

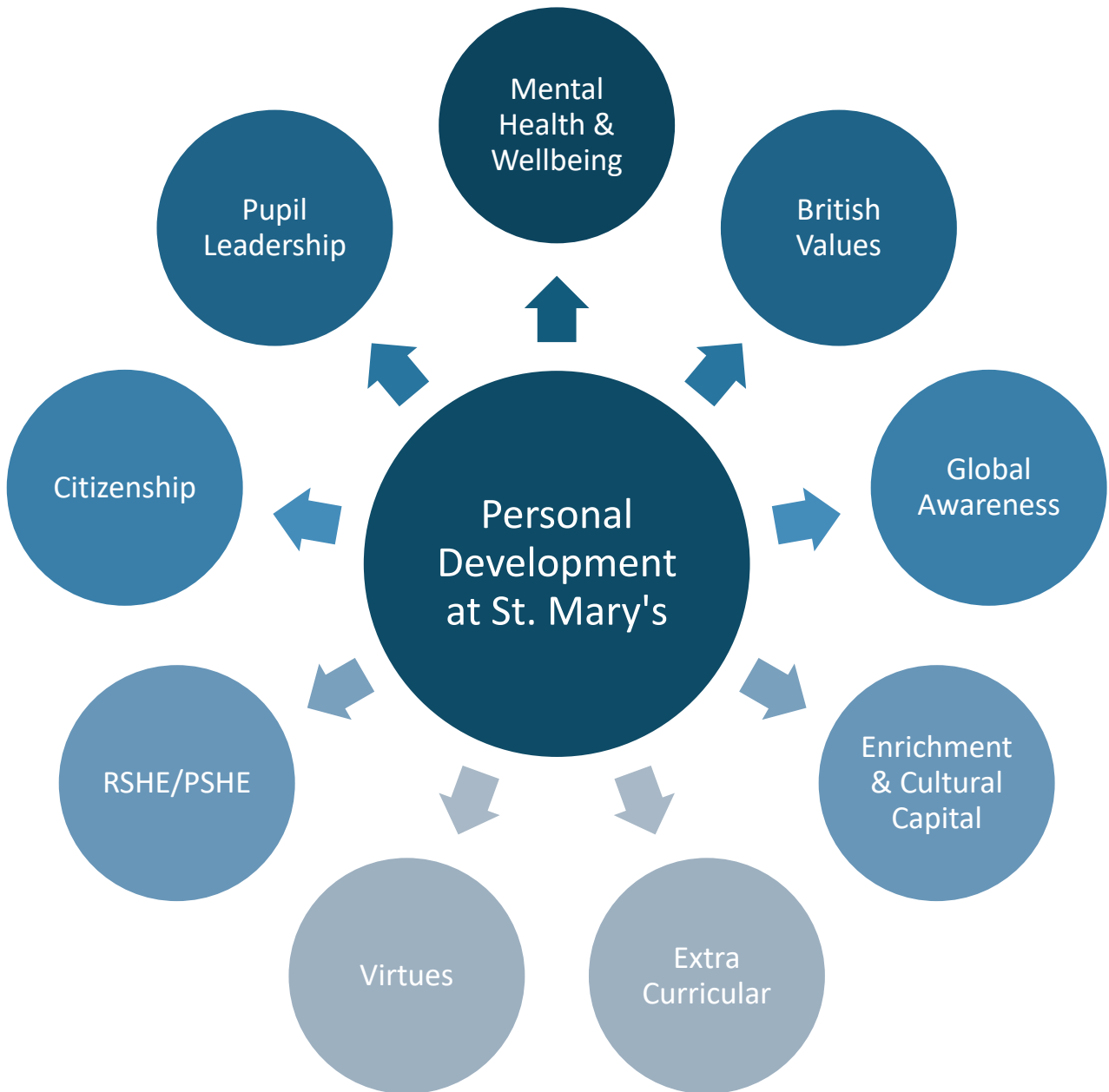


2025 - 2026

Personal Development



ST. MARY'S
Catholic Primary Voluntary Academy



MISSION STATEMENT

'We Value All in The Name of Jesus the Christ'

'St Mary's is a place that is committed to create challenging, stimulating and effective learning.

We know that God's love surrounds us and we are all valued, gifted and unique'

THE AIMS AND ETHOS OF OUR SCHOOL ARE:

- * To be a safe, happy, caring community of learners
- * To help all individuals regardless of their race, gender or disability to acquire the skills and knowledge needed to achieve their full potential in a rapidly changing world
- * To develop understanding of and respect for a wide range of religious values, languages and cultural traditions and different ways of life
- * To encourage an enjoyment of life-long learning
- * To encourage positive parental and community involvement
- * To promote healthy lifestyles
- * To provide a curriculum that is stimulating, broad, balanced, innovative and creative
- * To celebrate achievement

INTRODUCTION

At St Mary's Catholic Primary School, we endeavour to enable every child to become confident, resilient individuals with a good understanding of diversity and how to positively contribute to the society in which they live. We strive to enable our pupils to take part in a wide range of cultural experiences during their time in our school including those that would fall outside of their typical experiences.

In order to achieve this, we offer a range of clubs before school, after school and during lunchtimes as well as a full programme of educational visits to enrich the school's curriculum offer. These opportunities cover a range of essential life skills and cultural experiences that develop confidence, friendships and embed an understanding of positive mental health. Pupils have the opportunity to contribute to the life of the school by serving on pupils bodies, to engage with members of the community both in the local area and the national and global communities and develop their understanding of being good citizens. Our whole school curriculum is designed to provide our pupils with opportunities to learn through contexts relevant to their own experiences and to provide windows into learning and culture from around the world.

