



Personal Development at St Clare's Primary School

Relationship Education - Whole School						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Whole School Initiatives		Anti-bullying week (One Kind Word) and activities				
Ordo Themes which form the basis of every Monday Act of Worship and the Weekly Mission	Welcome Creation Encounter Belonging Learning Inclusion Rosary Diversity	Individuality Holiness Giving Youth Kingdom Hope Peace Joy	Epiphany Discipleship Inspire Challenge Care Healing	Mercy Forgiveness Prayer Fasting Almsgiving Sacrifice Journey	Missionary Discipleship Faith Vocation Witness Example	Pentecost Piety Knowledge Understanding Wisdom
Parental Engagement		Anti-bullying information shared				



Personal Development at St Clare's Primary School

Relationship Education – By Year Group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life to the Full (RSE Programme)	<p>We can say sorry and forgive like Jesus</p> <p>We are part of God's family</p> <p>Jesus cared for others and wanted them to live good lives like Him</p> <p>We should love other people in the same way God loves us</p> <p>To identify special people (e.g. parents, carers, friends) and what makes them special</p> <p>The importance of the nuclear family and of the wider family</p> <p>The characteristics of positive and negative relationships</p> <p>About different types of teasing and that all</p>	<p>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special;</p> <p>The importance of nuclear and wider family;</p> <p>The importance of being close to and trusting special people and telling them if something is troubling them.</p> <p>The characteristics of positive and negative relationships;</p> <p>Different types of teasing and that all bullying is wrong and unacceptable.</p> <p>To recognise when they have been unkind and say sorry;</p> <p>To recognise when people are being unkind to them and</p>	<p>That it is natural for us to relate to and trust one another;</p> <p>Saying sorry is important and can mend friendships;</p> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</p> <p>How to resist pressure when feeling unsafe.</p> <p>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.</p>	<p>Ways to maintain and develop good, positive, trusting relationships;</p> <p>strategies to use when relationships go wrong;</p> <p>That there are different types of relationships including those between acquaintances, friends, relatives and family;</p> <p>That good friendship is when both persons enjoy each other's company and also want what is truly best for the other;</p> <p>The difference between a group of friends and a 'clique'.</p>	<p>That Jesus loves, embraces, guides, forgives and reconciles us with him and one another;</p> <p>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness;</p> <p>That relationships take time and effort to sustain;</p> <p>We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p> <p>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship';</p>	<p>Pressure comes in different forms, and what those different forms are;</p> <p>There are strategies that they can adopt to resist pressure.</p> <p>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;</p> <p>Apply this approach to personal friendships and relationships</p> <p>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>Children will know that God is Trinity - a community of persons;</p> <p>Children will know that the Church is the Body of Christ.</p>



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	<p>bullying is wrong and unacceptable 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. About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people. 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</p>	<p>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.</p>			<p>The human family is to reflect the Holy Trinity in mutual charity and generosity. 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>		
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Personal Development at St Clare's Primary School

	That God is love: Father, Son and Holy Spirit						
Come and See (RE Programme)		The love and care shown in the family My family loves me. There are special people in our lives who are there to help us The love and care shown in the family		The joys and sorrows of being a family at home God's vision for every family within the home Parents and children should love and respect one another, as God wants them to do			



Personal Development at St Clare's Primary School

Sex Education – By Year Group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life to the Full (RSE Programme)	To know they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them				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. Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty 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;	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! 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; That human beings are different in kind to other animals;	How a baby grows and develops in its mother's womb. 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. *Optional. See your Programme Coordinator 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.



