

Relationships and Sex Education (RSE) and Health Education

The school uses Ten:Ten Life to the Full Plus to deliver the RSHE curriculum (mapped to the DfE statutory guidance).

The curriculum is structured around three recurring modules:

- Created and Loved by God (Me, My Body, My Health / Emotional Wellbeing / Life Cycles)
- Created to Love Others (Personal Relationships / Life Online / Keeping Safe)
- Created to Live in Community

Through repeated exposure throughout the curriculum, pupils develop a deeper comprehension of what it means to belong, how to establish and maintain healthy relationships, how to stay safe and the characteristics of a healthy lifestyle. Leaders ensure curriculum plans reflect the current needs of our pupils and the community it serves. Additional lessons are planned in to address issues which arise, with long term plans amended as needed to ensure ongoing concerns can be tackled.

In EYFS, RSHE is delivered through the prime area personal, social and emotional development (PSED), as well as through dedicated PSHE lessons.

To ensure our pupils are ready for the next stage of their education the governors have decided to include all 7 key decisions within the curriculum.

KD1 – Naming girls and boys genitalia (KS1)

KD2 – Puberty (Y4)

KD3 – Human reproductive system (LKS2)

KD4 – Pornography (UKS2)

KD5 – Talking about sex (Y6)

KD6 – FGM (KS1 & KS2)

KD7 – Protected characteristics concerning sex (Y6)

To support the pupils' learning about online safety, we supplement the Life to the Full Plus curriculum with use of resources from Project Evolve.

In addition to this, we have also supplemented our curriculum with lessons focusing on anti-discrimination.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(DfE refs.)		Module 1 Units 1 & 2 - Me, My Body, My Health	Module 1 Units 3 & 4 - Emotional Wellbeing & Life Cycles	Module 2 Units 1, 2 & 3 - Personal Relationships & Life Online	Module 2 Unit 4 – Keeping Safe	Module 3 Units 1 & 2 – Living in the Wider World
EYFS		<p>1.1 Handmade with Love We are created individually by God as part of His creation plan We are all God’s children and are special Our bodies were created by God and are good We can give thanks to God!</p> <p>1.2.1 I am Me (3a) We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan!</p> <p>1.2.2 Head, shoulders, knees and toes (8a) Our bodies are good and made by God The names of the parts of the body (not genitalia)</p> <p>1.2.3 Ready Teddy (6e, 8a, 8b, 9a, 9c, 11b, 11c, 11d, 11e) That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p>	<p>1.3.1 I Like, You Like, We All Like (3a, 3d, 2a) That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another</p> <p>1.3.2 Good Feelings, Bad Feelings (2a, 6b, 6c) A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings</p> <p>1.3.3 Let’s Get Real (2c, 2d, 3b, 3c, 3e, 3h, 6d) Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus</p> <p>1.4.1 Growing Up That there are natural life stages from birth to death, and what these are</p> <p>1.4.2 New People, New Places Change is a part of growing up Their experiences of change will help their transition to Year 1 God is with them every step of the way as they grow and change</p>	<p>2.1.1 - Role Model (3c, 3e) We are part of God’s family Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us</p> <p>2.2.1 - Who’s Who? (1a, 1b, 1c, 1d) To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of ‘special people’ and telling them is something is troubling them</p> <p>2.2.2 - You’ve Got a Friend in Me (2a, 2b, 2c, 2e, 3e, 3f, 3h, 5a, 6h) How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships About different types of teasing and that all bullying is wrong and unacceptable Online Bullying Lessons 1 & 2 (YR)</p> <p>2.2.3 - Forever Friends (2a, 2b, 2c, 3b, 3c, 6d) To recognise when they have been unkind to others and say sorry. That when we are unkind, we hurt God and should say sorry. To recognise when people are being unkind to them and others and how to respond. That we should forgive like Jesus forgives.</p> <p>2.3.1 - What is the Internet? (7a) That the internet connects us to others That the internet helps us in lots of ways Only Jesus can help us with everything Online Relationships Lessons 1 & 2 (YR) Online Reputation Lesson 1 (YR)</p> <p>2.3.2 Playing Online (4c, 7b, 7g) About safe and unsafe situations online. That they can ask for help from their special people. Online Relationships 2</p>	<p>2.4.1 - Safe Inside and Out (11b) About safe and unsafe situations indoors and outdoors That they can ask for help from their special people. Self-Image & Identity Lesson 1 (YR) Privacy & Security Lesson 1 (YR) Health, Well-Being & Lifestyle Lesson 1 (YR)</p> <p>2.4.2 - My Body, My Rules (2a, 2b, 2d, 3e, 5b, 5c, 5d, 5e, 5f, 6b, 6f, 6i) To know they are entitled to bodily privacy That they can and should be open with ‘special people’ they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest Privacy & Security Lesson 2 (YR) Health, Well-Being & Lifestyle Lesson 2 (YR)</p> <p>2.4.3 - Feeling Poorly (11a) Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them to us.</p> <p>2.4.4 - People Who Help Us (12a) There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>	<p>3.1.1 - God is Love (3a) That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others</p> <p>3.1.2 - Loving God, Loving Others (2b, 3a) What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory.</p> <p>3.2.1 - Me, You, Us (2b, 3a, 3c, 3e) That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</p> <p>About what harms and what improves the world in which they live</p> <p>3.2.2 - When I Grow Up... About some different types of jobs That having a job can help us to look after each other and the world That God has given us all strengths, gifts and talents to do His work About strengths and interests needed to do different jobs</p> <p>3.2.3 - Money Doesn’t Grow On Trees That money helps us buy things. That wants and needs are different. That God’s love and the love we share with others is freely given and our most important need.</p>

[ProjectEVOLVE resources to support statements from UK Council for Internet Safety's \(UKCIS\) framework “Education for a Connected World”](#)