Through our RSHE & RE curriculum, school assemblies, daily acts of collective worship/liturgical prayer, whole school initiatives and our approach to managing behaviour, our children are given the opportunity to develop their own characteristics and understand the values and differences of those around them. Our pupils are taught explicitly about fundamental British Values and how they are applicable to their own personal context.

VIRTUE EDUCATION

INTENT

A virtue is a quality of good character, character which is shaped by the performance of virtues: one honest act does not make a person honest, but a determination to be honest performed in a series of honest acts throughout one's life makes one an honest person: we are what we repeatedly do!

To ensure children and young people are given opportunities to:

- Experience a positive and purposeful ethos providing a sense of belonging to their school community.
- Grow in their knowledge and understanding of the virtues.
- Practise the virtues to further the call to live life to the full.
- Appreciate the connection between biblical and practical wisdom and living.
- Hear the Christian story and encounter it in practice.
- Understand their uniqueness and dignity as made in the image and likeness of God.
- Know that our limitations are also opportunities for growth.
- To notice, to reflect, to pray and to play.
- To exercise the cognitive, affective and behavioural components of character: know it in your head, feel it in your heart and show it with your hands.

IMPLEMENTATION

Our school virtues are divided between the classes and catholic teams within school. Even though they are divided up, all year groups are exposed to each value and taught about them by other year groups through assemblies. Links are also made during RE and RSHE.

<u>Class</u>	<u>Virtue</u>	<u>CST</u>	<u>Link</u>
EYFS	<u>Joy</u>	Human dignity	The joy of knowing God loves everyone no matter what
Yr 1	<u>Respect</u>	Stewardship	Respecting our world, our God-given home
Yr 2	<u>Kindness</u>	Common Good	When we think about the common good, we think about what is best for everyone, not just ourselves
Yr 3	<u>Forgiveness</u>	Promoting peace	Saying sorry and forgiving people when they have hurt us are good ways to promote peace
Yr 4	<u>Patience</u>	Subsidiarity	It takes patience to listen to people and make sure that we are acting in a way which helps people who need it, not just doing what is quick and easy.

Yr 5	<u>Honesty</u>	Distributive justice	If everyone was honest about what we have and what we truly need we could make sure everything is shared fairly
Yr 6	<u>Courage</u>	Solidarity	It takes courage to stand in solidarity with someone and to stand up for what we believe is right
Chaplaincy	<u>Faith</u>	Participation	How do we actively participate in our faith
Mini Vinnies	<u>Service</u>	Preferential option for the poor	Serving others by putting their needs before our own



IMPACT

By teaching the children the acquisition and strengthening of virtues: these are the traits that sustain a well-rounded life and a thriving society.

Through the explicit teaching and fostering of these virtues within a Catholic community, here at St. Mary's we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.



PUPIL LEADERSHIP INTENT

At St. Mary's we aim to enable children to utilise their existing skills whilst developing new ones. By giving children opportunities for leadership experiences, this allows: pupils to have their opinions heard, the chance for ownership, the responsibility to work with others and the time to build relationships.

Through a variety of opportunities, the children are then able to develop new personal skills such as communication, problem solving, creativity and team work skills.

The skills and traits developed will help them grow and will help them to be 'ready' to move on to secondary school, with the greater intent being to enable them to become young people who contribute a positive impact on the local communities to which they belong.



IMPLEMENTATION

<u>Opportunity for Leadership</u>	<u>EYFS</u>	<u>KS1</u>	<u>Lower KS2</u>	<u>Upper KS2</u>
<u>Prayer Leaders Celebration of the Word</u>	Place an object on the prayer focus. May make some links to purpose.	Place an object on the prayer focus, discussing the meaning of the object. Lead class prayers. Plan and deliver liturgical prayer through collective worship with support from staff members.	Place an object on the prayer focus, discussing the meaning of the object and linking to the topic. Keeps sacred space tidy. Lead class prayers. Plan and deliver liturgical prayer through collective worship with support from staff members.	Place an object on the prayer focus, discussing the meaning of the object and making links to the topic. Keeps sacred space tidy. Lead class prayers. Plan and deliver liturgical prayer through collective worship independently.
<u>Chaplaincy Team</u>				Plan and lead liturgical prayer. Support the school Lay Chaplain in any duties. Support other children within school. Work with the Mini Vinnies to raise awareness of current issues and plan fundraising.
<u>Mini Vinnies</u>				Live out the mission of think, see do. Turn concern into action. Support other children within the school.

				<p>Plan and lead liturgical prayers.</p> <p>Work with the Chaplaincy team to raise awareness of current issues and plan fundraising.</p>
<u>School Counsellors</u>			<p>Represent everyone within the school on the School Council.</p> <p>Put forwards their own and others views and thoughts.</p> <p>Feedback outcomes to everyone on decisions made.</p> <p>Lead on school council projects.</p>	
<u>Sports Leaders</u>				<p>Lead lunchtime activities.</p> <p>Promoting a healthy lifestyle to others.</p> <p>Providing fun ways to keep fit.</p> <p>Supports development of PE skills, especially in the younger age range.</p>
<u>Classroom Helpers</u>	<p>Help with classroom jobs that arise such as tidying up or handing out milk.</p>	<p>Hand out and collect in books and/or other resources.</p> <p>Tidy up the classroom as needed.</p> <p>Be mini-teachers once own work has been completed.</p> <p>Keep bookshelves tidy.</p> <p>Help with any other tasks as required.</p>	<p>Hand out and collect in books and/or other resources.</p> <p>Tidy up the classroom as needed.</p> <p>Be mini-teachers once own work has been completed.</p> <p>Keep bookshelves tidy.</p> <p>Monitor water bottle station ensuring cleanliness.</p>	<p>Hand out and collect in books and/or other resources.</p> <p>Tidy up the classroom as needed.</p> <p>Be mini-teachers once own work has been completed.</p> <p>Keep bookshelves tidy.</p> <p>Monitor water bottle station ensuring cleanliness.</p> <p>Deliver messages as required.</p>

IMPACT

We hope that by supporting other pupils the children not only learn to develop their own personal skills but gain personal satisfaction in seeing fellow pupils flourish.

