

- An active **PARTNER** with parents, the Parish and the wider community to continuously improve all aspects of our provision.

IMPLEMENTATION: SCHOOL RULES

Through the shared ownership and consistent implementation of school rules which are bedded in Democracy and the Gospel Values of Justice, Equality and Solidarity our children develop a good understanding of the need for and dynamics of **LAW, INDIVIDUAL LIBERTY AND MUTUAL RESPECT**. These key messages are reinforced through our curriculum which educates our children with regards to individual liberties and rights and supports them to understand the need for mutual respect and responsibility (**PSHEE**).

IMPLEMENTATION: RELIGIOUS EDUCATION

FS – Y6: Religious education is delivered using the Archdiocesan **COME AND SEE** Programme of Study. Each Come and See Topic is taught for 4 weeks, 3 topics per term. In addition, 1 week is dedicated to the study of Judaism and 1 week to Islam. The teaching of other religions for primary-aged children is about how the members of that faith community live as a family and how they worship.

AUTUMN	<p>DOMESTIC CHURCH</p> <p>Early Years – MYSELF: God knows and loves each one Year 1 - FAMILIES - God's love and care for every family Year 2 - BEGINNINGS - God is present in every beginning Year 3 - HOMES - God's vision for every family Year 4 - PEOPLE - The family of God in Scripture Year 5 - OURSELVES - Created in the image and likeness of God Year 6 - LOVING - God who never stops loving</p>	<p>BAPTISM/CONFIRMATION</p> <p>Early Years – WELCOME: Baptism: a welcome to God's family Year 1 - BELONGING - Baptism: an invitation to belong to God's family Year 2 - SIGNS AND SYMBOLS - Signs and symbols in Baptism Year 3 - PROMISES - Promises made at Baptism Year 4 - CALLED - Confirmation: a call to witness Year 5 - LIFE CHOICES - Marriage, commitment and service Year 6 - VOCATION AND COMMITMENT - The vocation of priesthood and religious life</p>	<p>JUDAISM</p> <p>Early Years - Hannukkah Year 1 - Abraham and Moses Year 2 - Shabbat Year 3 - Synagogue Year 4 - Torah Year 5 - Passover Year 6 - Rosh Hashanah, Yom Kippur</p>	<p>ADVENT/CHRISTMAS</p> <p>Early Years – BIRTHDAY: Looking forward to Jesus' birthday Year 1 - WAITING - Advent: a time to look forward to Christmas Year 2 - PREPARATIONS - Advent: preparing to celebrate Christmas Year 3 - VISITORS - waiting for the coming of Jesus Year 4 - GIFT - God's gift of love and friendship in Jesus Year 5 - HOPE - Advent: waiting in the joyful hope for Jesus, the promised one Year 6 - EXPECTATIONS - Jesus born to show God to the world</p>
SPRING	<p>LOCAL CHURCH</p> <p>Early Years - CELEBRATING - People celebrate in Church Year 1 - SPECIAL PEOPLE - People in the parish family Year 2 - BOOKS - The books used in Church Year 3 - JOURNEYS - Christian family's journey with Christ Year 4 - COMMUNITY - Life in the local Christian community and ministries in the parish Year 5 - MISSION - Continuing Jesus' mission in diocese (ecumenism) Year 6 - SOURCES - The Bible, the special book for the Church</p>	<p>EUCHARIST</p> <p>Early Years - GATHERING - Parish family gathers to celebrate Eucharist Year 1 - MEALS - Mass, Jesus' special meal Year 2 - THANKSGIVING - Mass, a special time to thank God Year 3 - LISTENING & SHARING - Jesus gives himself to us Year 4 - GIVING & RECEIVING - Living in communion Year 5 - MEMORIAL SACRIFICE - Eucharist as the living memorial of Christ's sacrifice Year 6 - UNITY - Eucharist enabling people to live in communion</p>	<p>ISLAM</p> <p>Early Years - Special days/ Ritual objects Year 1 - Stories Year 2 - Prayer/home Year 3 - Places for worship Year 4 - Holy Books Year 5 - Beliefs and festivals Year 6 - Belonging & Values</p>	<p>LENT/EASTER</p> <p>Early Year - GROWING - Looking forward to Easter Year 1 - CHANGE - Lent: a time for change Year 2 - OPPORTUNITIES - Lent: an opportunity to start anew Year 3 - GIVING ALL - Lent: remembering Jesus' total giving Year 4 - SELF DISCIPLINE - Celebrating growth to new life Year 5 - SACRIFICE - Lent: a time of aligning with the sacrifice made by Jesus Year 6 - DEATH & NEW LIFE - Celebrating Jesus' death and resurrection</p>
SUMMER	<p>PENTECOST</p> <p>Early Years - GOOD NEWS - Passing on the Good News of Jesus Year 1 - HOLIDAYS AND HOLYDAYS - Pentecost: feast of the Holy Spirit Year 2 - SPREAD THE WORD - Pentecost: a time to spread the Good News Year 3 - ENERGY - Gifts of the Holy Spirit Year 4 - NEW LIFE - To hear and live the Easter message Year 5 - TRANSFORMATION - Celebration of the Spirit's transforming power Year 6 - WITNESSES - The Holy Spirit enables people to become witnesses</p>	<p>RECONCILIATION ANOINTING OF THE SICK</p> <p>Early Years - FRIENDS - Friends of Jesus Year 1 - BEING SORRY - God helps us choose well Year 2 - RULES - Reasons for rules in the Christian family Year 3 - CHOICES - Importance of examination of conscience Year 4 - BUILDING BRIDGES - Admitting wrong, being reconciled with God and each other Year 5 - FREEDOM & RESPONSIBILITY - Commandments enable Christians to be free & responsible Year 6 - HEALING - Sacrament of the Sick</p>		<p>UNIVERSAL CHURCH</p> <p>Early Years - OUR WORLD - God's wonderful world Year 1 - NEIGHBOURS - Neighbours share God's world Year 2 - TREASURES - God's treasure; the world Year 3 - SPECIAL PLACES - Holy places for Jesus and the Christian community Year 4 - GOD'S PEOPLE - Different saints show people what God is like Year 5 - STEWARDSHIP - The Church is called to the stewardship of Creation Year 6 - COMMON GOOD - Work of the worldwide Christian family</p>