[Learn Sheffield Anti-Discrimination Resources](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(DfE refs.)	Anti-discrimination	Module 1 Units 1 & 2 - Me, My Body, My Health	Module 1 Units 3 & 4 - Emotional Wellbeing & Life Cycles	Module 2 Units 1, 2 & 3 - Personal Relationships & Life Online	Module 2 Unit 4 – Keeping Safe	Module 3 Units 1 & 2 – Living in the Wider World
KS1	Year 1: KS1 Introduction to anti-discrimination Year 2: KS1 Introduction to anti-discrimination	<p>1.1.1 - Let the Children Come (5c) We are created individually by God; God wants us to talk to Him often through the day and treat Him as our best friend; God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; We are created as a unity of body, mind and spirit: who we are matters and what we do matters; We can give thanks to God in different ways.</p> <p>1.2.1 - I am Unique (Me) (3a, 3e) To learn that we are unique, with individual gifts, talents and skills.</p> <p>1.2.2 - Girls & Boys (My Body) (3a, 5a, 5c) KD1 – V2 Our bodies are good; The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia); Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.</p> <p>1.2.3 - Clean and Healthy (My Health) (5c, 8a, 9a, 9b, 9c, 11c, 11d, 11e) Our bodies are good and we need to look after them; What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; The importance of sleep, rest and recreation for our health; How to maintain personal hygiene.</p>	<p>1.3.1 - Feelings, Likes and Dislikes (3a) That it is natural for us to relate to and trust one another; That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings</p> <p>1.3.2 - Feeling Inside Out (6b, 6c) Children will have a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character.</p> <p>1.3.3 - Super Susie Gets Angry (5a, 2e, 6d, 2d) Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; That Jesus died on the cross so that we would be forgiven.</p> <p>1.4.1 The Cycle of Life (2c, 2d) Children will know and appreciate that there are natural life stages from birth to death, and what these are.</p> <p>1.4.2 - Beginnings and Endings What ‘death’ means About some feelings often connected with grief What the Christian faith says about death and eternal life Some ways to support themselves and others when they are grieving</p> <p>1.4.3 - Change is All Around! Change is a part of life. Managing our feelings about change helps to prepare us for future changes. God is with us as we change and grow.</p>	<p>2.1.1 - God Loves You (2d, 3c) We are part of God’s family; Saying sorry is important and can mend friendships; Jesus cared for others and has expectations of them and how they should act; We should love other people in the same way God loves us.</p> <p>2.2.1 - Special People (1a, 1b, 1c, 1d, 5h) To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them. Self-Image & Identity Lesson 2 (Y1) Self-Image & Identity Lesson 2 (Y2)</p> <p>2.2.2 - Treat Others Well... (2a, 2b, 3c, 3f, 6h) How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable. Online Relationships Lessons 3 & 4 (Y1) Online Bullying Lesson 1 (Y1) Online Relationships Lesson 6 (Y2)</p> <p>2.2.3 - ... and Say Sorry (2d, 3b) To recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives. Online Bullying Lessons 1-3 (Y2)</p> <p>2.3.1 - Real Life Online (5e, 5f, 7a, 7e) That the internet connects us to others and helps us in lots of ways. Our feelings matter – both online and offline. That Jesus cares about our feelings and gives us peace. Self-Image & Identity Lesson 1 (Y1) Online Relationships Lesson 2 (Y1) Online Reputation Lesson 1 (Y1) Self-Image & Identity Lesson 1 (Y2) Online Relationships Lesson 1 (Y2) Online Reputation Lessons 1 & 2 (Y2)</p> <p>2.3.2 - Rules to Help us (4c, 5e, 5f, 7a, 7c, 7e, 7g) To understand safe and unsafe situations, including online. Ask for adult help with anything that worries them or makes them feel unsafe Online Relationships Lesson 1 (Y1) Health, Well-Being & Lifestyle Lesson 1 (Y1) Online Reputation Lesson 2 (Y1) Online Relationships Lessons 1 & 2 (Y2) Online Relationships Lesson 7 (Y2) Online Reputation Lesson 3 (Y2) Health, Well-Being & Lifestyle Lessons 1-2 (Y2)</p>	<p>2.4.1 - Good Secrets and Bad Secrets (1f, 5a, 5b, 5e) The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them; How to resist pressure when feeling unsafe. Privacy & Security Lessons 1-3 (Y1) Privacy & Security Lessons 1-4 (Y2)</p> <p>2.4.2 - Physical Contact (h, 5a, 5b, 5c, 5e, 5g) KD6 To know that they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. Online Relationships Lessons 3-5 (Y2)</p> <p>2.4.3 Harmful Substances (10a, 9c) Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>2.4.4 - Can You Help Me? Part 1 (8d, 12a) They should call 999 in an emergency and ask for ambulance, police and/or fire brigade If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</p> <p>2.4.4 - Can You Help Me? Part 2 (11f, 12b) Some basic principles of First Aid If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</p>	<p>3.1.1 - Three in One (3e) That God is love: Father, Son and Holy Spirit That being made in his image means being called to be loved and to love others</p> <p>3.1.2 - Who is my Neighbour? (3e, 3a) To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus’ teaching on who is my neighbour.</p> <p>3.2.1 - The Communities We Live In (3e, 3a) That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p> <p>3.2.2 - Who Will I Be? About some different types of jobs in the community About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls Work is a part of our purpose (vocation) God has given us all strengths, gifts and talents to do His work</p> <p>3.2.3 - Needs and Wants That money is valuable and is used as an exchange for needs and wants. That wants and needs are different. About spending and saving choices. That God’s love and the love we share with others is more valuable than anything.</p>

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(DfE refs.)	Anti-discrimination	Module 1 Units 1 & 2 - Me, My Body, My Health	Module 1 Units 3 & 4 - Emotional Wellbeing & Life Cycles	Module 2 Units 1, 2 & 3 - Personal Relationships & Life Online	Module 2 Unit 4 – Keeping Safe	Module 3 Units 1 & 2 – Living in the Wider World
LKS2	Year 3: LKS2 Introduction to anti-discrimination Year 4: LKS2 Introduction to anti-discrimination	<p>1.1.1 - "Get Up!" We are created individually by God who is Love, designed in His own image and likeness; God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation); Every human life is precious from the beginning of life (conception) to natural death; Personal and communal prayer and worship are necessary ways of growing in our relationship with God; In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience.</p> <p>1.1.2 - The Sacraments That in Baptism God makes us His adopted children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p> <p>1.2.1 - We Don't Have To Be The Same (3d, 3a, 3e) Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).</p> <p>1.2.2 - Respecting Our Bodies (5c, 11c, 11b, 11d, 11e, 9a, 9b, 9c, 8a, 8b, 8c, 8d, 7b) About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</p> <p>1.2.3 - What is Puberty? (13a, 13b) KD2 Y4 Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies.</p> <p>1.2.4 - Changing Bodies (13a, 13b) KD2 Y4 Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.</p> <p>1.2.5 - Discussion Groups (13a, 13b) KD2 Y4</p>	<p>1.3.1 - What Am I Feeling? (6a, 6b, 6c, 6e, 6f, 6g, 6i, 6j) That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).</p> <p>1.3.2 - What Am I Looking At? (7f, 3g) To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>1.3.3 - I Am Thankful! (3b, 3c, 6d, 6f) Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p> <p>1.4.1 - Life Cycles – KD3 (Y4) That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</p> <p>1.4.2 - A Time for Everything What 'death' means About some feelings often connected with grief What the Christian faith says about death and eternal life Some ways to support themselves and others when they are grieving</p> <p>1.4.3 - Big Changes, Little Changes Understand that change is a part of life and that there are different kinds of change. Learn about some feelings often associated with change. Know that God is always with us as we change and grow. Learn coping strategies to support themselves and others.</p>	<p>2.1.1 - Jesus, My Friend (2d) That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p> <p>2.2.1 - Friends, Family and Others... (1a, 1b, 1c, 1d, 2a, 2b, 2c) Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'. Online Relationships Lessons 1-3 (Y3) Online relationships Lessons 1 & 2 (Y4)</p> <p>2.2.2 - When Things Feel Bad (3f, 2e, 1f, 6h, 5h) Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. Online Relationships 4-6 (Y3) Online Bullying Lessons 1 & 2 (Y3) Online Relationships Lesson 3 (Y4) Online Bullying Lessons 1-3 (Y4)</p> <p>2.3.1 - Sharing Online (4b, 4c, 4e, 7a, 7c, 7e) To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages. Self-Image & Identity Lessons 1-3 (Y3) Online Reputation Lessons 1-3 (Y3) Health, Well-Being & Lifestyle Lesson 1 & 2 (Y3) Self-Image & Identity Lessons 1-3 (Y4) Online Reputation Lessons 1 & 2 (Y4) Health, Well-Being & Lifestyle Lessons 1 & 2 (Y4)</p> <p>2.3.2 - Chatting Online (4a, 4c, 4d, 5a, 5f, 7e, 7g) How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages. Privacy & Security Lessons 1-3 (Y3) Privacy & Security Lessons 1-4 (Y4)</p>	<p>2.4.1 - Safe in My Body (5b, 5d, 2e, 5e, 5g, 7g) KD6 To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.</p> <p>2.4.2 - Drugs, Alcohol and Tobacco (10a, 11f) Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>2.4.3 - First Aid Heroes (12a, 12b) In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.</p> <p>2.4.4 - Rights and Responsibilities It is our responsibility to follow the rules at home, school and in our country. Some of our rules and laws are based on our rights. Rights protect us and ensure everyone is treated equally. Rules and rights are based on our values as a community. Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God.</p>	<p>3.1.1 - A Community of Love God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity.</p> <p>3.1.2 - What is the Church? (6e) That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises of home, school and parish (which is part of the diocese).</p> <p>3.2.1 - How Do I Love Others? (3e) To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.</p> <p>3.2.2 - Working Together Know that there are many different jobs and types of work. Understand some of the factors that influence people's choice of work. Explore their own interests, skills and gifts in relation to their job aspirations. Know that God calls us to work together to share His love and care for each other and the world.</p> <p>3.2.3 - Money Matters All forms of money have advantages and disadvantages. Our attitude to money and choices about spending, saving and giving impacts on ourselves and others. Budgeting helps to keep track of spending and saving. Our faith guides our values and reminds us of the importance of love for God and others.</p>