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					<p>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. To judge well what kind of physical contact is acceptable or unacceptable and how to respond;</p>	<p>About the unique growth and development of humans, and the changes that boys will experience during puberty; Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'. To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p>	
Science			<p>I know that animals, including humans, have offspring which grow into adults. I know the basic stages in a life cycle for animals, including humans.</p>			<p>I can describe the changes as humans develop to old age.</p>	



Personal Development at St Clare's Primary School

Physical Health and Mental Well-Being - Whole School						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Whole School Initiatives						Sports Day
Parental Engagement	Healthy Lunchbox Ideas Shared					
Leadership	Dedicated Mental Health Lead – Mrs Liddle ELSA Provision – Mrs Gamble Family Link Worker – Mrs Woodward					



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Physical Health and Mental Well-Being – By Year Group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life to the Full (RSE Programme)	<p>We are created individually by God as part of His creation plan</p> <p>Our bodies were created by God and are good</p> <p>Our bodies are good and made by God</p> <p>The names of the parts of the body (not genitalia)</p> <p>That our bodies are good and we need to look after them</p> <p>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p> <p>That it is natural for us to relate to and trust one another</p> <p>A language to describe their feelings</p> <p>An understanding that everyone experiences feelings, both good and bad</p>	<p>We are created individually by God; God wants us to talk to Him often through the day and treat Him as our best friend;</p> <p>Our bodies are good;</p> <p>The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia);</p> <p>Our bodies are good and we need to look after them;</p> <p>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;</p> <p>The importance of sleep, rest and recreation for our health;</p> <p>How to maintain personal hygiene.</p>	<p>A language to describe our feelings</p> <p>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>Simple strategies for managing feelings and for good behaviour;</p> <p>Children will know and appreciate that there are natural life stages from birth to death, and what these are.</p> <p>To know that they are entitled to bodily privacy;</p> <p>Medicines are drugs, but not all drugs are good for us.</p> <p>Alcohol and tobacco are harmful substances.</p>	<p>That emotions change as they grow up (including hormonal effects);</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</p> <p>What emotional well-being means;</p> <p>Positive actions help emotional well-being (beauty, art, etc. lift the spirit);</p> <p>Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).</p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p>	<p>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>Medicines are drugs, but not all drugs are good for us.</p> <p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>In an emergency, it is important to remain calm.</p> <p>Quick reactions in an emergency can save a life.</p> <p>Children can help in an emergency using their First Aid knowledge.</p>	<p>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;</p> <p>The need for modesty and appropriate boundaries.</p> <p>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>Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</p> <p>Learn how to make good choices about substances that will have a positive impact on their health.</p>	<p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.</p> <p>Emotions change as they grow up (including hormonal effects);</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not</p>



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	<p>Simple strategies for managing feelings</p> <p>Simple strategies for managing emotions and behaviour</p> <p>That there are natural life stages from birth to death, and what these are</p> <p>The importance of the nuclear family and of the wider family</p> <p>The importance of being close to and trusting of 'special people' and telling them is something is troubling them</p> <p>Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets.</p> <p>We should always try to look after our bodies because God created them and gifted them to us.</p> <p>First Aid can be used in non-</p>	<p>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;</p>	<p>Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>They should call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</p> <p>Some basic principles of First Aid</p>	<p>Some behaviour is wrong, unacceptable, unhealthy and risky;</p> <p>Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p>		<p>Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco</p> <p>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>The recovery position can be used when a person is unconscious but breathing.</p> <p>DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</p>	<p>good guides for action;</p> <p>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>
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	emergency situations, as well as whilst waiting for an ambulance						
Science		I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	I can find out and describe the basic needs of animals, including humans, for survival (water, food and air). I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions.		I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies Function. I can describe the ways in which nutrients and water are transported within animals, including humans.
PE		Talk about what our bodies do during exercise e.g. breathing. Understand that being active is					



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Pupils' Wider Safety - Whole School						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Whole School Initiatives		Fire Service Visit – firework/fire safety				Sports Day
Leadership	Dedicated Mental Health Lead – Mrs Liddle ELSA Provision – Mrs Gamble Family Link Worker – Mrs Woodward					



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Pupils' Wider Safety – By Year Group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE				<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively- for example, front crawl, backstroke and breaststroke- with increasing confidence and proficiency.</p> <p>Perform safe self-rescue in different water-based situations with increasing confidence and proficiency.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively- for example, front crawl, backstroke and breaststroke- with increasing confidence and proficiency.</p> <p>Perform safe self-rescue in different water-based situations with increasing confidence and proficiency.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively- for example, front crawl, backstroke and breaststroke- with increasing confidence and proficiency.</p> <p>Perform safe self-rescue in different water-based situations with increasing confidence and proficiency.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively- for example, front crawl, backstroke and breaststroke- with increasing confidence and proficiency.</p> <p>Perform safe self-rescue in different water-based situations with increasing confidence and proficiency.</p>
Extra Curricular			Fire Safety Visit			Fire Safety Visit	Warning Zone Visit Bikeability