IMPLEMENTATION: COLLECTIVE WORSHIPS, PRAYER LIFE & ASSEMBLIES

Prayer is an important part of our school life and every day our children take part in a daily Collective Worship which, together with other prayer activities:

- Takes many forms across a range of settings including the highest form of prayer in the Mass and the Holy Eucharist
- Provides all of our children with positive, appropriately paced personal liturgical experiences
- Provides opportunities for varied levels of participation, including children preparing, organising and leading Collective Worship
- Supports the development of our children's **PERSONAL, SOCIAL AND EMOTIONAL HEALTH**

Through the prayer life of our school our children are supported to:

SAY HELLO: When a friend enters a room, the first thing most people do is say hello. Prayer is an acknowledgement of God's presence and helps put God back at the centre of our hearts and minds.

BE THEMSELVES: God created us with our own gifts and passions, and wants these to shine through in our prayers.

KEEP IT ALIVE: Practice makes perfect. When Jesus' apostles said to Him, Teach us to pray' (Luke 11:1) he taught them the 'Our Father' prayer. Prayer, is something that we have to work on to become better at it. Our prayer life affects all of the other areas of our life and God can do amazing things in us through our reaching out to him in prayer.

BE TRANSFORMED: 'Virtues are formed by prayer. Prayer preserves temperance. Prayer suppresses anger. Prayer prevents emotions of pride and envy. Prayer draws into the soul the Holy Spirit, and raises man to Heaven' (St. Ephraem of Syria).