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UKS2	<p>Year 5:</p> <p>UKS2 introduction to anti-discrimination</p> <p>UKS2 anti-sexism lessons</p> <p>Year 6:</p> <p>UKS2 introduction to anti-discrimination</p> <p>UKS2 ableism – how can I be a great citizen?</p>	<p>1.1.1. - Calming the Storm (3e, 13a) We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it!</p> <p>1.2.1 - Gifts and Talents (2b, 2c, 3a, 3d) Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).</p> <p>1.2.2 - Girls' Bodies (6c, 13a) That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.</p> <p>1.2.3 - Boys' Bodies (6c, 13a, 1d) That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.</p> <p>1.2.4 - Spots & Sleep (7b, 11c, 8a, 8c, 8d, 9a, 9b, 9c, 11b, 11d, 11e) How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>	<p>1.3.1 - Body Image (2e, 3d, 3g, 8b, 6c) To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>1.3.2 - Peculiar Feelings (2d, 3b, 3c, 6a, 6b, 6c, 6d) To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p>1.3.3 - Emotional Changes (1f, 2a, 6a, 6b, 6g, 6i, 6j) Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</p> <p>1.3.4 - Seeing Stuff Online (1a, 7f, 7g) KD4 The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images</p> <p>1.4.1 - Making Babies (Part One) (1b) How a baby grows and develops in its mother's womb.</p> <p>1.4.2 - Making Babies (Part Two) (1e) KD5 Y6 Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage.</p> <p>1.4.3 – Menstruation (13b) About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation.</p> <p>1.4.4 - Hope in Death What 'death' means About some feelings often connected with grief What the Christian faith says about death and eternal life Some ways to support themselves and others when they are grieving</p> <p>1.4.5 - Coping with Change That there are many emotions and feelings connected with change. That gratitude and positivity help build resilience. Coping strategies to manage changes. That God is always with them.</p>	<p>2.1.1 - Is God Calling You? (3e) To know that God calls us to love others. To know ways in which we can participate in God’s call to us.</p> <p>2.2.1 - Under Pressure (3e, 6e, 6f) Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure. Health, Well-Being & Lifestyle Lessons 1-4 (Y6)</p> <p>2.2.2 - Do You Want a Piece of Cake? (3e, 3h) Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.</p> <p>2.2.3 - Self-Talk (6f, 2a, 3e, 6i, 6j) Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships</p> <p>2.2.4 - Build Others Up KD7 (Y6) About prejudice, bullying and discrimination: what they mean and how to challenge them. About protected characteristics from the Equality Act 2010 such as race, age and disability. That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</p> <p>2.3.1 - Sharing Isn't Always Caring (4c, 4e, 7a, 7c, 7f) To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages. Self-Image & Identity Lesson 1 & 2 (Y5) Online Relationships Lessons 1-5 (Y5) Online Reputation Lesson 1 & 2 (Y5) Health, well-Being & Lifestyle Lesson 1-4 (Y5) Privacy & Security Lessons 1-3 (Y5) Self-Image & Identity Lessons 1-3 (Y6) Online Relationships Lessons 1-4 (Y6) Online Reputation Lesson 1 & 2 (Y6) Privacy & Security Lessons 1-6 (Y6)</p> <p>2.3.2 – Cyberbullying (3f, 4a, 4b, 4d, 5a, 5d, 6h, 7e) What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying. Online Bullying Lesson 1-6 (Y5) Online Bullying Lesson 1 & 2 (Y6)</p>	<p>2.4.1 - Types of Abuse (5a-h) KD6 To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> <p>2.4.2 - Impacted Lifestyles (8a, 9c, 10a, 11f, 11e) Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Learn how to make good choices about substances that will have a positive impact on their health. Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>2.4.3 - Making Good Choices (3h, 5c, 10a) Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</p> <p>2.4.4 - Giving Assistance (3a, 12a, 12b) The recovery position can be used when a person is unconscious but breathing. DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</p>	<p>3.1.1 - The Trinity Children will know that God is Trinity - a community of persons; Children will know that the Church is the Body of Christ.</p> <p>3.1.2 - Catholic Social Teaching (3e) Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p> <p>3.2.1 - Reaching Out (3e) Pupils will learn to apply the principles of Catholic Social Teaching to current issues; Pupils will find ways in which they can spread God’s love in their community.</p> <p>3.2.2 -The World of Work Learn about the process of getting a job and consider factors that influence job choices. Understand how stereotyping can affect work aspirations and learn to challenge such attitudes. Consider jobs in different sectors, learning pathways to work and their own job aspirations.</p> <p>3.2.3 Money and Me There are a wide variety of payment options. The importance of budgeting and tracking spending and saving. About the hierarchy of needs and other influences on spending choices. Some people have more money than others. God asks us to be good stewards of our money and resources.</p>

Religious Education, Catholic Life and Catholic Social Teaching

Religious Education and Catholic Life are the foundation for everything we do at St. Mary's. Our school mission statement is 'Journeying in the light of Christ, together we live and learn.' This mission statement influences all the work of our school and is most evident in the relationships that are present throughout our school.

Religious Education is an essential part of increasing our pupils' awareness of diversity, tolerance and understanding about life in modern Britain. Other religions studied reflect those found in the local community, and across Sheffield. All classes visit a place of worship to enhance their understanding, or host a visitor, to allow for an exchange with members of each faith studied.

We have a focus on 'Virtues to Live By' throughout the year. These ensure children are given opportunities to experience a positive and purposeful ethos providing a sense of belonging to their school community, to appreciate the connection between biblical and practical wisdom and living, and 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.

Weekly collective worship focuses on the message of the gospel from the previous Sunday. To enable pupils to live out the gospel message in their everyday life a going forth mission is shared with the children and parents via the newsletter.

Catholic Social Teaching is rooted in Scripture, formed by the wisdom of Church leaders, and influenced by grassroots movements. It is our moral compass, guiding us on how to live out our faith in the world. A weekly assembly focuses on supporting pupils' personal development with a direct link to a Catholic Social Teaching principle. To enable pupils to live out CST principles in their everyday life a going forth mission is shared with the children and parents via the newsletter.

Catholic Social Teaching also underpins our whole curriculum delivery with principles mapped termly in each year group.

Throughout the year, a programme of events and opportunities are planned, delivered and facilitated to support the Catholic Life of the school for pupils, parents and staff alike – see the table below for details.

Physical Education

The curriculum covers a broad range of physical activities with particular focus on fundamental skill development. Pupils receive two physical education lessons each week – see curriculum map for termly details for each year group. Primary PE Planning is the scheme used to deliver the curriculum.




























To enhance the delivery of the curriculum, sports coaches are sometimes used. For example, the tennis curriculum being delivered by coaches at the local Tennis Club.

Break times and lunchtimes provide additional opportunities for pupils to take part in 30 minutes of additional daily activity.

Pupils with an aptitude or interest in particular sports are signposted to take part in competition or further opportunities for development outside of school.
















There are a host of active opportunities available to pupils including extra-curricular clubs, competitions and experience events.



































We balance honing pupils' talents in competitions with ensuring equality of access for all pupils by tracking pupil participation in competitions and events.