This should lead to:

- Pupils should like working with and talking to younger pupils.
- Pupils should be able to build good working relationships with staff.
- Pupils should be able to work well in a team.
- Pupils should want to make a lasting impact at school and be involved in decision making.
- Pupils should have good time management skills e.g. balancing commitments.
- Pupils should be polite, mature, responsible and reliable at all times.



RSHE INTENT

Our teaching of RSHE is based on our children understanding the importance of stable and loving relationships, respect, love and care. Our implementation of RSHE will ensure sufficient attention is paid to developing the self-esteem of children in order that they can make informed choices in the future. The children will also be provided with sufficient factual knowledge related to their age. Although RSHE is taught through different aspects of the curriculum it will be rooted in the RE, PSHE and the Ten Ten RSHE scheme 'Life to the Full'

RSHE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.

Given that RSHE (Relationships and Health Education) is now a statutory subject for all schools from September 2020, we are embracing “the challenges of creating a happy and successful adult life” by giving pupils knowledge “that will enable them to make informed decisions about their wellbeing, health and relationships” (DFE Statutory Guidance).



IMPLEMENTATION

	Module One: Created and Loved by God <i>Advent</i>	Module Two: Created to Love Others <i>Lent</i>	Module Three: Created to Live in Community <i>Pentecost</i>
Module Overview	<p>Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p>	<p>Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. This religious understanding is then applied to real-world situations relevant to the age and stage of the children.</p>	<p>Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity. In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.</p>
EYFS	<p>Our uniqueness in real terms, including celebrating difference and individual gifts, talents and abilities. Looking after and using our bodies (including vocabulary around this topic). The necessity of when and how to say sorry in relationships. A basic exploration of Jesus's forgiveness and growing up as God's plan for us.</p>	<p>In the Unit 'Personal Relationships' children will expand their vocabulary by applying names to different family/friend relationships. Consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. They will learn to resolve conflict and the importance of asking for forgiveness when necessary. In the Unit 'Keeping Safe' children learn about practical ways to stay safe inside and out, including medicine safety and people who help us in emergencies.</p>	<p>In the Unit 'Personal Relationships' children will expand their vocabulary by applying names to different family/friend relationships. Consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. They will learn to resolve conflict and the importance of asking for forgiveness when necessary. In the Unit 'Keeping Safe' children learn about practical ways to stay safe inside and out, including medicine safety and people who help us in emergencies.</p>

<p>Key Stage 1</p>	<p>That we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), Key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.</p>	<p>In the Unit 'Personal Relationships' children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.</p> <p>In the Unit 'Keeping Safe' we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet. We explore the difference between good and bad secrets.</p> <p>We explore teaching on physical boundaries (incorporating the PANTS resource from the NSPCC).</p>	<p>In the Unit 'Personal Relationships' children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.</p> <p>In the Unit 'Keeping Safe' we explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet. We explore the difference between good and bad secrets,</p> <p>We explore teaching on physical boundaries (incorporating the PANTS resource from the NSPCC).</p>
<p>Lower Key Stage 2</p>	<p>Understanding differences. Respecting our bodies. Strategies to support emotional wellbeing including practicing thankfulness.</p> <p>The development of pupils understanding of life before birth.</p>	<p>In the Unit 'Personal Relationships' children develop a more complex appreciation of different family structures.</p> <p>There are activities and strategies to help them develop healthy relationships with family and friends.</p> <p>They are taught simplified Cognitive Behavioural Therapy (CBT) techniques for managing thoughts, feelings and actions.</p> <p>In the Unit 'Keeping Safe': They will explore NSPCC resources on bullying and abuse.</p>	<p>Develop a deeper understanding that God is love as shown by the Trinity. Understand that the human family reflects the Holy Trinity in mutual charity and generosity.</p> <p>The Church family comprises of home, school and parish. Catholic Social Teaching on what it means to work for the Common Good.</p>
<p>Upper Key Stage 2</p>	<p>Appreciation of physical and emotional differences.</p> <p>A more complex understanding of physical changes in 'girls' and 'boys' bodies, puberty and changing bodies, body image. Strong emotional feelings. The impact of the internet and social media on emotional well-being.</p> <p>A more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.</p>	<p>In the 'Personal Relationships' module - equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure - the concept of consent and some practical demonstrations of this, further teaching on how our thoughts and feelings have an impact on how we act.</p>	<p>Know that God is Trinity – a communion of persons; Know that the Church is the body of Christ.</p> <p>Develop a deeper and richer understanding of Catholic social teaching; Learn how certain charities reach out to the wider community with love.</p>

DELIVERY AND IMPACT

Delivery

All pupils have RSHE lessons weekly, alternate terms for 1 hour per week.

Planning is accessed by staff via the ten:ten website. However, a medium term plan which has been developed by the RSHE lead will ensure strict delivery and monitoring.

Visitors such as the NSPCC, complement the curriculum to consolidate learning.

Additional assemblies and liturgies are planned to cover any additional sessions that would benefit the whole school or individual classes.