IMPLEMENTATION: ASSEMBLIES

We reinforce and celebrate our school values and our children's **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION** through both our whole school **MONDAY COLLECTIVE WORSHIPS** and **FRIDAY AWARDS ASSEMBLIES**. In assemblies, children are encouraged to consider their own values and personal growth and how these inform their actions as members of our school community and as both UK and global citizens.

IMPLEMENTATION: SACRAMENTAL PREPARATION: ALL THAT I AM

Our school works in partnership with parents and our Parish to prepare our children for the sacraments of Reconciliation and Holy Communion. This programme provides our children with further opportunities to choose and develop their personal value systems and their **PERSONAL SOCIAL AND EMOTIONAL HEALTH**.

Parents': Registration: Fisher More Hall	Family meeting: Enrolment Mass: Church	Session 1: Come to the Water: Church
Session 2: Called By Name: School	Session 3: Come Back To Me: School	First Reconciliation: Church
Advent & Christmas: Nativity	Session 4: Holy Spirit the Helper: School	Session 5: Teach Us To Pray: School
Session 6: Jesus Gathers Us: School	Lent/Easter: Stations of the Cross	Session 7: Mary, The First Disciple: School
Communion Masses	Parish Mas	

IMPLEMENTATION: PE

P.E lessons are used to further reinforce our school and personal values and our children's **PERSONAL, SOCIAL EMOTIONAL AND PHYSICAL HEALTH**. Our P.E kits have **real OLBE** on the back and this stands for: **Respect, Effort, Attitude, Leadership**. We expect our children to live out these values in PE Lessons and intra and inter school competitions.

PE LONG TERM PLANNING						
RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	FUNDAMENTAL GAMES	ABC SKILLS	GYMNASTICS	DANCE	ATHLETICS	STRIKING & FIELDING NET & WALL
YEAR 2						
YEAR 3	INVASION GAMES DODGEBALL	IINVASION GAMES FOOTBALL				
YEAR 4		INVASION GAMES BASKETBALL				
YEAR 5		INVASION GAMES HOCKEY				
YEAR 6		INVASION GAMES TAG RUGBY				
				SWIMMING	SWIMMING	
				ATHLETICS	STRIKING & FIELDING NET & WALL	

OAA delivered through trips and residential

IMPLEMENTATION: SCHOOL HOUSES

St George April 23rd	St. Patrick March 17th	St. David March 1st	St. Andrew November 30 th
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Children starting in our school become a member of one of our four School Houses and remain in that House until they leave our school. Our House system supports our children's **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION** and provides a focus which encourages our children to be good friends, to work hard and behave well and to make a positive contribution as citizens. It also provides a framework for intra-school competition across many areas of the curriculum. Each House has 2 Y6 House Captains. Points are awarded by all staff for excellence in any area of school life and the winning house is announced during Friday assembly. House trophies are displayed in the entrance in 1st, 2nd, 3rd 4th order On the feast day of their house, the children are allowed to wear a token item of clothing in their House colour

IMPLEMENTATION: PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW:
FAMILIES AND PEOPLE WHO CARE FOR ME
That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
CARING FRIENDSHIPS: PUPILS SHOULD KNOW
How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

RESPECTFUL RELATIONSHIPS: PUPILS SHOULD KNOW:

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
 Practical steps they can take in a range of different contexts to improve or support respectful relationships.
 The conventions of courtesy and manners.
 The importance of self-respect and how this links to their own happiness.
 That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
 About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
 What a stereotype is, and how stereotypes can be unfair, negative or destructive.
 The importance of permission-seeking and giving in relationships with friends, peers and adults.

ONLINE RELATIONSHIPS: PUPILS SHOULD KNOW

That people sometimes behave differently online, including by pretending to be someone they are not.
 That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
 The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
 How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
 How information and data is shared and used online.

BEING SAFE PUPILS SHOULD KNOW

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
 About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
 That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
 How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
 How to recognise and report feelings of being unsafe or feeling bad about any adult.
 How to ask for advice or help for themselves or others, and to keep trying until they are heard.
 How to report concerns or abuse, and the vocabulary and confidence needed to do so.
 Where to get advice e.g. family, school and/or other sources.