History	Y1	Y2	Y3	Y4	Y5	Y6
Title	Local history – changes in the last 100 years	Little people, big dreams	The Power of Change	Settlements	Conflict and Invasion	Legacy
Catholic Social Teaching	Solidarity Human Dignity Option for the poor	Solidarity Human Dignity Participation	Solidarity The Common Good	Solidarity Human Dignity The Common Good Stewardship	Human Dignity The Common Good Promoting Peace	Solidarity Participation The Common Good
British Values	 Democracy  Rule of Law  Mutual Respect	 Democracy  Rule of Law  Mutual Respect  Tolerance  Individual Liberty	 Democracy  Rule of Law  Mutual Respect  Individual Liberty	 Democracy  Rule of Law  Mutual Respect  Tolerance  Individual Liberty	 Democracy  Rule of Law  Mutual Respect  Tolerance  Individual Liberty	 Democracy  Rule of Law  Mutual Respect  Tolerance  Individual Liberty
St. Mary's Experiences	Create a time capsule	Become an author Campaign on an issue Meet your local MP / councillor	Visit a Museum	N/A	Visit the local war memorial	N/A
Visits & Visitors	Parents / grandparents / great grandparents (Victorian School Day)	N/A	Kelham Island	Weston Park – Stone Age workshop	Royal Armouries Museum A member of the armed forces	Weston Park – Egyptians Workshop
Careers / preparation for adulthood	<ul style="list-style-type: none"> • Journalist • Historian • Photographer • Archaeologist • Museum • Librarian • Toy • Designer • Teacher • Builder • Architect • Film Maker • Author 	<ul style="list-style-type: none"> • Nurse • Doctor • Paramedic • Someone who works in a hospital • Charity worker who helps others • Ship captain • Marine engineer (someone who helps build ships) • Coastguard • Politician • Lawyer • Journalist • Campaigner • Human rights lawyer • Community leader • Police officer • Judge 	<ul style="list-style-type: none"> • Metallurgist / Materials Scientist • Steelworker / Factory Worker • Mechanical Engineer / Industrial Engineer • Inventor / Research Scientist • Chemist • Civil Engineer / Transport Planner • Logistics Specialist 	<ul style="list-style-type: none"> • Archaeologist • Historian • Museum Curator • Geologist • Conservation Scientist / Heritage Conservator • Teacher 	<ul style="list-style-type: none"> • Archaeologist • Historian • Museum Worker • Journalist • Author • Film Writer • Game Designer 	<ul style="list-style-type: none"> • Archaeologist • Museum Worker • Architect • Forensic Scientist • Historian • Politician • Lawyer • Actor • Sports Coach • Philosopher or • Mathematician • Computer Programmer • Doctor • Scientist • Librarian

Key people	<ul style="list-style-type: none"> • Queen Victoria 	<ul style="list-style-type: none"> • Florence Nightingale • Mary Seacole • Emmeline Pankhurst • Guy Bailey • Ross Parks 	<ul style="list-style-type: none"> • Benjamin Huntsman • Henry Bessemer • Harry Brearley • Women of Steel 	<ul style="list-style-type: none"> • Romulus • Julius Caesar • Emperor Claudius • Boudicca • Hadrian • Jesus of Nazareth 	<ul style="list-style-type: none"> • Honorius • Hengist Horsa • Ragnar Lothbrok • Guthrum • Alfred the Great • Edward the Confessor • Harold Godwinson • Harald Hardrada • William the Conqueror • Symeon of Durham • Franz Ferdinand • Kaiser Wilhelm II • King George V • Tsar Nicholas II • David Lloyd George Minister • Adolf Hitler • Winston Churchill • Franklin D. Roosevelt • Joseph Stalin • Benito Mussolini 	<ul style="list-style-type: none"> • Narmer • Tutankhamun • Cleopatra • Howard Carter • Alexander the Great • Socrates • Al-Khwarizmi • Harun al-Rashid • Hulagu Khan
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Geography	Y1	Y2	Y3	Y4	Y5	Y6
Title	The United Kingdom and Our Local Area	The World	Mountains and Volcanoes	Rivers and Oceans	Biomes, Environments and Climate Change	Natural Disasters
Catholic Social Teaching	Solidarity Stewardship	Solidarity Stewardship	Solidarity Stewardship	Solidarity Stewardship	Solidarity Stewardship	Solidarity Stewardship Option for the poor
British Values	Mutual Respect Tolerance Democracy	Mutual Respect Tolerance Individual Liberty Rule of Law	Democracy Individual Liberty Rule of Law	Mutual Respect Rule of Law	Mutual Respect Individual liberty Rule of Law	Mutual Respect Rule of Law
St. Mary's Experiences	Visit a local park Woodland Walk	N/A	N/A	N/A	Build a den and Do litter pick	N/A
Visits & Visitors	Local Walk	N/A	Magna – Volcano Workshop	N/A	Ecclesall Woods	N/A
Careers/preparation for adulthood	<ul style="list-style-type: none"> Map Maker (Cartographer) Digital Map Designer (GIS specialist) Town Planner Geographer Journalist Teacher Weather Forecaster (Meteorologist) Water Scientist (Hydrologist) Weather Presenter Farmer Logistics Coordinator Surveyor Tour Guide 	<ul style="list-style-type: none"> Map Maker (Cartographer) Digital Map Designer (GIS specialist) Town Planner Geographer Journalist Teacher Weather Forecaster (Meteorologist) Water Scientist (Hydrologist) Climate Scientist Volcano Scientist (Geologist) Pilot Ship Captain Travel Agent Aid Worker 	<ul style="list-style-type: none"> Map Maker (Cartographer) Volcanologist / Geologist Earthquake Scientist (Seismologist) Emergency Planner Environmental Scientist 	<ul style="list-style-type: none"> Map Maker (Cartographer) River Scientist (Freshwater Ecologist) Environmental Engineer Marine Biologist Environmental Scientist 	<ul style="list-style-type: none"> Map Maker (Cartographer) Geographer Weather Forecaster (Meteorologist) Climate Scientist (Climatologist) Environmental Consultant / Sustainability Specialist Environmental Engineer Marine Biologist Environmental Scientist Conservation Scientist / Wildlife Conservationist 	<ul style="list-style-type: none"> Map Maker (Cartographer) Urban Planner Geographer Civil or Structural Engineer Meteorologist / Climatologist Environmental Consultant Volcanologist / Seismologist Emergency Planner Humanitarian Aid Worker
Key people	Ebenezer Howard	Christopher Columbus Roald Amundsen Ferdinand Magellan Zheng He	Marie Tharp Alfred Wegener Katia Krafft & Maurice Krafft Haraldur Sigurdsson David A. Johnston Clive Oppenheimer	David Attenborough Wangari Maathai Rachel Carson John Snow Jacques Cousteau Sylvia Earle Boyan Slat Severn Cullis-Suzuki WWF / Marine Conservation United Nations Environment Programme (UNEP)	David Attenborough Wangari Maathai Rachel Carson E.O. Wilson Wladimir Köppen Frederic Clements & Henry Gleason James Hansen Jane Goodall	Marie Tharp John Snow Alfred Wegener Kiyoo Mogi Hitoshi Tamura William Gray Syukuro Manabe Charles Richter