RSHE/PSHE CURRICULUM – " LIFE TO THE FULL" 2023-24

Year Group	Advent	Lent	Pentecost
EYFS	<p>Module 1 Unit 1 Handmade with love THEME - RELIGIOUS UNDERSTANDING Topics covered:</p> <ul style="list-style-type: none"> The Creation <p>Module 1 Unit 2 S1 I am me, S2 Heads, shoulder, Knees and Toes, S3 Ready Teddy</p> <p>THEME: ME, MY BODY, MY HEALTH Topics covered:</p> <ul style="list-style-type: none"> Differences Gifts Talents <p>Module 1 Unit 3 S1 I like THEME - EMOTIONAL WELLBEING Topics covered:</p> <ul style="list-style-type: none"> Similarities and differences Feelings Actions, Consequences & Forgiveness. 	<p>Module 1 Unit 3 Continued. S2 Feelings, S3 Let's get real THEME - EMOTIONAL WELLBEING Topics covered:</p> <ul style="list-style-type: none"> Feelings Actions, Consequences & Forgiveness. <p>Module 2 Unit 1 S1 Role model THEME - RELIGIOUS UNDERSTANDING Topics covered:</p> <ul style="list-style-type: none"> Love one another <p>Module 2 Unit 4 S1 Safe inside and Out, S2 My Body, My rules, S3 Feeling Poorly, S4 People who help us.</p> <p>THEME- KEEPING SAFE Topics covered:</p> <ul style="list-style-type: none"> Staying Safe Body Privacy People who help us 	<p>Module 2 Unit 3 S1 What is the internet, S2 Playing Online</p> <p>THEME -LIFE ONLINE Topics covered:</p> <ul style="list-style-type: none"> Introduction to the internet Basic safety online <p>Module 3 Unit 1 S1 God is Love, S2 Loving others THEME - RELIGIOUS UNDERSTANDING Topics covered:</p> <ul style="list-style-type: none"> Trinity Loving the wider community <p>Module 3 Unit 2 S1 Me, You and Us, S2 When I grow up, S3 Money doesn't grow on trees. THEME: LIVING IN THE WIDER WORLD Topics covered:</p> <ul style="list-style-type: none"> Responsibilities Money

Year Group	Advent	Lent	Pentecost
1	<p>Module 1 Unit 1 S1 Let the Children Come</p> <p>THEME - RELIGIOUS UNDERSTANDING Topics covered:</p> <ul style="list-style-type: none"> Created out of God's love (plus extended activities) <p>Module 2 Unit 1 S1 God loves you</p> <p>THEME - RELIGIOUS UNDERSTANDING Topics covered:</p> <ul style="list-style-type: none"> God loves us (plus extended activities) 	<p>Module 2 Unit 2 S1 Special people, S2 Treat others well and S3 Say sorry.</p> <p>THEME - PERSONAL RELATIONSHIPS</p> <ul style="list-style-type: none"> Special People Social situations and dilemmas Saying sorry and forgiveness <p>Module 2 Unit 4 S1 Good and bad secrets, S2 physical contact, S3 Harmful substances, S4 Can you help me? S5 Can you help me? (part 2)</p> <p>THEME- KEEPING SAFE</p> <ul style="list-style-type: none"> good and bad secrets Boundaries Harmful substances (alcohol and tobacco) First Aid 	<p>Module 3 Unit 2 S1 The communities I live in. S2 Who will I be?</p> <p>THEME: LIVING IN THE WIDER WORLD Topics covered:</p> <ul style="list-style-type: none"> Different communities Rights and responsibilities

Year Group	Advent	Lent	Pentecost
2	<p>Module 1 Unit 1 S1 Let the Children Come</p> <p>THEME - RELIGIOUS UNDERSTANDING Topics covered:</p> <ul style="list-style-type: none"> Created out of God's love <p>Module 1 Unit 2 S1I am unique, S2 Girls and Boys, S3 Clean and Healthy</p> <p>THEME - ME, MY BODY, MY HEALTH Topics covered:</p> <ul style="list-style-type: none"> Similarities and differences Physical differences between boys and girls Personal hygiene 	<p>Module 1 Unit 3 Feelings S1, S2 S3</p> <p>THEME - EMOTIONAL WELLBEING Topics covered:</p> <ul style="list-style-type: none"> Managing feelings Actions and consequences <p>Module 1 Unit 4 Life cycles, beginning and end, Changes.</p> <p>THEME - LIFE CYCLE Topics covered:</p> <ul style="list-style-type: none"> Human lifecycle Transition Changes <p>Module 2 Unit 4 S4 Can you help me? S5 Can you help me? (part 2)</p> <p>THEME- KEEPING SAFE</p> <ul style="list-style-type: none"> First Aid 	<p>Module 2 Unit 3 S1 Real life online and S2 Rules to help us</p> <p>THEME - LIFE ONLINE Topics covered:</p> <ul style="list-style-type: none"> Feeling safe on the internet <p>Module 3 Unit 2 The communities I live in. Needs and wants</p> <p>THEME: LIVING IN THE WIDER WORLD Topics covered:</p> <ul style="list-style-type: none"> Different communities Rights and responsibilities Value of money