AUTUMN TERM

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE Come & See	SEE ABOVE						
Journey in Love	We are Unique Special names	Our Family How we help and care for others	Our Community Who is in our community?	Who takes care of me? How do I stay safe?	How are we different? Celebrating differences	Changes in our bodies Sexual development	Dignity and worth Reproductive system
No Outsiders	To say what I think To understand it's OK to like different things.	To like the way I am To play with boys and girls	To understand what diversity is. To understand how we share the world.	To understand how difference can affect someone To understand what 'discrimination' means.	I know when to be assertive To understand why some people choose to get married.	To learn from our past To justify my actions.	To challenge the causes of Racism To promote diversity
Extra	Shine Week: New Beginnings, Good To Be Me & Going for Goals NSPCC – Pants Safer Internet Day						

SPRING TERM

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE Come & See	SEE ABOVE						
Journey in Love	Who are our Friends? What are our talents	Understanding our emotions God's family	Feelings and emotions Alone time	Alone and lonely Forgiveness	Managing conflicts	Behaviour changes	How is human life conceived Relationships
No Outsiders	To make friends with someone different To understand that families are different.	To recognise that people are different ages. To understand our bodies work in different ways.	To understand what makes someone feel proud. To feel proud of being different	To find a solution to a problem Use strategies to help someone who feels different	To overcome language as a barrier. To ask questions	To recognise someone who needs help. To recognise someone who needs help.	To stand up to discrimination. To consider how my life changes as I grow up
Extra	Road Safety Day Friendship (Anti Bullying) Week: Feelings and Relationships, Changes Getting on and Falling Out						

SUMMER TERM

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE Come & See	SEE ABOVE						
Journey in Love	What makes a good friend Jesus is our special friend	Baptism	How we should treat others	Forgiveness	Identifying feelings	Treating others with respect	Friendship and life
No Outsiders	To celebrate my family	To understand that we share the world with lots of people.	To be able to work with everyone in my class	To be welcoming	To be who you want to be	To appreciate artistic freedom	To recognise my freedom
Extra	Industry Week Global Week						

and through other curriculum subjects:

