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## Mini Police

To be a Mini Police I need to be able to...

1) Moral- I know the difference between right and wrong.

2) I can show a caring and sharing ethos.

3) The Rule of Law- I can understand the need for good behaviour and attitude.

4) Work in the community- I can understand what different people do in the community.

5) Career Aspirations- I can think about what I would like to do when I am older.

6) Developing responsibility- I can take responsibility for my actions.



	Personal Development Focus	Mini-Police – Year 5 theme	Activity focus
1	<b>CEIAG – Careers Education, Information, Advice &amp; Guidance</b> - I can learn about role models who I may aspire to, to help me consider how I should behave and treat others.	<b>We consider</b> - Prepare for visit from the mini-police by considering all of the people in society who help us and what it is that they do to help us.	<ul style="list-style-type: none"><li>• Explore the forces as part of Jigsaw.</li><li>• Talk about people who can help us when we need them.</li></ul>
2	<b>Citizenship</b> - I understand that I have a responsibility within my community in the way that I behave. I understand that I have a responsibility to behave in the right way and treat others with respect.	<b>We engage with</b> - Pupils to take part in a series of visits from the mini-police where they work on discovering the roles of the police and what it is that they do.	<ul style="list-style-type: none"><li>• Mini-police visits and workshops.</li></ul>
3	<b>Character Education</b> - I can understand how my behaviour impacts on other people.	<b>We Discover</b> - Pupils to work with community groups to consider how their own behaviour can impact on other people and the negative effect of this.	<ul style="list-style-type: none"><li>• Visits from <u>IfUCareShare</u> discussing mental health impacts on children.</li></ul>
4	<b>Character Education</b> - I can begin to behave in a way that is reflective of the person I would like to be.	<b>We Collaborate</b> - Pupils to work as part of a team, focused on a selection of social goals such as teamwork, empathy etc.	<ul style="list-style-type: none"><li>• Robinwood visit.</li></ul>
5	<b>British Values -Develop personal and social responsibilities</b> I can learn about laws and justice.	<b>We investigate</b> - Children explore different laws as part of their work in Jigsaw. What laws exist and what are the punishments for these?	<ul style="list-style-type: none"><li>• Jigsaw – topics cover laws and punishment.</li></ul>
6	<b>Mental Health and Well Being</b> -I can show empathy for how my behaviour impacts others.	<b>We Care</b> - Visits from NHS - We eat elephants working with children on controlling emotions, behaviours and showing empathy for others.	<ul style="list-style-type: none"><li>• NHS Mental health practitioner team - We eat elephants.</li></ul>

**YEAR 6**

# ★ Cestria Citizens ★

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## Assembly Leader

To be an Assembly Leader I need to be able to...

1) Make decisions, be confident and be a respectful and responsible citizen.

2) Have mutual respect and tolerance of all - Irrespective of faith and beliefs.

3) Learn about our role in school and in the wider community.

4) Show exceptional behaviour and attitudes reflecting a positive ethos.

5) Understand the difference between right and wrong, as well as valuing the things we share in common.

6) Learn about growing and changing as individuals into mature and confident citizens.

**Cestria Citizens: Year 6 Initiative: Assembly Leaders**








Half Term	Personal Development Focus	Activities	Notes
1. Aut 1	Character education- I can make decisions, be confident and be a respectful and responsible citizen.	<b>Proud - Heather Small</b>  Resilience  Research, plan and practice an assembly based around resilience and how to be more independent and confident around school. (KS2)	
2. Aut 2	SMSC - I have mutual respect and tolerance of all - irrespective of faith and beliefs.	<b>Greetings in many languages - Song</b>  Faith  Research, plan and practice an assembly based around faiths and how we must respect everyone's beliefs. (KS1)	
3. Spr 1	Citizenship - I can learn about our role in schools and in the wider community.	<b>Little Uns - Song</b>  Being a role model  Research, plan and practice an assembly based around being a positive role model in school and how you can set good examples to others. (KS2)	
4. Spr 2	British Values/ Moral - I can show exceptional behaviour and attitudes reflecting a positive ethos.	<b>Rules and Regulations - Song</b>  Understanding right from wrong  Research, plan and practice an assembly based around understanding right and wrong and how to approach moral dilemmas (KS1)  Play - dilemmas (drama) children to plan and perform a series of short plays which have an underlying dilemma - can the children explain the dilemma?	