Year Group	Advent	Lent	Pentecost
3	<p>Module 1 Unit 1 - S1 Get up</p> <p>THEME - RELIGIOUS UNDERSTANDING Topics covered:</p> <ul style="list-style-type: none"> How we should live <p>Module 2 Unit 1 S1 Jesus, my friend</p> <p>THEME - RELIGIOUS UNDERSTANDING</p> <ul style="list-style-type: none"> Sin and forgiveness <p>Module 2 Unit 2 S1 Family, friends, others. S2 When things feel bad.</p> <p>THEME - PERSONAL RELATIONSHIPS Topics covered:</p> <ul style="list-style-type: none"> Family structures Healthy Relationships 	<p>Module 2 Unit 4 S1 Safe in my body, S2 First aid heroes, S3 Drug, alcohol and tobacco, S4 rights and responsibilities</p> <p>THEME- KEEPING SAFE Topics covered:</p> <ul style="list-style-type: none"> Types of abuse Drugs, alcohol and tobacco First Aid/ Emergency Rights and responsibilities 	<p>Module 2 Unit 3 S1 Sharing and S2 Chatting Online</p> <p>THEME - LIFE ONLINE Topics covered:</p> <ul style="list-style-type: none"> Sharing online Digital World and Media Cyberbullying Staying Safe <p>Module 1 Unit 3 S1 What am I feeling? S2 What am I looking at?</p> <p>THEME - EMOTIONAL WELLBEING Topics covered:</p> <ul style="list-style-type: none"> Feelings and actions Being emotionally healthy Acceptable behaviours Resilience

Year Group	Advent	Lent	Pentecost
4	<p>Module 1 Unit 1 - S2 The Sacraments.</p> <p>THEME - RELIGIOUS UNDERSTANDING Topics covered:</p> <ul style="list-style-type: none"> • Baptism • Reconciliation <p>Module 1 Unit 3 - S1 What I'm feeling, S2 What am I looking at? S3 I am thankful</p> <p>THEME - EMOTIONAL WELLBEING Topics covered:</p> <ul style="list-style-type: none"> • Feelings and actions • Being emotionally healthy • Acceptable behaviours • Resilience 	<p>Module 1 Unit 2 - S1 We don't have to be the same. S2 Respecting our bodies. S3 What is Puberty? S4 Changing bodies.</p> <p>THEME - ME, MY BODY, MY HEALTH Topics covered:</p> <ul style="list-style-type: none"> • Similarities and differences • Physical and emotional changes of puberty. <p>Module 1 Unit 4 S1 Life cycles, S2 A time for everything, S3 changes.</p> <p>THEME - LIFE CYCLE Topics covered:</p> <ul style="list-style-type: none"> • Miracle of conception • Grief • Big changes <p>Module 2 Unit 4 S3 (only) First Aid Heroes</p> <p>THEME- KEEPING SAFE Topics covered:</p> <ul style="list-style-type: none"> • First Aid 	<p>Module 2 Unit 3 S1 Sharing isn't always caring, S2 Cyber bullying</p> <p>THEME - LIFE ONLINE Topics covered:</p> <ul style="list-style-type: none"> • Sensible decisions about online content • What you should and shouldn't share • Cyber bullying <p>Module 3 Unit 2 How do I love others? Money Matters (S3)</p> <p>THEME: LIVING IN THE WIDER WORLD Topics covered:</p> <ul style="list-style-type: none"> • Catholic Social Teaching • Stewardship • Budgeting • Financial Risk

Year Group	Advent	Lent	Pentecost
5	<p>Module 1 Unit 2 S1 Gifts and talents, S2/S3 Girls and Boys Bodies, S3 Spots and Sleep</p> <p>THEME - ME, MY BODY, MY HEALTH Topics covered:</p> <ul style="list-style-type: none"> • Self confidence • Physical changes • Puberty <p>Module 1 Unit 4 S3 (only) Menstruation</p>	<p>Module 2 Unit 1 S1 God is calling you</p> <p>THEME - RELIGIOUS UNDERSTANDING • Hearing God's call in our lives</p> <p>Module 2 Unit 2 S1 Under pressure, S2 Do you want a piece of cake, S3 Self Talk.</p> <p>THEME - PERSONAL RELATIONSHIPS Topics covered:</p> <ul style="list-style-type: none"> • Pressures/Consent • Bullying • Prejudice • Discrimination • Gender stereotyping <p>Module 2 Unit 4 S1 Types of abuse, S2 Impacted Lifestyle, S3 Making good choices.</p> <p>THEME- KEEPING SAFE Topics covered:</p> <ul style="list-style-type: none"> • Topics covered: • Types of abuse • Forced marriage • Drugs, alcohol and tobacco 	<p>Module 2 Unit 3 S1 Sharing isn't always caring, S2 Cyber bullying</p> <p>THEME - LIFE ONLINE Topics covered:</p> <ul style="list-style-type: none"> • Sensible decisions about online content • What you should and shouldn't share • Cyber bullying <p>Module 3 Unit 1 S1 Holy Trinity, S2 Catholic Social Teaching</p> <p>THEME - RELIGIOUS UNDERSTANDING Topics covered:</p> <ul style="list-style-type: none"> • <u>Self giving/ self sacrifice.</u> <p>Module 3 Unit 2 Reaching Out, The World of Work</p> <p>THEME: LIVING IN THE WIDER WORLD Topics covered:</p> <ul style="list-style-type: none"> • Social Relationships • Stewardship • Jobs • Aspirations