	SOCIAL	MORAL	SPIRITUAL	CULTURAL
English	Developing skills in speaking and listening and social interaction Writing for and communicating with an audience. Reading about social issues and debating around them Reading about a variety of life experiences	Reflecting on moral issues & questions exemplified in literature Discussing of right and wrong, behaviour & relationships Forming evaluative judgements.	Reading literature that explores human experience and response to life and death. Reflecting on the use of stillness and imagination in literature to develop inner awareness. Expressing feeling and emotions through verbal and written communication, knowing that words can influence feelings.	Reading stories and literature from other cultures. Being aware of issues such as stereotyping and equal opportunities in literature. Responding to language and meanings in different cultures.
Maths	Taking turns and sharing. Collaborating to gather information and solve problems. Recognising maths skills as a tool for society.	Respecting logic and honesty Being aware of manipulation of data statistics.	Enjoying numbers, including the idea of infinity. Reflecting on pattern and order as well as a sense of mystery and space. Exploring the relationship of numbers, shape and objects and the possibility of inter-connectedness. Achieving a sense of achievement and self-worth as understanding develops	Enjoying number & pattern in other cultures Respecting mathematical concepts in other cultures Respecting universal logic & truth
Science	Collaborating, sharing skills and expertise communicating & interacting Researching science related to issues in society, e.g. alcohol abuse	Reflecting on the impact of scientific discovery & progress Respecting logic, honesty and rigour Being aware of data manipulation & bias Caring for living things.	Linking scientific & spiritual interpretations about the universe and life. Reflecting on the Environment, the mystery of the natural world, physical worth, life cycles and growth. Being aware of physical self as wonderful.	Recognising & respecting differences and similarities between groups of humans. Understanding the role and development of scientific thinking in different cultures Exploring the cultural impact of new scientific knowledge
Art	Understanding that Art as a means of learning about people and society.	Interpreting & reflecting on art which promote a moral point of view.	Reflecting: Beauty, colour, shape and texture, religious and spiritual ideas, feelings, imagination and expressive thought.	Reflecting on: <ul style="list-style-type: none"> • Art from different cultures • Art as an expression of culture
Computing	Collaborating Collecting data to promote understanding of social issues. Reflecting on Individual & group safety	Respecting logic, honesty, integrity and rigour Being aware of manipulation of data statistics. Reflecting on moral issues	Reflecting on connectedness, independence & self-reliance.	Assessing information about cultures collected through or promoted by digital systems Using the internet to make direct contact with children in other cultures
DT	Designing with others. Using technology to benefit others	Reflecting on moral issues raised by technological discovery & progress	Developing respect for human potential and achievement. Taking pleasure in physical constructions.	Reflecting on designs & artefacts from different times, cultures, countries & climates
Geography	Collaborative field work Local studies	Being aware of: Moral responsibility to care for the environment and not exploit other communities Human exploitation and poverty amid affluence. Misuse of earth's resources and human responses, e.g. recycling and deforestation.	Developing: A sense of wonder at the earth's variety and order. Self-awareness and relationships with other cultures and environments. An appreciation of natural features	Reflecting on different peoples & geographical locations in comparison with own cultural context. Being aware and appreciative of different styles of everyday life. Being aware of the influence of the impact of the environment on societies.
History	Understanding the influence of the past on the development of society today.	Reflecting on: <ul style="list-style-type: none"> • Local, national and world issues. • Moral issues, e.g. war and peace. 	Reflecting on the Ideas of change and development Understanding the importance of tradition to a community. Developing a sense of time and awareness of personal place within it.	Understanding of the development of other cultures and their contribution to the sciences & arts. Understanding of important people and places and their influence on cultures, both positive and negative.
MFL	Communicating in a different language Recognising similarities & differences between cultures	Reflecting on stories with a moral message from other countries. Current affairs and human responses to them within different countries. Awareness and understanding of fellow human beings living different lifestyles in different countries.	Developing an awareness of the beauty inherent in another language. The use of a different language to express thoughts slightly differently	Studying different food and eating habits, literature, leisure pursuits, fashion and life styles as part of a cultural tradition. Comparing the same systems across different cultures
Music	Collaborating work and sharing resources. Group singing and composition	Respecting the ideas and judgements of others. Learning from the lives of composers.	Making & listening to music Reflecting on the feelings and emotions associated with different types of music. Using music as a background to times of quiet and reflection to develop awareness of the inner self.	Reflecting on music from different cultures Understanding music as an expression of culture Studying instruments from other cultures.
P.E	Collaborating in team showing cooperation and respect for others Taking part in team games and obeying rules. Celebrating of the achievement of others Showing good sportsmanship	Developing a sense of fair play & good sportsmanship Taking part in team games and obeying rules. Having an awareness of others' needs Encouragement Celebrating the achievement of others	Developing a spiritual awareness of the body, its beauty and potential through activity and observation. Using movement to express feelings and emotions including dancing for joy. Developing inner determination to do one's best and recognise and develop one's inner potential and strength.	Understanding dance as an expression of culture, e.g. Indian folk.

R.E	Reflecting on family, tradition, religious faiths, social groups, communities, social caring and responsibility.	Appreciating stories with a moral message from other world religions. Reflecting on: <ul style="list-style-type: none"> Ideas of right and wrong behaviour in world religions. Individual and corporate responsibility within religious and other communities. Listening, respecting and evaluating	Learning about religious reflection, humanist ideas and spiritual practices Experiencing space and silence to allow skills in reflection and awareness to develop. Meeting others who belong to other traditions. Experiencing awe, wonder and transcendence.	Understanding different religions as part of a cultural tradition. Meeting people from a variety of faiths and cultures, and visiting places of worship. Exploring how religious and humanist ideas are expressed in different cultures, e.g. food, dress, festivals.
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IMPLEMENTATION: FOCUS WEEKS WHICH SUPPORT OUR VALUES CURRICULUM