		<p>Right and wrong flashcards - children to make and present right and wrong flashcards to go with each play.</p> <p><u>Boy who cried wolf</u> retelling.</p>	
<p>5. Sum 1</p>	<p>Physical &amp; Active lifestyle/ Mental health - I can promote a healthy and active lifestyle and inspire others to do so.</p>	<p>Going for Gold - Song</p> <p>How physical activity can help your mental/physical health</p> <p>Research, plan and practice an assembly based around promoting physical health and the benefits it has on your mind. (KS2)</p> <p>Children to lead a short 'heart-raising' activity that the audience can participate in. This will lead into a discussion about our hearts.</p> <p>Children then ask the audience how they feel after doing it (happy, excited etc) - lead into mental health discussion.</p> <p>Case Study - Simone Biles (coping with pressure/ how sport helps)</p>	
<p>6. Sum 2</p>	<p>Citizenship/ CEIAG - I can learn about growing and changing as individuals into mature and confident citizens.</p>	<p>When I Grow Up - Song</p> <p>Responding to change and a positive mindset</p> <p>Research, plan and practice an assembly based around the transition into secondary school and how the year 6 children are coping with change (KS2)</p>	


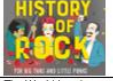



# Protected Characteristics

We believe in teaching our children about inclusivity and equality. Our bespoke Book Based Assemblies offer opportunities to discuss issues at an appropriate level to each year group. Each week, every class reads the same book which raises questions and discussions about key issues surrounding equality and inclusivity.

Classroom Assembly Schedule - Summer Term

Date (wb)	Book	Calendar	How will it be available?
17 <sup>th</sup> April	Wonder Walkers (Micha Archer) 	Earth Day (22.4.23)	Book basket
24 <sup>th</sup> April	KS1: Only One You (Linda Kranz)  KS2: Looking after Louis (Lesley Ely) 	Autism Awareness Month (April 2023)	Book basket  PDF
1 <sup>st</sup> May (Bank holiday Monday)	KS1: The Book with no Pictures (BJ Novak)  KS2: Skater Cielo (Rachel Katzaller) 	World Laughter Day (7 <sup>th</sup> May)  Growth Mindset	Book Basket  Book basket
8 <sup>th</sup> May (Bank holiday Monday)	Little People: Big Dreams - Sir David Attenborough 	Sir David Attenborough's Birthday (8 <sup>th</sup> May)	PDF
15 <sup>th</sup> May	KS1: My Monster & Me (Nadiya Hussain) 	Mental Health Awareness Week	PDF

	KS2: The Colour Thief (Andrew Egg, Peters) 		PDF
22 <sup>nd</sup> May	KS1: Handa's Surprise (Eileen Browne) 	World day for Cultural Diversity (21 <sup>st</sup> May)	PDF
	KS2: Golden Domes and Silver Lanterns (Jasma Khan) 		PDF
5 <sup>th</sup> June	KS1: Oh, the Places You'll Go (Dr Seuss) 	Global day of Parents (1 <sup>st</sup> June)	PDF
	KS2: What We'll Build (Oliver Jeffers) 		PDF
12 <sup>th</sup> June	When You're Brave (Pat Zietlow Miller) 	Resilience	Book basket

19 <sup>th</sup> June	KS1: The Bear and the Piano (David Litchfield) 	World Music Day (21 <sup>st</sup> June)	Book basket
	KS2: History of Rock: For Big Fans and Little Punks 		Book basket
26 <sup>th</sup> June	The World is not a Rectangle (Jeanette Winter) 	International Women in Engineering Day (23 <sup>rd</sup> June)	Book basket
3 <sup>rd</sup> July	Little People: Big Dreams Captain Tom Moore 	75 <sup>th</sup> Anniversary of the NHS (5 <sup>th</sup> July)	PDF
10 <sup>th</sup> July	Grandad Mandela 	Nelson Mandela Day (18 <sup>th</sup> July)	Book