Year Group	Advent	Lent	Pentecost
6	<p>Module 1 Unit 1 Story Session - Calming the storm</p> <p>THEME - RELIGIOUS UNDERSTANDING Topics covered:</p> <ul style="list-style-type: none"> • Change • Growth • Development • Independence and responsibility <p>Module 1 Unit 2 S2/S3 Girls and Boys Bodies, S4 Spots and Sleep</p> <p>THEME - ME, MY BODY, MY HEALTH Topics covered:</p> <ul style="list-style-type: none"> • Self confidence • Physical changes • Puberty • Healthy Friendships <p>Module 1 Unit 4 S1 Making babies, S3 Menstruation</p> <p>THEME - LIFE CYCLE Topics covered:</p> <ul style="list-style-type: none"> • Menstruation • Fertility • Conception • Foetal development • Childbirth 	<p>Module 1 Unit 3 S1 Body Image, S2 Peculiar feelings, S3 Emotional changes.</p> <p>THEME - EMOTIONAL WELLBEING Topics covered:</p> <ul style="list-style-type: none"> • Pressure • Resilience • Coping with difficult feelings 	<p>Module 1 Unit 4 S4 Hope Beyond Death, S5 Coping with change.</p> <p>THEME - LIFE CYCLE Topics covered:</p> <ul style="list-style-type: none"> • Menstruation • Fertility • Conception • Foetal development • Childbirth <p>Module 2 Unit 2 Build Others Up</p> <p>THEME - PERSONAL RELATIONSHIPS Topics covered:</p> <ul style="list-style-type: none"> • Relationship and conflict • Pressures • Bullying • Prejudice • Discrimination • Gender stereotyping <p>Module 2 Unit 3 S1 Sharing isn't always caring, S2 Cyber bullying</p> <p>THEME - LIFE ONLINE Topics covered:</p> <ul style="list-style-type: none"> • Sensible decisions about online content • What you should and shouldn't share • Cyber bullying

Impact

We are embracing “the challenges of creating a happy and successful adult life” by giving pupils knowledge “that will enable them to make informed decisions about their wellbeing, health and relationships (DFE Statutory Guidance).

As a Catholic school the entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God.

GLOBAL AWARENESS INTENT

Our students have to know themselves and where they come from but we also encourage them to look beyond and to do this by fostering and building relationships with each other.

These relationships are enriched by diversity and the richness of different cultures within our own school.

Teaching children about global issues and encouraging them to see the world through other eyes is of huge importance. In an increasingly important for children to learn about other cultures, religions and communities in order to engage and learn from people who come from a wide range of different cultures and traditions.



IMPLEMENTATION

The school has provided high quality texts, stories and poems that promote equality and diversity, which allow children to explore as readers to see their own lives reflected and a window into the views of lives and stories that are different from their own.

The children commit to being global through fundraising for events such as CAFOD, Big Lent Walk and Walk for Water Aid.

We involved in a number of National Initiatives such as: World Book Day, Anti-Bullying Week and Go Red for Heart Month.

Visits out of school and in school such as visits to the Bomber Command Centre or visits from local individuals to discuss their faith such as, Judaism, this develops the children's engagement in different cultural experiences. The NSPCC, work with us weekly, covering a number of topics.



By developing global awareness in our students, we enhance their cultural competence, critical thinking skills, and empathy. Teaching global awareness prepares our students for a globalized world and equips them with the skills and knowledge to navigate diverse environments.

We hope that at St. Mary's children can:

- Use their knowledge about different cultures and communities from around the world enables them to show respect for others' beliefs and traditions.
- Recognise that they are part of an interconnected society in which they have to live and that they integrate in harmony within different community to promote care for others.
- Have a good understanding of the current issues which people face both within their own community and beyond, and show an understanding of the different ways these issues can be addressed.
- Understand why sustainability matters and ways to support local and global efforts to benefit poor communities and end injustice and poverty.

BRITISH VALUES INTENT

St. Mary's Catholic Primary Academy School seeks to represent the Gospel teachings of Jesus Christ and the teaching of the Catholic Church, as we strive to develop the talents of every member of our community.

We are a school actively in union with our community that embraces and champions the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Intent

St. Mary's Catholic Primary Academy School aims to promote high achievement and learning for life by working with pupils:

- To deepen their knowledge, understanding and love of God and his creation.
- To engender a spirit of independence and self-motivation, thus promoting self-esteem and to encourage personal responsibility for actions.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to individual needs and fulfilling the requirements of the National Curriculum.
- To develop independent, enquiring minds and an enjoyment of learning.
- To achieve the highest possible personal standards in all areas of the curriculum.

IMPLEMENTATION

St. Mary's Catholic Primary Academy School believes that each child will succeed by the school:

- Working with parents and parishes to give the children in our care a knowledge of their faith and to guide them in the practice of their faith.
- Encouraging the growth of a community based upon gospel values, where each member has the opportunity to explore their faith.
- Providing an environment where each child is valued as an individual and has the opportunity to develop to their full potential.
- Developing a community where every members' needs, talents and qualities are appreciated.
- Encouraging the development of a professional, motivated and mutually supportive staff who hold high expectations of our pupils.
- Setting and maintaining high standards of discipline, courtesy and general moral values which allow the whole school community to function effectively. Our aim is that each child can, in due course, take on a responsible role in society.
- Providing a non-sexist, non-racist atmosphere which engenders tolerance and respect for other races, religions and life-styles.
- Fostering links between home, school and parishes for the benefit of our children.

IMPACT

At St. Mary's we believe in...



Everyone showing respect by following the path of Jesus.

At St. Mary's we believe in...



Everyone upholds the values and policies of our Catholic school.

At St. Mary's we believe in...



Everyone being free to express themselves and share their talents.

At St. Mary's we believe in...



Everyone showing respect to others whose faiths and beliefs may differ to your own.

At St. Mary's we believe in...



Everyone has equal rights to voice their opinions and ideas.