Art	Y1	Y2	Y3	Y4	Y5	Y6
Title	Where the Wild Things Are	That's the Way to Do It	City Life	There Is No Plan B	Viewing Space	This Is Me
Catholic Social Teaching	Stewardship	Solidarity Participation	Solidarity Human Dignity Option for the Poor	Stewardship	Participation Human Dignity	Solidarity Human Dignity
British Values	 Mutual Respect  Tolerance  Individual Liberty	 Mutual Respect  Tolerance  Individual Liberty	 Rule of Law  Tolerance  Individual Liberty	 Rule of Law  Mutual Respect	 Mutual Respect  Individual Liberty	 Mutual Respect  Individual Liberty
St. Mary's Experiences	N/A	Sew a gift	Go on a tram	N/A	Make a film and have a premiere	N/A
Visits & Visitors	Yorkshire Sculpture Park	Seaside	City Art Trail, Lowry Museum or Jo Peel visit	N/A	Animation Workshop	Yorkshire Sculptor Park or Hepworth Gallery
Careers/preparation for adulthood	Art Historian / Curator Museum or Gallery Educator Art Critic / Writer Illustrator Printmaker Painter / Artist Textile Designer Children's Book Illustrator	Art Historian / Curator Illustrator Community artist Painter / Artist Textile Designer Costume designer Set designer Puppet maker	Fine artist Illustrator Animator Architect	Art Historian / Curator Fine artist Painter Sculptor Illustrator	Fine artist Illustrator Animator Graphic designer Game designer	Art Historian / Curator Museum or Gallery Educator Art Critic / Writer Sculptor Set Designer / Prop Maker Illustrator Ceramicist / Potter
Key people	Kandinsky Franz Marc Maurice Sendank Walt Disney Colin Self Jean-Jacques Rousseau Jacques-Laurent Agasse	David Hockney Frida Kahlo Paul Hoggard and Remy Geerts Hurvin Anderson	Pete McKee LS Lowry Jo Peel	Monet Zaria Forman Carolyn Saxby Hockney Leonardo Da Vinci Rosie Leventon	Miro Warhol Kusama Méliès	Henry Moore Barbara Hepworth Mark Rothko Picasso

Music	Y1	Y2	Y3	Y4	Y5	Y6
Title	Where the Wild Things Are	That's the Way to Do It	City Life	There Is No Plan B	Viewing Space	This Is Me
Catholic Social Teaching	Participation Stewardship	Participation Solidarity	Participation Subsidiarity	Participation Stewardship The Common Good	Participation Promoting Peace	Participation Human Dignity
British Values	 Democracy  Rule of Law  Mutual Respect  Tolerance  Individual Liberty	 Democracy  Rule of Law  Mutual Respect  Tolerance  Individual Liberty	 Democracy  Rule of Law  Mutual Respect  Tolerance  Individual Liberty	 Democracy  Rule of Law  Mutual Respect  Tolerance  Individual Liberty	 Democracy  Rule of Law  Mutual Respect  Tolerance  Individual Liberty	 Democracy  Rule of Law  Mutual Respect  Tolerance  Individual Liberty
St. Mary's Experiences	N/A	Play an instrument	N/A	Play an instrument	Make a film and have a premiere	Stage a play Play an instrument
Visits & Visitors	N/A	N/A	N/A	N/A	Animation Workshop	N/A
Careers/preparation for adulthood	 Listening & Talking About Music <ul style="list-style-type: none"> • Music journalist • Music producer • Radio presenter • Teacher  Singing with Confidence <ul style="list-style-type: none"> • Professional singer • Musical theatre performer • Choir leader • Voice coach  Playing Instruments <ul style="list-style-type: none"> • Orchestral musician • Band member • Music therapist • Film and TV musician  Composing & Writing Music <ul style="list-style-type: none"> • Composer • Songwriter • Film or game music composer 					
Key people	Benj Pasek, Justin Paul, and Ryan Lewis Camille Saint-Saëns Daniella Mercury	Michael Giacchino	N/A	Stomp - Steve McNicholas and Luke Cresswell	Georges Méliès John Barry John Murphy Mark Mothersbaugh Gustav Holst	Seikilos Paul Simon Art Garfunkel John Lennon Avicii R.E.M.



Personal Development at St. Mary's School

The Wider Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Catholic Life	<p>New Year Mass</p> <p>Welcome Liturgy</p> <p>Harvest – collection for Cafod & donations for the High Green</p> <p>Food Bank</p> <p>Trust Mass</p> <p>Feast Day of Saint Terese of Lisieux – celebrating Ordinary Time – doing the little things well</p> <p>Children’s mass in the parish</p> <p>Y2 Celebration of the Word – Class Saint</p> <p>Y6 Celebration of the Word – Class Saint</p> <p>Y5 Celebration of the Word – Class Saint</p> <p>Our Lady of the Rosary Mass</p>	<p>All Saints</p> <p>Red Wednesday</p> <p>Blessing of the Advent Wreaths</p> <p>Chrstingle</p> <p>Crib Making</p> <p>Festival of Cribs to support the Bethlehem Hospice</p> <p>Reconciliation</p> <p>Travelling Carols</p> <p>YR Class Saint</p> <p>Nativities</p> <p>Candlelit Carols</p>	<p>Epiphany Mass</p> <p>Candlemas Service</p>	<p>Class Lent Prayers with parents</p> <p>Lent Mass</p> <p>Good Shepherd events to raise money for Caritas</p> <p>Reconciliation</p> <p>Y4 Celebration of the Word</p> <p>Lent</p> <p>Y1 Celebration of the Word</p> <p>Lent</p> <p>Y5 Celebration of the Word</p> <p>Lent</p> <p>KS2 Stations of the Cross Input</p> <p>YR & Y1 Palm Sunday</p> <p>Presentation</p> <p>Y2 Last Supper Presentation</p> <p>Y3/Y4 Stations of the Cross - 1</p> <p>Y5/Y6 Stations of the Cross - 2</p> <p>Maundy Thursday Service</p>	<p>Easter Rocks</p> <p>Easter Mass</p>	<p>Pentecost Celebration</p> <p>First Holy Communion</p> <p>YR Celebration of the Word</p> <p>Y3 Celebration of the Word – Class Saint</p> <p>Leavers Mass</p>
Virtues to Live by	<p>Love of Learning</p> <p>Love of Neighbour</p>	<p>Perseverance & Resilience</p> <p>Patience</p>	<p>Respect & Courtesy</p> <p>Forgiveness</p>	<p>Charity</p>	<p>Belief</p> <p>Honesty</p>	<p>Kindness</p>
Catholic Social Teaching Assemblies	<p>School rules</p> <p>International Day of Democracy</p> <p>International Day of Peace</p> <p>International Day of Older Persons</p> <p>Black History Month</p> <p>World Mental Health Day</p> <p>School value of faith - diversity, tolerance, respect, spirituality and forgiveness</p>	<p>Faith in Yourself</p> <p>Remembrance</p> <p>Anti-bullying + International Day for Tolerance</p> <p>School value of pride - community, participation, celebration, environment, self-esteem and self-worth</p> <p>International day of people with disabilities</p> <p>Human Rights Day</p> <p>International Migrants Day</p> <p>International Human Solidarity</p>	<p>Braille Day</p> <p>Martin Luther King Day</p> <p>Holocaust Memorial Day</p> <p>Friendship</p> <p>Safer Internet Day – link to Children’s mental Health Week</p>	<p>Fairtrade / World Day of Social Justice</p> <p>Zero Discrimination Day</p> <p>International Women’s Day</p> <p>School value of success - high expectations, inclusion, collaboration and aspirations</p> <p>World Water Day</p> <p>Autism Awareness Day – link to AUDHD project</p>	<p>Gender stereotypes</p> <p>Growth Mindset</p> <p>Racism</p> <p>International Day of Families</p> <p>World Bee Day</p>	<p>World Environment Day / World Oceans Day</p> <p>Equality and Equity</p> <p>World Refugee Day</p> <p>Gypsy, Roma and Traveller History Month</p> <p>Poverty</p> <p>Summer safety e.g. Sun safety, beach safety, water safety in preparation for holidays</p> <p>Transition and changes and coping with these</p>
Special Days / Event	<p>International Day of Democracy – School Council Elections</p> <p>Feast of Saint Vincent de Paul – Mini Vinnie appointments</p>	<p>Odd socks day to mark the start of anti-bullying week</p> <p>Reading morning – promotion of books with an anti-bullying focus</p> <p>Remembrance Day Service</p>	<p>Holocaust Memorial Day</p> <p>PJ Day with bedtime stories to mark National Story Telling Week</p> <p>Reading morning – promotion of year group specific books to know well</p>	<p>World Book Day</p> <p>Reading morning – promotion of staff’s favourite books</p> <p>Celebration of our Mothers</p> <p>World Poetry Day – class recitals</p> <p>World Maths Day</p>	<p>Team event – sports day</p>	<p>Celebration of our Fathers</p> <p>Transition Events</p>