# Assemblies

PERSONAL DEVELOPMENT OVERVIEW 2024-25							
6 Week Block	Assembly Focus (Twinkl)	Jigsaw Focus	Book Based Assembly focus	Enrichment	Cestria Citizens		
2.9.24 (3 days)	Core Values		Core Values	McMillan Coffee Morning	RECEPTION: Caring and Sharing Heroes		
1 9.9.24	Friendship	Being Me in My World	Friendship	After school clubs			
2 16.9.24	Autumn		National Coding	Educational Visits			
3 23.9.24	British Values		British Values				
4 30.9.24	Black History		Black History				
5 7.10.24	World Mental Health: Share if U Care		Mental Health				
6 14.10.24	Judiasm: Sukkot			Recycling			
1 21.10.24	Hinduism: Diwali			Friendship			
HALF TERM							
2 4.11.24	Guy Fawkes		Celebrating Difference	Anti-Bullying		Christmas Productions	Year 1: Cultural Champions
3 11.11.24	Remembrance Day			Remembrance Day	Charity Fundraiser:		
	Anti-Bullying			Christmas Jumper Day			
4 18.11.24	Children in Need	Children in Need		After school clubs			
5 25.11.24	Democracy	Democracy		Educational Visits			
6 2.12.24	Advent	Friends/Core value		Christmas Parties			
	Christmas		*Christmas	Theatre Group			
	Christmas		*Christmas	Magician			
	Christmas			Y5 Narnia Day			
	Christmas			Park View Cinema			
CHRISTMAS HOLIDAYS							
1 6.1.25	Core Values	Dreams and Goals	Friends/core values	Y5 Residential Trip to Robinwood	Year 3: Mini Medics		
	New Year						
2 13.1.25	Rule of Law		Rule of Law	Class assemblies			
3 20.1.25	World Religion Day		World religions	Parental Consultations			
4 27.1.25	Chinese New Year		LGBTQ+	After school clubs			
5 3.2.25	Children's Mental Health Week		Mental health	Educational Visits			
6 10.2.25	Safer Internet Day		Safer Internet				
1 17.2.25	Valentines Day	Healthy Me	Kindness				
HALF TERM							
2 3.3.25	Shrove Tuesday/Ash Wednesday		World Hearing day	World Book Day	Year 4: Waste Warriors		
3 10.3.25	Lent		World Hearing day	After school clubs			
4 17.3.25	Earth Day		World Hearing day	Educational Visits			
	St George's Day		World Hearing day	Easter Egg Competition			
5 24.3.25	Respect and Tolerance		World Hearing day				
6 31.3.25	Muslim: Eid		World Hearing day				
1 7.4.25	Easter		Easter				
EASTER							
2 28.4.25	Core values Respect	Relationships	Core values/respect	After school clubs	Year 5: Mini Police		
3 5.5.25 (4 days)	May Day		African heritage	Educational Visits			
4 12.5.25	Buddhism: Vesak		Families				
5 19.5.25	World Music Day		Music day				
HALF TERM							
6 2.6.25	World Environment Day	Changing Me	Environment day		Year 6: Assembly Leaders		
1 9.6.25	Pentecost		Family				
2 16.6.25	Physical Health & Active Lifestyles: National schools sports week		Refugee day	Sports Day			
				Change Over Days			
3 23.6.25	Windrush Day		Windrush day	Educational Visits			
4 30.6.25	Transition & change		Transition	Cestria's Got Talent			
5 7.7.24	How to have a safe summer holiday			Y6 Fun week			
6 14.7.25	End of Year Celebration			Y6 Thinking Skills			
			Staff v Y6 Netball match				
			Staff v Y6 Football match				
			End of Year Reports				
			After school clubs				

We have daily assemblies including whole school, key stage and class assemblies. We focus on British Values, National and international events, Christian festivals, beliefs and ethos, key world religions and mental, physical and emotional wellbeing.