We hope through education our pupils:

- Understand how citizens can influence decision-making through the democratic process
- Are secure in their values and beliefs and respect others
- Have a sense of worth, purpose and personal identity
- Can challenge injustice
- Relate to others and form good relationships
- Understand the importance of identifying and combating

CITIZENSHIP INTENT

We aim to set children up for the rest of their lives and help them grow into responsible citizens who understand and support a variety of cultural differences.

Citizenship is highlighted as a huge part of school life and through starting this implementation as soon as they start school, it allows the children to develop these skills and have a secure understanding of how to make positive difference in the lives of others.

IMPLEMENTATION

At St. Mary's we help children understand their rights and responsibilities within society and also recognising and accepting multicultural societies. We give the children lots of opportunities to see things from another person's point of view and encourage them to challenge with their own views in a respectful way.

Children also given responsibilities within their own classrooms and understanding of how everyone's contribution plays a role in the collective success with a class.

IMPACT

We hope that through the explicit teaching of citizenship skills, pupils are nurtured into becoming community-spirited young people. The citizenship experiences children encounter whilst at St. Mary's will help them to develop practical and social skills they can use in the future.

We hope that by volunteering and learn about citizenship they become better at negotiating, appreciating diverse points of view, managing their feelings, and working alongside others in order for them to become citizens who rally for a more socially just and inclusive world for future generations.

EYF5 AND KS1

- Voting for story time – classes get chances to vote such as for which story they would like to read.
- Promoting turn taking in all activities across the provision and curriculum.
- Tidy up time - promoting resilience, care for the environment and accuracy.

WHOLE SCHOOL

- Classroom based pupil responsibilities.
- School council
- Catholic virtues are embedded more into the classroom.
- Children are given certificates each week which recognises a positive contribution to school life.
- Children vote for School Council members and class novels.
- Rewards and sanctions ladders displayed.
- Donations for Charity fundraisers and promoting global issues.
- Catholic Social teaching experiences - foodbank collections (Harvest Festival), toy donations (Christmas fayre).
- Learning about protected characteristics, equality, rights and responsibilities through resources and books leading to class discussions promoting oracy in the classroom.

TEN:TEN

- Ten: Ten is a Christian educational resource used to teach RSHE. During these lessons, all children in the school learn the importance of being aware of the society around us and also about cultural difference and awareness of different global communities. Children are encouraged to listen and challenge opinions and make informed decisions by thinking about both perspectives.

EXTRA CURRICULAR INTENT

Extra-curricular activities provide the opportunity for children to be socially mobile, visiting places they may not get the chance to typically. Children's experiences of their local area are heightened through extra-curricular activities and they develop a sense of belonging and ownership of their learning.

Having a wide range of after school clubs allows children's oracy is development through the use giving and following instructions, using subject familiar language and guiding team mates through strong communication and direction.

We aim for children at St. Mary's Catholic Voluntary Academy to have opportunities to develop life skills, leadership skills and participate in competitive sports through our wider curriculum opportunities throughout the academic year.



IMPLEMENTATION

Throughout their time at St. Mary's Catholic Voluntary Academy children have the opportunity to participate in a variety of extra-curricular activities which allows them to further develop skills and knowledge across the curriculum.

School Trips:

EYFS	Grimsby Exhibition @ Town Hall
Year 1	Life Museum (Hull), Cleethorpes, Grimsby Exhibition @ Town Hall
Year 2	Life Museum (Hull), Hull, Fishing Heritage Centre, Grimsby Exhibition @ Town Hall
Year 3	Cleethorpes, Manga, Grimsby Exhibition @ Town Hall
Year 4	The Deep, Grimsby Exhibition @ Town Hall
Year 5	Yorkshire Wildlife Park, Grimsby Exhibition @ Town Hall
Year 6	Lincoln Bomber Command Centre, Hull, Briars Stay, Grimsby Exhibition @ Town Hall

Before and after school activities:

- Multi-skills (KS1): Grimsby Town
- Multi-skills (KS2): Grimsby Town
- Hama bead/Lego Club (KS1): Miss Hadley
- Hama bead/Lego (KS2): Miss Hadley
- Debate Club (KS2): Mrs Steeper
- Dance (KS1 & KS2): Mrs Ballard
- Maths (KS2): Miss Willis
- Gardening Club (KS2): Mrs Steeper
- Breakfast club (KS1 and KS2): Be Great Fitness

School Competitions (Across KS1 & KS2):

- Dance festival
- Singing festival
- Kurling
- Dodgeball
- Get Glowing
- Basketball
- Cheerleading
- Football
- Let Girls Play
- Athletics

IMPACT

Extra-curricular activities help the children to develop many lifelong skills such as resilience, teamwork, leadership, ownership and responsibility. It allows children to thrive outside of academic subjects by boosting young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.

We hope by offering such a wide range of extra-curricular activities children from St. Hugh's confidently take on personal challenges in the future secure in the knowledge their previous experiences and skills can support them.



ENRICHMENT AND CULTURAL CAPITAL INTENT

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

At St. Mary's enrichment activities and opportunities help children achieve goals, become successful and give children the desire to aspire and achieve social mobility whatever their starting point. Children benefit from a broad curriculum that builds on what they understand and know already. We plan activities and experiences to allow our children to develop their passions and individual talents across a range of areas.

We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.