We organise our curriculum so as to enable us to build in focus weeks which are responsive to local and national initiatives. These contribute to our children's **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION** and the development of their values in the following ways:

Knowledge & Understanding Our children will know	Skills Our children will develop the skills of	Values & Attitudes Our children will
<p>That it is important to them, their parents, our school and the future that they develop as literate, confident young people whose love of learning supports their self-confidence, health and well-being and social skills.</p> <p>That not all learning takes place behind a desk and that they learn most effectively when they find something hard to achieve they can use their Left and right brain; Different Learning styles -visual, auditory and kinaesthetic and Multiple intelligences and Amazing Memory</p> <p>About the practical requirements of the working world and the need to develop a good level of ability in English, maths, IT and practical activities</p> <p>How to care for themselves and others through self-discipline, self-control and self-responsibility.</p> <p>About: Differences & Diversity; Equality; Globalisation & Interdependence; Social Justice & Equality; Sustainable development; Peace & Conflict</p> <p>SUCH AS Enterprise Club</p>	<p>SOCIALLY Working collaboratively Co-operation & Conflict Resolution</p> <p>EMOTIONALLY Developing emotional resilience Nourishing their own self-esteem and self-respect and that of others.</p> <p>EXPRESSIVELY Using language, dance, dramatic play, music and art to share their thoughts and feelings</p> <p>COGNITIVELY Making connections between what they learn in class and how it relates to the world of work Problem solving & Risk assessing Thinking critically Setting and achieving goals</p> <p>Consistently applying rigorous learning strategies to real life situations/problems: Observing, Inferring, Measuring, Communicating, Classifying, Predicting Follow and constructing arguments</p> <p>PHYSICALLY Achieving Increased activity levels and skill development</p>	<p>Recognise their own right, and the rights of others, to develop to their full potential: Be confident, passionate, responsible, dependable and adaptable learners</p> <p>Have a positive, strong work ethic and be self-motivated Develop honesty and integrity and understand the value of loyalty</p> <p>Develop a thirst for knowledge, persistence, resilience, determination & accuracy and a belief that problems have solutions</p> <p>Develop an awareness of assumptions, a loyalty to reality, dignity, fairness, justice, respect, courtesy, tolerance, teamwork, trust and honesty</p> <p>Understand and have pride in their own cultural identity and how people from other cultures have pride in their own cultural identity</p> <p>Have a commitment to Social Justice & Equity, the environment and sustainable development</p> <p>Know that they must challenge injustice & inequality and that they can make a difference</p> <p>Develop a lifelong love of reading for pleasure</p>

IMPLEMENTATION: EXTRA-CURRICULAR ACTIVITIES & COMPETITIONS

Attendance at extra-curricular clubs, such as Enterprise Clubs, and competitions provide further significant opportunities for school values to be embedded and for our children to develop their **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION**.

IMPLEMENTATION: SCHOOL VISITS & VISITORS WHICH PROMOTE OUR VALUES

We organise our curriculum so as to include visits and visitors which help promote our values and our children's **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION**. These include:

FOUNDATION STAGE	YEAR 1	YEAR 2	
Calderstones Park, Church, Theatre, Farm, Museum, Zoo	Local area, Calderstones Park, Cathedral	Church, Unity Theatre, Chester Zoo, IM Marsh, Calderstones Park, Member of Hindu Temple	
YEAR 3	YEAR 4	YEAR 5	YEAR 6
Calderstones Park, Synagogue, Mosque, World Museum, Muslim students from St Hilda's, Deaf Football	Young Voices Manchester, World Museum, Beechside Nursing Home, Theatre, Church, Muslim students from St Hilda's, Deaf Football	Theatre, JMU Sports Centre, Cycling: Bikeability, Muslim students from St Hilda's, Indian dance, Deaf Football	PGL Residential, Retreat to Animate, Theatre, Personal Safety trainer, First Aid trainer, Transition, Deaf Football, Muslim Students from St Hilda's,

IMPLEMENTATION: POSITIONS OF RESPONSIBILITY: * Elected by children

Positions of responsibility provide further opportunities for our children's **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION** and for them to live out the school's values.