	International Day of Older Persons – celebrating our grandparents National Poetry Day – class recitals Black History Month Team Event – Harvest World Teacher’s Day – celebrating the contribution of our teachers	Stars in our School – celebrating the contribution of our support staff	Team event – stories Safer Internet Day – live lesson Children’s Mental Health Week			
St. Mary’s Super 60	3. Visit a Library (YR) 5. Go on a bus (YR) 4. Play in the mud (YR) 8. Create a time capsule (Y1) 11. Meet your local MP / councillor (Y2) 12. Campaign about an issue (Y2) 22. Fundraise - Harvest 23. Take part in a poetry recital 24. Vote in an election – School Council 25. Have a picnic – with grandparents 26. Visit the Catholic Church (YR) 42. Visit a cathedral (Y5) 43. Go on a train (Y5) 44. Listen to a motivational speaker (Y6) 45. Give a speech – for election to key roles (Y6) 46. Listen to a range of music – Musician of the Month 47. Take on a role in school – class jobs 53. Represent school at sport	1. Post a Letter (YR) 13. Become an author (Y2) 27. Visit other Christian churches - Methodist (Y2) 14. Visit a museum (Y3 – Y6) 17. Visit the local war memorial (Y5) 60. Learn to cross a road safely (Y5) 48. Have work displayed in the local community – remembrance display at the funeral directors (Y5) 30. Visit the graveyard – All Saints / All Souls 31. Perform to an audience 32. Sing as part of a choir 33. Play in the snow 46. Listen to a range of music – Musician of the Month 47. Take on a role in school – class jobs 52. Go to the theatre (YR, Y1 or Y2) 53. Represent school at sport 56. Make some money – Christmas Fair 57. Visit a nursing home (Y4) 59. Spend some money (Y4)	7. Woodland Walk (Y1) 6. Visit a Local Park (Y1) 28. Visit a synagogue – (Y3/Y4) 29. Visit a mosque – (Y3/Y4) 46. Listen to a range of music – Musician of the Month 47. Take on a role in school – class jobs 53. Represent school at sport 34. Play a musical instrument (Y2 & Y4)	27. Visit other Christian churches – C of E (Y1) 31. Perform to an audience 32. Sing as part of a choir 22. Fundraise – Good Shepherd 56. Make some money – Good Shepherd 23. Take part in a poetry recital 18. Do a litter pick (Y4) 19. Build a den – Ecclesall Woods (Y5) 39. Go on a residential (Y6) 40. Take part in adventurous activities (Y6) 41. Toast marshmallows over a campfire (Y6) 46. Listen to a range of music – Musician of the Month 47. Take on a role in school – class jobs 53. Represent school at sport 58. See some wild animals (Y2)	2. Look after an animal (YR) 15. Visit an art gallery (Y3) 16. Go on a tram (Y3) 36. Ride a bike safely on the road (Y6) 46. Listen to a range of music – Musician of the Month 47. Take on a role in school – class jobs 50. Launch a rocket (Y5) 51. Learn First Aid (Y5 & Y6) 53. Represent school at sport 54. Grow and eat your own food (Y3) 55. Make a meal (Y3) 34. Play a musical instrument (YR)	21. Put on a play (Y6) 20. Make a film and have a premiere (Y5) 10. Sew a gift (Y2) 9. Go to the beach (Y2) 35. Swim 25m (Y5) 37. Attend a retreat (Y6) 38. Go on a Pilgrimage (Y5) 46. Listen to a range of music – Musician of the Month 47. Take on a role in school – class jobs 49. Explore the night sky (Y6) 53. Represent school at sport 56. Make some money – Summer Fair
Sport in School	WOW launch assembly Cross Country Y5/6 Football Tournament - Boys Y5/6 Football Tournament – Girls Y2 Football Tournament	Y4 Basketball Y5/Y6 Sports Hall Athletics Santa Dash YR/Y1 Balance Bike Training	Assembly by Sheffield Steel Dogs player Assembly re. school swimming Y5/Y6 Handball Y4 Skipping Workshop	Panathlon Event Y1 Gymnastics Festival	Walk to School Week Sports Day	Y4 Skipping Festival Golf Day Tennis day Y6 Partnership Games
Music in School	Choir Performance at Trust Mass	Carols at the Care Home	High School the Musical at Ecclesfield Secondary Young Voices Trust Choir		Barnsley Youth Choir Singing Workshops	World Music Day St. Mary’s Musician of the Year



Personal Development at St. Mary's School

Mental Health & Wellbeing



Mental Health & Wellbeing Support

The school prides itself on being like a family. We recognise that we are all different but bound together by love, and that we have good and bad times, but together and with support we get through them.

There is daily meet and greet for pupils and families both at the school gate and classroom doors to provide a warm welcome and support as needed to ensure a smooth start to the school day.

Zones of Regulation are used for pupils to convey their emotions and any concerns they may have.

Consistent routines are used across school to build predictability and create structure for pupils. The structure of the day is communicated to pupils via the use of a visual timetable.

All pupils have access to emotionally available adults. At the beginning of each school year the children pick three members of staff to be their key workers. These are people the children trust and go to if they have a problem. Staff are made aware of who they are a key worker for so they can build on and strengthen their relationships with these pupils.

All staff have been trained in Trauma Informed Practice, the learning mentor is ELSA trained and the SENCO is the school's senior mental health lead.

Trauma-informed practice is an approach to health and care interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development. At St. Mary's, staff are aware of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships. Trauma-informed practice acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What does this person need?' rather than 'What is wrong with this person?'.

Pastoral Support

Wellbeing interventions provide pastoral support. These include:

- Zones of Regulation
- Lego Therapy
- Talkabout
- Rainbows
- Mighty Minds
- Drawing & Talking Therapy
- 5 Point Scale
- Comic Strip Therapy
- Trauma Informed Practice

All interventions are recorded through the provision map and progress is measured through pupils' support plans or Motional.

Families who require support are offered a FIS (Family Intervention Support) advice session, which can lead to additional support being put in place for the family.

Behaviour

Pupils at St. Mary's are encouraged to make good choices, build positive relationships and accept responsibility for their behaviour. Encouragement, praise and rewards underpin our three school rules (ready, respectful, safe) and pupils are taught how to develop as responsible members of society.

Acknowledging good behaviour encourages repetition and communicates everyone's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff members to reinforce the school's culture and ethos. Rewards are applied clearly and fairly and these reinforce the expectations, routines and the school's behaviour culture. Positive behaviour is acknowledged as a whole school during celebration assembly, shared on the newsletter and tracked via CPOMS.

As a school we aim to respond predictably, promptly and assertively to any misbehaviour. We recognise that sanctions may not make an impact immediately but these are a deterrent. De-escalation techniques are deployed to maintain a calm and positive school culture and prevent further behaviour issues arising.

At St. Mary's, we encourage pupils to take responsibility for their actions and learn from these experiences. Reflection and restorative conversations support this process and focus on the root of the problem by talking with those involved. Restorative conversations allow everyone's voices to be heard and valued, but do not replace logical consequences.

Transition

Our SEND and pastoral teams, alongside the class teachers, work hard to ensure effective support is in place for pupils transitioning to the next stage of their education. All pupils engage in the transition activities provided.

Pupils transitioning to secondary education, attend transition visits to their new school. Our most vulnerable pupils receive additional transition visits. In addition to visits, taster lessons where pupils have the opportunity to ask questions of secondary school staff are also facilitated.