IMPLEMENTATION

	Whole School	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spiritual Development	<p>Daily Collective Worship/Liturgical Prayer either whole school or in class. Dily prayer times. Reflection/focus areas in all classrooms.</p> <p>Prayer leaders whole school celebration of the word.</p> <p>Whole school Masses and Adoration.</p> <p>Reconciliation - collective worship and opportunity for individual reconciliation.</p> <p>Stations of the cross.</p> <p>Prayer space in school – spontaneous prayer.</p> <p>Children’s mental health week activities- mindfulness/ yoga.</p> <p>Mission week</p>	<p>The focus on child-initiated learning encourages the development of creativity and imagination and promotes enjoyment of learning.</p> <p>RE lessons support children’s understanding of Christianity.</p> <p>A range of festivals are celebrated, particularly when they reflect the cultures of the children.</p> <p>Nativity play.</p> <p>Visits to our parish church, St Mary’s next door.</p> <p>Visit from our Jewish community.</p> <p>Passion Play</p>	<p>Adoration Visit to our parish church- St Mary’s.</p> <p>Visit from our Jewish community- linked to our study of Judaism.</p> <p>Passion Play</p>	<p>Passion Play Adoration</p> <p>Visit from our Jewish community- linked to our study of Judaism.</p> <p>Passion Play</p>	<p>Passion Play Adoration</p> <p>Visit from our Jewish community- linked to our study of Judaism.</p> <p>Passion Play</p> <p>Visit to Briars Residential Centre Derbyshire</p>
Moral Development	<p>School virtues- each class and key groups assigned one of our virtues. Share each half term work undertaken and how we live it out.</p> <p>Democratically elected school council.</p> <p>Respectful and Resilient learner each week- celebration assembly.</p>	<p>Adults support the children to achieve their PSED next steps.</p> <p>Respectful and Resilient learner each week- celebration assembly.</p> <p>Adults support the children to achieve our virtues</p>	<p>Adults support the children to achieve our virtues</p> <p>Respectful and Resilient learner each week- celebration assembly.</p>	<p>Greater independence. Children to achieve our virtues and explain how they see our virtues in others.</p> <p>Respectful and Resilient learner each week- celebration assembly</p>	<p>Greater independence. Children to achieve our virtues and explain how they see our virtues in others.</p> <p>Are good role models through places on school council Chaplaincy</p>

Cultural Development	<p>Visits from CAFOD</p> <p>Range of reading materials reflecting and mirroring different cultures.</p> <p>Opera north Visits</p> <p>Theatre Comapany</p>			Virtual author experience.	Visit to Briars Residential Centre Derbyshire
Social Development	<p>House System led by house captains- responsibility for -</p> <p>Participation in School competitions Dance festival, Singing festival Kurling, Dodgeball Get Glowing, Basketball, Cheerleading Football, Let Girls Play, Athletics.</p> <p>Range of extra curricular clubs</p> <p>Multi-skills (KS1): Hama bead/Lego Club (KS1) Debate Club Dance Maths (KS2): Gardening Club (KS2)</p> <p>Breakfast club (KS1 and KS2): Be Great Fitness</p> <p>Charity fund raising- chaplancy, Mini-Vinnies.</p>				Y6 visit to international Bomber command centre.

IMPACT

We hope that we foster an environment where everyone feels welcome.

At St. Mary's we are strengthened by our difference and by learning about others and embracing diversity. They start their own journey of self - discovery and personal development.

We hope that when they move onto the next stage in their education they leave with the knowledge and confidence that with hard work and dedication they can achieve any goal that they set for themselves. They will aspire to make the most of their lives and have a strong knowledge of what the world has to offer them.



MENTAL HEALTH AND WELLBEING INTENT

At St. Mary's we recognise that each and every child is made perfectly in the image of God. We care for and prioritise not only children's education but also the Spiritual, Social, Emotional, Mental Health and Wellbeing of our whole school community. We take a whole school approach to promoting positive mental health, aiming to help children become happy and successful and to work in a pro-active way to avoid problems arising by learning coping strategies.

Developing crucial life skills such as resilience, confidence and self-esteem enhances children's ability to make choices and enables them to engage with their learning through their school life and beyond in a positive manner.

St. Mary's strives to provide the children with opportunities to develop further knowledge of how to care for themselves physically and mentally through the curriculum set and through additional opportunities to draw awareness to the importance of looking after ourselves and be proud of their achievements. This can be done through dedicated assemblies, workshops and curriculum time.

IMPLEMENTATION

We offer positive mental health and well-being through the curriculum and dedicated extra-curricular opportunities. The knowledge and skills they require in order to become healthy and responsible citizens is taught through specific lessons in RSHE, in addition to our RE curriculum and in other subjects such as Science and PE.

In addition to the above we also offer:

- Opportunities to work with staff to regulate emotions
- Daily check ins
- Class dojos leading to house points
- ELSA
- Regular PE Lessons, sports competitions, daily mile
- Reflection/Liturgies
- Choice of clubs
- Y6 transition to Secondary days
- Whole School transition to new year group days
- Leavers Assembly
- Sensory Room
- Library
- Dedicated Anti-Bullying Week
- Dedicated Children's Mental Health Week
- Opportunities to represent the school through various events
- Respectful and Resilient Learner awards
- Parents invited to join celebration assemblies
- Head teacher's letters home
- NSPCC is present weekly
- Quiet Club

SCHOOLS MENTAL HEALTH TEAM



Joseph O'Connor
(Headteacher)



Michelle Steeper
(Deputy Headteacher)



Claire Queen
(Safeguarding Officer and ELSA
trained)



Katherine Tuff
(RE Lead and
Personal Development Lead)



Rhiannon Walton
(Childrens Mental Health Worker)

IMPACT

Children at St. Mary's are content and view school as a safe and secure environment. Children are happy to attend school and know who they can speak to if difficulties arrive. Through the knowledge and skills, they gain and the understanding children develop they are able to tackle and make informed choices about their own physical and mental well-being. They can recognise and decide what is good physical and mental well-being and strategies that will help them enhance this further.