

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: COLLECTIVE WORSHIPS & PRAYER LIFE

Prayer is an important part of our school life and every day our children take part in a daily Collective Worship which, whilst taking many forms across a range of settings and providing opportunities for varied levels of participation, 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 which help embed our children's personal and collective values and supports their **PERSONAL, SOCIAL AND EMOTIONAL HEALTH**. Through the prayer life of our school our children are supported to:

SAY HELLO: Prayer is an acknowledgement of God's presence and helps puts 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: 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.

IMPLEMENTATION: ETHOS & CULTURE

We use Jesus' life as the basis for our Faith and Prayer life, our Mission Statement, our ethos, our relationships and our understanding of our rights and responsibilities. Our school ethos, culture and provision promote a genuine respect and tolerance for the dignity and equity of different persons. We place a great emphasis on putting our values into action and our children are supported to understand that their actions reflect their values. We believe in our children and expect them to:

- Aspire to positions of responsibility such as House Captain, Play Leader, School Councillor etc
- Consistently complete classwork and homework to a high standard in terms of presentation, productivity and content
- Ensure that everyone in our school is safe and happy
- Wear full uniform every day; uniform in our school reminds us that we are a team working together and helping each other
- Be determined to improve their global and local communities

As a consequence, our school is:

- 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, health, spiritual and emotional education and development of our children through our curriculum, extra curricula provision and our competition calendar.
- An active **PARTNER** with parents, the Parish and the wider community to continuously improve all aspects of our provision.

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: FOCUS WEEKS WHICH SUPPORT OUR VALUES & PSHEE 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 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 Have a positive, strong work ethic and be self-motivated Develop honesty and integrity and understand the value of loyalty Develop a thirst for knowledge, persistence, resilience, determination & accuracy and a belief that problems have solutions Develop an awareness of assumptions, a loyalty to reality, dignity, fairness, justice, respect, courtesy, tolerance, teamwork, trust and honesty Understand and have pride in their own cultural identity and how people from other cultures have pride in their own cultural identity Have a commitment to Social Justice & Equity, the environment and sustainable development Know that they must challenge injustice & inequality and that they can make a difference Develop a lifelong love of reading for pleasure</p>

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	DANCE	GYMNASTICS	ATHLETICS	STRIKING & FIELDING NET & WALL
YEAR 2						
YEAR 3	INVASION GAMES DODGEBALL	INVASION GAMES				
YEAR 4		FOOTBALL & BASKETBALL				
YEAR 5		INVASION GAMES HOCKEY			SWIMMING	SWIMMING
YEAR 6		& HANDBALL			ATHLETICS	STRIKING & FIELDING NET & WALL
OAA delivered through trips and residential						

IMPLEMENTATION: PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION: COLLINS MY LIFE

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education addresses both pupils' current experiences and preparation for their future. Our Programme of Study provides a spiral curriculum to develop knowledge, skills and attributes across 3 Core Themes, where prior learning is revisited, reinforced and extended year on year.

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

IMPLEMENTATION: RELATIONSHIP, SEX & HEALTH EDUCATION (RSHE)

Our school teaches RSHE using the Journey In Love scheme as well as No Outsiders. Some aspects of RSHE are also taught through our Science curriculum.

RE - Relationship Education HE - Health Education WW Living in the Wider World							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Feelings and Special People (4 lessons) RE HE	Different Types of Families (4 lessons) RE	Safety Online (5 lessons) REHE	Nutrition and Dental Health (5 lessons) HE	Body Image (5 lessons) RE HE	Drugs and Alcohol Education (5 lessons) HE
Autumn 2		Staying Safe (4 lessons) RE HE WW	Healthy Bodies (4 lessons) RE HE	Celebrating Achievements and Being Resilient (5 lessons) REHE	Human Rights (5 lessons) WW	Bereavement and Loss (5 lessons) RE HE	Mental and Emotional Health (5 lessons) HE