Pupils leaving St. Mary's in Y6 have the opportunity to complete an exit questionnaire, which is used to identify improvements to the transition offer as well as school more broadly. All Y6 pupils participate in transition lessons in class. This provides pupils with the opportunity to explore any anxieties they may have towards transition and learn coping strategies. A transition workshop is also arranged for parents.

All pupils starting YR receive a New Starter Book, which parents/carers can use at home to introduce their child to the staff working at St. Mary's, as well as information about the routines. Children with identified needs or vulnerabilities receive an observation visit at their current setting ahead of transition to YR. This visit enables St. Mary's staff the opportunity to better assess the needs of pupils joining the school. There is a comprehensive induction programme for new starters in YR including a number of visits, transition days and home visits.



Personal Development at St. Mary's School

Safeguarding



Safeguarding Team

Alexandra Healy - Designated Safeguarding Lead supported by Amanda Waind & Rebecca Gillies - Deputy Designated Safeguarding Leads.

The work of the safeguarding team is scrutinised by the Chair of Governors and Safeguarding Governor James Bailey, as well as by the Trust's Peer Safeguarding Review process.

As part of the Trust, the DSL attends half termly Safeguarding meetings in order to liaise with colleagues across the Trust, as well as provide opportunities for the CEO to share important updates, training and information, including updates from the Sheffield Safeguarding Hub.

A half termly Safeguarding team meeting takes place to share key information relating to Safeguarding issues in school, along with attendance information. The team also completes a Safeguarding and Inclusion report termly, which is shared with the Local Academy Committee, CEO and Trustees.

Briefings & CPD

All staff working in school receive regular safeguarding updates from the DSL. These include updates to national guidance as well as information pertinent to the local area e.g. such as those issued by the police or from the secondary schools in the area. All staff working in school attend safeguarding training in line with statutory guidance, and receive annual updates regarding Keeping Children Safe in Education. All members on the safeguarding team attend training annually. Governors undertake Safeguarding training and have an annual minuted discussion about the training received. Members of the safeguarding team have attended Safer Recruitment training, as well as governors; they have a clear understanding of the processes for recruitment which are rigorously followed. All staff working in school attend annual Prevent training, in line with statutory guidance.

Attendance

Attendance is monitored by a team of staff including teachers, admin staff, school leadership, and the Learning Mentor.

Attendance data is rigorously tracked and analysed at both pupil and group level. Targeted early intervention and support is available to all pupils, with a clear focus on those that are disadvantaged. Clear and robust procedures are in place for day-to-day management of attendance, including speaking with parents on the 1st and subsequent days of absences.

Weekly monitoring is carried out, with concern phone calls and/or letters being issued to those where a decline in attendance or lateness is identified. Where attendance has improved, and pupils have been removed from the monitoring list, this is acknowledged by communicating in person or by telephone with the parent and pupil.

There are also half-termly Attendance meetings held by the senior leadership team, which focus on whole school attendance targets, caseload and attendance data. Where pupil attendance is a concern and needs escalating, the Access and Inclusion Officer from the Local Authority provides additional support.



Personal Development at St. Mary's School

British Values



British Values

A weekly assembly (Picture News) focuses on supporting pupils' personal development by exploring current news stories through a big question with direct links to British Values and Protected Characteristics. To enable pupils to continue this conversation at home the story and big question is shared with the children and parents via the newsletter. British Values are also promoted in the ways explained below.

Democracy	Rule of Law	Respect and Tolerance	Individual Liberty
<p>All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.</p> <p>Children also have the opportunity to have their voices heard through pupil questionnaires and Pupil Voice sessions.</p> <p>The principle of democracy is explored in the curriculum as well as during assemblies and special days.</p> <p>The development of our Behaviour policy involved consultation with pupils.</p> <p>St. Mary's pupils have had active involvement in the selection processes of house captains, council members and in some cases appointment of staff.</p>	<p>We explore:</p> <ul style="list-style-type: none"> • Why we have rules and laws. • Protected characteristics. <p>Our three school rules are integral to our learning and ethos every day.</p> <p>School rules and expectations are clear, fair and regularly promoted.</p> <p>Pupils are always supported to distinguish right from wrong, in the classroom, during assemblies and on the playground.</p> <p>Pupils are encouraged to respect the law understanding that it used to protect us and keep us safe.</p> <p>Pupils are taught about religious laws through Religious Education lessons.</p> <p>The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff, parents and carers.</p>	<p>Respect and Tolerance is woven through the curriculum.</p> <p>In our curriculum, we explore:</p> <ul style="list-style-type: none"> • Prejudice and discrimination • Racism • What makes a community • Different beliefs and faiths • Conflict resolution • Inclusion • Disabilities Act <p>Pupils understand that we are all God's children and are made in His image and likeness, all of equal value.</p> <p>Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.</p> <p>Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.</p>	<p>We promote Individual Liberty through our curriculum. In our curriculum we learn about:</p> <ul style="list-style-type: none"> • Bullying, both on and offline • Different family and relationship models • Different beliefs and faiths • Human Rights Act <p>Individual Liberty is also woven through our Personal Development offer, for example anti-bullying learning, road safety, Remembrance Day and assemblies.</p> <p>Pupils are actively encouraged, and given the freedom to make choices.</p> <p>Pupils know it is their responsibility as children of God to look after and care for His creation.</p> <p>Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.</p> <p>Pupils have key roles and responsibilities in school.</p>



Personal Development at St. Mary's School



SMSC

Spiritual	Moral	Social	Cultural
<p>We encourage our pupils to appreciate the world around them with awe and wonder, to know that they are made in the image of God and to reflect on their own spiritual journey.</p> <p>Pupils are encouraged to pray, meditate, reflect and celebrate.</p> <p>We explore the beliefs and values of others people around the world, and we reflect on our own personal beliefs, values and identity.</p> <p>We explore human feelings and relationships with others.</p> <p>We understand our position as part of our worldwide community as people of faith.</p>	<p>We encourage our pupils to investigate and discuss ethical issues and debate different viewpoints and concepts.</p> <p>Through appreciating our school rules, we recognise right and wrong, and encourage our students to apply them.</p> <p>We encourage our pupils to understand the consequences of their actions, and encourage self-reflection and restorative conversations wherever possible.</p> <p>Our Virtues to Live By provide a framework to develop moral character including a focus on virtues such as Honesty, Love of Neighbour, Respect & Courtesy, Forgiveness, Charity and Kindness.</p>	<p>We provide opportunities for our pupils to develop personal qualities and social skills.</p> <p>We encourage our pupils to participate in extra-curricular activities, to cooperate and resolve conflict.</p> <p>Pupil leadership helps our pupils to understand how communities and societies function in modern Britain today. We debate and discuss current topics and keep up to date with current news.</p> <p>Pupils develop positive relationships with others and recognise and respect difference in others. Pupils develop effective communication and teamwork skills, learn to manage conflicts and disagreements and develop an understanding of different cultures and beliefs.</p>	<p>Diversity is woven through our entire curriculum. We explore our understanding of diversity and encourage empathy, tolerance and understanding. We learn about different cultures around the world, and respect our differences. Where possible, we expose our pupils to cultural activities and experiences which enhance their cultural capital. We encourage exploration of our personal and cultural influence on the world around us.</p> <p>Pupils learn about different cultures, traditions and celebrations and they understand the importance of diversity. Pupils develop a sense of identity and belonging, exploring how culture impacts our daily lives.</p>
<p>School assemblies play a vital role in promoting SMSC amongst pupils. These gatherings serve as a platform to discuss and reinforce core values and principles, fostering an environment that encourages responsible decision-making. Assemblies provide moments of reflection on personal beliefs and spirituality, as well as opportunities to celebrate diversity and build positive character traits such as honesty, integrity and kindness. They are also a vehicle to reflect local and national issues that may be relevant.</p>			



Personal Development at St. Mary's School

Careers & Aspirations



Curriculum

The curriculum includes a wide range of people, representing a range of professions and careers.