British Values/PD Curriculum	National/International Events	Christianity	World Religions	Mental Health and Wellbeing
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## Educational Visits

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception					Chester-le-Street Library	Hancock Museum
Year 1					Centre for Life	
Year 2					Hamsterley Forest	
Year 3						Centre for Life St Mary's & St Cuthbert's Church
Year 4			Roman Walk in local community	Chester-le-Street Riverside Park	Refuse Cafe	Beamish Museum: Engineering Project St Mary's & St Cuthbert's Church
Year 5			Residential: Robinwood		River Wear Walk	Roker Beach
Year 6		Beamish Museum			Y6 Enrichment Week: SATS rewards	

In addition to our education visits, we also utilize our local community. Our children regularly visit Riverside Park, our local churches, the leisure centre, the shopping facilities, local museums (Anchorage and Roman remains) to name but a few!

# Enrichment Activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year Group Enrichment</b>	YR - McMillan Coffee Morning Y2 – Mr Garlik – Methodist Church	Y2 – Park View DT project		YR – Lifecycles – ducks/chicks YR Parent reading Day	YR – Library Y2 CLS in Bloom Y5 – NHS We eat elephants mental health Y6 – Kielder Owls	YR - GradualtionY4 – Chartwells Beyond the Kitchen Y5 – Park View Enrichment visit Y6 Cestria v Columbia Grange Football match Y6 Leavers Assembly
<b>Whole school Enrichment</b>		Children in Need Park View Cinema KS1 Magician Christmas Productions and Parties Theatre Group	St Mary’s and St Cuthbert’s Church – Easter If U care, share World Book Day	Parents Assemblies	Sports Leader	Staff v pupils football and netball matches Mental Health Fundraiser Y6 Thinking Skills Cestria’s Got Talent
<b>Cestria Citizens Visits</b>		Y4 Local Foodbank	YR Visit Mindfulness: Therapy Dog Y5 – Mini Police		Y4 Refuse Cafe	Y3 Mini Medics

Aspect of Personal Development	Integrated into Wider School Curriculum	Discrete Personal Development Programme
<b>Keeping Healthy and Keeping Safe</b>	<ul style="list-style-type: none"> <li>✓ Expected behaviours, attitudes and follow school rules</li> <li>✓ PSHCE/RSE Curriculum (Jigsaw)</li> <li>✓ PE Curriculum</li> <li>✓ RE Curriculum (Discovery RE)</li> <li>✓ Computing Curriculum (online safety)</li> <li>✓ DT – Food and Nutrition/Cookery Room</li> <li>✓ Mental Health Workshops (If U care, Share)</li> <li>✓ Outdoor Play and Learning</li> <li>✓ Assemblies/Collective Worship/Book Based assemblies</li> <li>✓ School experiences – educational visits, residential, virtual visits, visitors in school</li> <li>✓ Cookery room</li> </ul>	<ul style="list-style-type: none"> <li>✓ Zones of Regulation</li> <li>✓ Anti Bullying week</li> <li>✓ NSPCC Pantosaurus workshops</li> <li>✓ If U care, share</li> <li>✓ Bikeability</li> <li>✓ Assembly plan</li> </ul>
<b>Citizenship Development/Personal attributes</b>	<ul style="list-style-type: none"> <li>✓ Cestria Core Values</li> <li>✓ Jigsaw PSHCE/RSE</li> <li>✓ Expected behaviours, attitudes and follow school rules</li> <li>✓ Peripatetic music tuition</li> <li>✓ Extra Curricular clubs</li> <li>✓ Book based assemblies</li> <li>✓ Educational visits</li> </ul>	<ul style="list-style-type: none"> <li>✓ Zones of regulation</li> <li>✓ Cestria Citizens</li> <li>✓ Safer internet day</li> <li>✓ Y5 Residential trip to Robinwood</li> <li>✓ Fundraisers: Children in Need, NSPCC etc</li> <li>✓ School productions</li> <li>✓ Class assemblies</li> </ul>
<b>Cestria Values and British Values</b>	<ul style="list-style-type: none"> <li>✓ Pupil Voice</li> <li>✓ Expected behaviours, attitudes and follow school rules</li> <li>✓ Relationships across school</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assembly Plan</li> <li>✓ Core values</li> </ul>