Spring 1		Healthy Me (4 lessons) HE	Feeling Included (4 lessons) RE	Being Part of a Community (5 lessons) WW	Emergency Situations (5 lessons) HEWW	Fake News (5 lessons) HE WW	Global Sustainable Development Goals (5 lessons) WW
Spring 2		All Around Us (4 lessons) HE WW	Healthy Minds (4 lessons) HE	Exercise (5 lessons) HE	(5 lessons) Money Matters WW	Life in Plastic (5 lessons) WW	E-Safety and Social Media (5 lessons) RE
Summer 1		Money Matters (4 lessons) WW	Caring for the Environment and Social Responsibility (4 lessons) RE HE WW	Stereotypes (5 lessons) RE	Falling Out and Making Up (5 lessons) REWW	Changes in Friendships (5 lessons) RE	Anti-Social Behaviour and the Role of Police and the Law (5 lessons) WW
Summer 2: Journey In Love - Social & Emotional - Physical - Spiritual	The Wonder of Being Special and Unique	We Meet God's Love in Our Family	We Meet God's Love in Our Community	How We Live in Love	God Loves Us in Our Differences	God Loves Us in our Changing and Developing	The Wonder of God's Love in Creating New Life Plus PSHE Topic 2 lesson 2 and 3 - consent.
Summer 2: No Outsiders in Our School (5 days)	1.To say what I think 2. To understand that it's ok to like different things 3. to make friends with someone different 4. To understand that all families are different 5. To celebrate my family	1.To like the way I am 2.To play with the boys and girls 3.To recognise that people are different ages 4. To understand that our bodies work in different ways 5.To understand that we share the world with lots of people	1.To understand what diversity is 2.To understand how we share the world 3.To understand what makes someone feel proud 4.To feel proud of being something different 5. To be able to work with everybody in my class	1.To understand how difference can affect someone 2.To understand what 'discrimination' means 3. To find a solution to a problem 4. Use strategies to help someone who feels different 5. To be welcoming	1.To know when to be assertive 2. To understand why people choose to get married 3.To overcome language as a barrier 4.To ask questions 5.To be who you want to be	1.To learn from our past 2.To justify my actions 3.To recognise when someone needs help 4.To appreciate artistic freedom 5.To accept people who are different from me	1.To promote diversity 2.To stand up to discrimination 3. To challenge the causes of racism 4.To consider how my life story may change as I grow up 5. To recognise my freedom

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 *
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School Council*	Eco Council *	House Captains *	Prefects
		Librarians	Play Leaders

IMPLEMENTATION: VOTES FOR SCHOOLS

Half termly debates are held in every class across the school. This provides opportunities for children to explore their own feelings and knowledge of global issues, current affairs and moral challenges. Pupil Voice is valued and these votes offer children the opportunity to 'Be informed, be curious and be heard.'

IMPLEMENTATION: PREVENT THEMES

Our Values Curriculum supports our children's knowledge, understanding and skills in the following important areas:

BUILDING RESILIENCE: Values, Making Choices (right & wrong), Respect for others, Challenging Views, Persuasion & influence, Resolve Conflict, Stereotyping, Showing Initiative, Identifying & Combatting Discrimination

LIVING IN BRITAIN: British Values & Culture, Rights & Responsibility (behaviour), Freedom of Speech, Equality, Democracy –Citizens Influencing Democratic processes, Strengths & advantages, Mutual Respect, Individual Liberty, Rule of Law –Respect for law & its protection for individuals, Acceptance of others' beliefs & faiths, Respect for public institutions

COMMUNITY: What is community?, My community, The local Community, Acceptance & understanding of different cultural traditions, Diversity, The global community, Migration, Slavery & exploitation, Community Cohesion, Contributing positively

DIGITAL AWARENESS: Staying Safe, Internet, Social Media, Social Networking Patterns, Social Networking Pressures

MEDIA: Power of the Press, Propaganda –defining, spotting & analysing, Conspiracy Theory, Staying Safe

EXTREMISM: What is extremism?, Extremist Ideologies, Hate Crime (including disability), Harassment, Radicalisation, Threats & freedom from harm, Staying Safe in society

SEXUAL EXPLOITATION: Respect for self and self-worth

WORLD FAITH: Knowledge of main world faiths, Local place of worship (including visits), Meeting others of different faiths –visiting speakers, Acceptance & understanding of different religious traditions