Head Boy *	Deputy Head Boy *	Head Girl *	Deputy Head Girl *
School Council*	Eco Council *	House Captains *	Prefects
		Librarians	Play Leaders

IMPLEMENTATION: SCHOOL COUNCIL & ECO COUNCIL

Our curriculum is organised so as to enable our children to explore local and world issues around sustainable development, and its potential impact on the economy and the environment, and to develop their perception and understanding of themselves as global citizens.

Our School and Eco councils ensure that these values are reflected in our actions as a school community and are the drivers behind Eco friendly initiatives such as water & energy conservation, recycling and waste reduction and increasing biodiversity within the school grounds.

IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING

Approved venues and transport are used for all off site activities linked to our Values Curriculum and Evolve and Risk Assessments are completed. Appropriate staff supervision ratios are ensured.

IMPLEMENTATION: STAFF DEVELOPMENT

Our school maintains the culture, training, partnerships and levels of resources necessary to ensure the continuous development of all aspects of our Values Curriculum.

INDUCTION
All new staff members are given copies of the School's policies and handbooks and the Values Curriculum Lead, who is a member of the Senior Leadership Team, is always available for further advice and support if necessary. As each member of staff works alongside another in a year group, advice from the experienced member of staff that you work alongside is also available.

DEVELOPMENT
The Values Curriculum is a regular agenda item on both Senior Leadership Team and Staff meetings. INSET is also used for updates and training in this area. Key staff attend Local Authority and other agency training.

IMPACT

As a consequence of our commitment to our Values Curriculum:

OUR CURRICULUM

- Recognizes the unique value of every child and supports the formation of the whole person
- Promotes the development of discernment, critical thinking, deep learning and wisdom.
- Encourages our children to serve the common good of society.

OUR CHILDREN

- Have equal access to a relevant and accessible curriculum and a range of pedagogy which support them to achieve their full potential with regards to their **SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL AND PHYSICAL** development.
- Accept their right to be the best person that they can be and to accept their responsibilities to help others to achieve this.
- Have a strong sense of social justice and actively contribute to a range of local, national and international communities.

OUR SCHOOL IS

- A community which lives out the Gospel Values of love and reconciliation
- A welcoming, friendly, bright, lively and happy place where children feel **SAFE** and where **BEHAVIOUR FOR LEARNING** is embedded.
- An **INCLUSIVE SCHOOL** where all are treated equally and fairly and given equality of opportunity and voice regardless of gender, religion, additional need, disability or race.
- An **ACHIEVING SCHOOL** in which success and achievement are promoted and all of our children are supported to set high standards for themselves and to work hard to achieve these.
- A **HEALTHY SCHOOL** in which we ensure the physical, social spiritual and emotional education and development of our children through both our curriculum and extra curricula provision.
- An active **PARTNER** with parents, the Parish and the wider community to continuously improve all aspects of our provision.



Values Curriculum

When you come into our school we will help you to **LEARN and GROW** through:

The relationships you experience The Gospel Values you live The Religious Education you are taught

The British Values you learn The Physical Education curriculum you practise

Our Assemblies Our Prayer Life Collective Worships

Masses Sacramental Preparation Social, Moral, Spiritual and Cultural Education

Positions of Responsibility and Cooperation

Prefects Head Boy Head Girl

Shine Week International Week School Council Eco Council Friendship Week eCadets

So that you can go out to **SERVE** as:

Responsible citizens who make a positive contribution to society

People who want to make the world a better place for everybody

Confident individuals who are able to make good choices and lead safe, healthy and fulfilling lives