The Little People Big Dreams books also provide children with a wealth of examples of people from different fields.

Pupils develop knowledge of a broad range of people from a wide variety of places. We are mindful to address stereotypes and prejudice in our careers and aspirations offer.

Within our Religious Education curriculum, there is a focus on Vocation where a range of roles within the faith community are explored.

Speakers, Visits and Visitors

Teachers regularly enrich the curriculum through visits and visitors. Children meet a wide range of people, representing a broad range of professions and backgrounds during their time at St. Mary's.

Examples include:

- A range of sports coaches across school.
- Emergency Service personnel
- A range of professions during residential visits, e.g. chefs, instructors, programme planners, health and safety experts etc.

Volunteers share their skills including playing musical instruments and sewing.

Childcare

St. Mary's offers a breakfast club and after school club every day, a paid service open to all children. Vulnerable pupils may be allocated a short-term place in order to support families, and provide opportunities for socialisation. Targeted support is also offered to families with attendance concerns.

By providing reasonably priced childcare, we believe we are enabling pupils to experience a first-hand model, through their parents, of the rewards of a career and having aspirations.



Personal Development at St. Mary's School

Extra-Curricular



Sport	Music	Spiritual	Languages
<p>The school offers a wide range of sports clubs and events over the year, including:</p> <ul style="list-style-type: none"> • Cross Country • Football • Multi Skills • Dance <p>Children take part in a range of inter-school competitions through Sheffield School Sports and Arches School Sport Partnership.</p> <p>All pupils take part in a sports day at Thorncliffe Football Academy.</p>	<p>Peripatetic music teachers offer:</p> <ul style="list-style-type: none"> • Violin • Woodwind • Keyboard <p>Children are invited to perform at end of term concerts and assemblies to showcase their skills and develop confidence in performing to an audience.</p> <p>Children can enter the St. Mary's Young Musician of the Year competition to celebrate their efforts.</p> <p>The music lead invites all pupils to two weekly choir practices. One for YR-Y2 and a second for Y3-Y6.</p> <p>The music lead also offers an after-school choir club for those pupils attending the Young Voices concert and an after school musical theatre club culminating a ticketed performance.</p> <p>All children attend a weekly singing session.</p> <p>We offer whole class instrument learning of the glockenspiel.</p>	<p>The Mini Vinnies offer opportunities for all pupils to connect with one another and grow in their knowledge of the Christian faith in a fun and engaging way through prayer sessions for the whole community during Advent and Lent. They also lead pupils in praying the Rosary during the months of October and May.</p>	<p>As part of the taught curriculum pupils are taught French by a specialist languages teacher.</p> <p>This teacher also offers pupils the opportunity to participate in an after school Spanish club.</p>



Personal Development at St. Mary's School

Enrichment Opportunities



Outdoor Activities	60 things	Charity Fundraising	Enterprise
<p>Pupils have the opportunity to attend a residential visit during their time at St. Mary's.</p> <p>The residential is planned in order to focus on key aspects of personal development, based on the needs of the cohort, for example resilience, teamwork and independence.</p> <p>Pupils in YR access balance bikes as part of outdoor provision.</p> <p>In KS1, pupils take part in a balance bikes workshop delivered by Arches Sports Partnership.</p> <p>In UKS2, pupils have the opportunity to take part in externally run Bikeability sessions to further develop their biking skills.</p>	<p>We have developed the '60 Things before you leave St. Marys' list which aims to enrich our curriculum offer with a promise for all children to have the opportunity to take part in a range of experiences. These include activities such as:</p> <ul style="list-style-type: none"> • Make a den • Go on a residential • Raise money for charity • Campaign about an issue • Represent the school • Perform on stage 	<p>Pupils raise money for a range of local and national causes across the year, including:</p> <ul style="list-style-type: none"> • Cafod • Good Shepherd (Caritas) • Bethlehem Hospice Trust • High Green Foodbank • Sheffield Children's Hospital <p>As part of this work, children learn about the cause and what their donations aim to do.</p> <p>Parents/carers also have the opportunity to take part in clothes swaps each year as a chance to donate outgrown school uniform and swap if for bigger sizes.</p>	<p>Pupils have the opportunity to develop enterprise skills and work as part of a team. During Lent, each class works together to develop a fundraising activity for the Good Shepherd Appeal to support the work of Caritas in the diocese.</p> <p>Pupils run stalls at the Christmas and Summer Fairs as part of our 'Grow £5' initiative.</p>



Personal Development at St. Mary's School

Pupil Leadership



School Council	Mini Vinnies	House Captains	Sports Leaders	Reading Ambassadors	Reading Buddies	YR Buddies	Class Roles
<p>The School Council is a group of pupils who meet fortnightly to work collaborative on a range of projects across school.</p> <p>Pupils are selected by their classmates following an election process, which includes writing and presenting a manifesto.</p> <p>Meeting agendas and notes are added to the school website.</p>	<p>The Mini Vinnies support the Catholic Life of the school and support the RE lead in their role. They do this by leading prayers, planning and leading collective worship and liaising with the parish. They work towards the Faith in Action award by carrying out acts of service. They support the wider community through fundraising and awareness raising.</p>	<p>House Captains are role models for their house team. They lead team activities, motivate their team to participate in school life and support during events such as sports day and team events.</p>	<p>Sports Leaders act as role models, raise the status of PE and Sport and help to encourage engagement.</p> <p>Pupils are selected based on enthusiasm, experience and as an opportunity for character development. They provide support in lessons through the delivery of sports sessions/activities and coaching, and beyond lessons such as on Sports Day. They support active breaks by setting up activities and encouraging participation.</p>	<p>Our reading ambassadors champion our reading for pleasure culture. They monitor the library, make recommendations, and write reviews.</p>	<p>Pupils in UKS2 offer support to younger pupils through Reading Buddies.</p> <p>Younger children get support and guidance with reading whilst older children develop skills such as volunteering, social skills, empathy, record keeping and organisation.</p>	<p>Pupils in UKS2 offer support to YR pupils when they first start St. Mary's. They support them to learn and follow school routines, help them during social times, and support the formation of friendships.</p>	<p>In every class throughout school, pupils are given the opportunity to take on various roles to support the smooth running of the class and school life. For example,</p> <ul style="list-style-type: none"> • Milk monitor • Fruit monitor • Eco monitor • Prayer leader



Personal Development at St. Mary's School



What makes it great?

At the heart of our personal development offer at St. Mary's is equality and inclusion. We ask ourselves regularly "How do we ensure that all our pupils benefit equally from what we offer?"

We aim to understand and reduce barriers to participation including costs, timings, and logistics. We work hard to ensure our pupils from all backgrounds feel as if they belong and are valued. We regularly review our provision so that it both suits and challenges the pupils we serve.

We know that vulnerable pupils benefit from 'over-teaching' of aspects of personal development and this is built into individual plans.

In summary of the above, our curriculum goes beyond traditional education, embracing a holistic approach that nurtures not only academic ability but also mental health and wellbeing. We prioritize the safety and safeguarding of our students, instilling fundamental British values and promoting spiritual, moral, social, and cultural education (SMSC). Furthermore, we believe that personal development extends far beyond the classroom, which is why we offer a diverse range of extra-curricular activities and enhancements. Our residential and enrichment opportunities challenge students to expand their horizons and fuel their ambitions, providing invaluable experiences that shape their futures. Pupil leadership is encouraged, instilling qualities like responsibility and confidence. We also emphasize healthy, sustainable living, both for our students and staff, ensuring that everyone is well-equipped to thrive in an ever-changing world.

At St. Mary's, personal development is not just a concept but a way of life, fostering well-rounded individuals who are prepared for success in all aspects of their journey. It is how we ensure our mission statement is a lived reality – 'Journeying in the light of Christ, together we live and learn'. As you enter our school you will see on display some snapshots of our mission in action throughout the year.