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	DOMESTIC CHURCH	BAPTISM/CONFIRMATION	JUDAISM	ADVENT/CHRISTMAS
	<p>Early Years – MYSELF: God knows and loves each one</p> <p>Year 1 - FAMILIES - God's love and care for every family</p> <p>Year 2 - BEGINNINGS - God is present in every beginning Year 3 - HOMES - God's vision for every family</p> <p>Year 4 - PEOPLE - The family of God in Scripture</p> <p>Year 5 - OURSELVES - Created in the image and likeness of God Year 6 - LOVING - God who never stops loving</p>	<p>Early Years – WELCOME: Baptism: a welcome to God's family</p> <p>Year 1 - BELONGING - Baptism: an invitation to belong to God's family Year 2 - SIGNS AND SYMBOLS - Signs and symbols in Baptism</p> <p>Year 3 - PROMISES - Promises made at Baptism</p> <p>Year 4 - CALLED - Confirmation: a call to witness</p> <p>Year 5 - LIFE CHOICES - Marriage, commitment and service</p> <p>Year 6 - VOCATION AND COMMITMENT - The vocation of priesthood and religious life</p>	<p>Early Years - Hannukkah</p> <p>Year 1 - Abraham and Moses</p> <p>Year 2 - Shabbat</p> <p>Year 3 - Synagogue</p> <p>Year 4 - Torah</p> <p>Year 5 - Passover</p> <p>Year 6 - Rosh Hashanah, Yom Kippur</p>	<p>Early Years – BIRTHDAY: Looking forward to Jesus' birthday</p> <p>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</p> <p>Year 4 - GIFT - God's gift of love and friendship in Jesus</p> <p>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	LOCAL CHURCH	EUCHARIST	ISLAM	LENT/EASTER
	<p>Early Years - CELEBRATING - People celebrate in Church</p> <p>Year 1 - SPECIAL PEOPLE - People in the parish family</p> <p>Year 2 - BOOKS - The books used in Church</p> <p>Year 3 - JOURNEYS - Christian family's journey with Christ Year 4 - COMMUNITY - Life in the local Christian community and ministries in the parish</p> <p>Year 5 - MISSION - Continuing Jesus' mission in diocese (ecumenism) Year 6</p>	<p>Early Years - GATHERING - Parish family gathers to celebrate Eucharist Year 1 - MEALS - Mass, Jesus' special meal</p> <p>Year 2 - THANKSGIVING - Mass, a special time to thank God</p> <p>Year 3 - LISTENING & SHARING - Jesus gives himself to us</p> <p>Year 4 - GIVING & RECEIVING - Living in communion</p> <p>Year 5 - MEMORIAL SACRIFICE - Eucharist as the living memorial of Christ's sacrifice</p>	<p>Early Years - Special days/ Ritual objects</p> <p>Year 1 - Stories</p> <p>Year 2 - Prayer/home</p> <p>Year 3 - Places for worship</p> <p>Year 4 - Holy Books</p> <p>Year 5 - Beliefs and festivals</p> <p>Year 6 - Belonging & Values</p>	<p>Early Year - GROWING - Looking forward to Easter</p> <p>Year 1 - CHANGE - Lent: a time for change Year 2 - OPPORTUNITIES - Lent: an opportunity to start anew</p> <p>Year 3 - GIVING ALL - Lent: remembering Jesus' total giving</p> <p>Year 4 - SELF DISCIPLINE - Celebrating growth to new life</p> <p>Year 5 - SACRIFICE - Lent: a time of aligning with the sacrifice made by Jesus</p>

	- SOURCES - The Bible, the special book for the Church	Year 6 - UNITY - Eucharist enabling people to live in communion		Year 6 - DEATH & NEW LIFE - Celebrating Jesus' death and resurrection
SUMMER	<p>PENTECOST</p> <p>Early Years - GOOD NEWS - Passing on the Good News of Jesus</p> <p>Year 1 - HOLIDAYS AND HOLYDAYS - Pentecost: feast of the Holy Spirit</p> <p>Year 2 - SPREAD THE WORD - Pentecost: a time to spread the Good News</p> <p>Year 3 - ENERGY - Gifts of the Holy Spirit</p> <p>Year 4 - NEW LIFE - To hear and live the Easter message</p> <p>Year 5 - TRANSFORMATION - Celebration of the Spirit's transforming power</p> <p>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</p> <p>Year 1 - BEING SORRY - God helps us choose well</p> <p>Year 2 - RULES - Reasons for rules in the Christian family</p> <p>Year 3 - CHOICES - Importance of examination of conscience</p> <p>Year 4 - BUILDING BRIDGES - Admitting wrong, being reconciled with God and each other</p> <p>Year 5 - FREEDOM & RESPONSIBILITY - Commandments enable Christians to be free & responsible</p> <p>Year 6 - HEALING - Sacrament of the Sick</p>		<p>UNIVERSAL CHURCH</p> <p>Early Years - OUR WORLD - God's wonderful world</p> <p>Year 1 - NEIGHBOURS - Neighbours share God's world</p> <p>Year 2 - TREASURES - God's treasure; the world</p> <p>Year 3 - SPECIAL PLACES - Holy places for Jesus and the Christian community</p> <p>Year 4 - GOD'S PEOPLE - Different saints show people what God is like</p> <p>Year 5 - STEWARDSHIP - The Church is called to the stewardship of Creation</p> <p>Year 6 - COMMON GOOD - Work of the worldwide Christian family</p>

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, MORAL, SPIRITUAL 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: 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: 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: 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: 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 **PHYSICAL, SOCIAL, HEALTH, ECONOMIC, SPIRITUAL, MORAL, EMOTIONAL AND INTELLECTUAL** 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