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Economic Understanding – By Year Group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths			Count money - pence download Count money - pounds (notes and coins) Count money - pounds and pence Choose notes and coins	Pounds and pence Convert pounds and pence Add money Subtract money Give change	Pounds and pence Ordering money Estimating money Recap Convert pounds and pence Recap Add money Recap Subtract money Recap Give change Working with money Four operations		
Natwest Moneysense	Where can I keep my money safe? Where does money come from? Why is it important to save money?	What coins and notes do we use? Where can I keep my money safe? Why is it important to save money? What are needs and wants?	Augmented Reality Games – selling, saving & spending Climate Savers Where does money come from? How can I keep track of money?	How can I pay for things? What effects my choices about my money?	What are the links between jobs and money? How can I keep my money safe?	Enterprise – Raising money for charity How can I plan a simple budget? How are payments changing?	How does money affect my feelings? How can I use a bank account? How do I understand information about money from around the world?



Personal Development at St Clare's Primary School

Understanding of Technology and Media - Whole School						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Whole School Initiatives			E-Safety Week and Activities			
Parental Engagement	E-Safety Information Shared					



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Understanding of Technology and Media – By Year Group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life to the Full (RSE Programme)			To understand safe and unsafe situations, including online.		<p>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;</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>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;</p> <p>How to report and get help if they</p>	<p>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.</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim;</p> <p>How to get help if they experience cyberbullying.</p>	<p>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 To know that God calls us to love others. To know ways in which we can participate in God's call to us.</p>



Personal Development at St Clare's Primary School

Citizenship - Whole School						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Whole School Initiatives	Eco-Schools Green Flag CAFOD fundraising					
Parental Engagement	Fundraising					



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Citizenship – By Year Group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life to the Full (RSE Programme)	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 they live		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.			Pupils will learn to apply the principles of Catholic Social Teaching to current issues;	



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Development of Character - Whole School						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Ethos & Values	School Mission Statement					
Whole School Initiatives						Sports Day
Ordo Themes which form the basis of every Monday Act of Worship and the Weekly Mission	Welcome Creation Encounter Belonging Learning Inclusion Rosary Diversity	Individuality Holiness Giving Youth Kingdom Hope Peace Joy	Epiphany Discipleship Inspire Challenge Care Healing	Mercy Forgiveness Prayer Fasting Almsgiving Sacrifice Journey	Missionary Discipleship Faith Vocation Witness Example	Pentecost Piety Knowledge Understanding Wisdom



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Development of Character – By Year Group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Life to the Full (RSE Programme)</p>	<p>That we have choices and these choices can impact how we feel and respond.</p> <p>No matter how small our offerings, they are valuable to God and He can use them for His glory.</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p>	<p>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;</p> <p>We are created as a unity of body, mind and spirit: who we are matters and what we do matters;</p> <p>We can give thanks to God in different ways.</p> <p>That God is love: Father, Son and Holy Spirit</p>	<p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;</p> <p>That Jesus died on the cross so that we would be forgiven.</p> <p>Jesus cared for others and has expectations of them and how they should act;</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p>		<p>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community;</p> <p>Self-confidence arises from being loved by God (not status, etc).</p> <p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe;</p>	<p>Self-confidence arises from being loved by God (not status, etc).</p> <p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p>	
<p>Come and See (RE Programme)</p>		<p>The psalms tell us about God's love and care</p> <p>What we can learn about God's love in the Bible</p> <p>God loves and cares for us</p>	<p>Being thanked and thanking others</p> <p>What we treasure</p>	<p>Listening</p> <p>Sharing with one another</p> <p>Sometimes it is hard to be totally giving</p>			



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		<p>Jesus grew up in a family who loved and cared for him Remembering, celebrating and responding to the love and care shown in the family and God's love and care for every family Jesus loves us We have choice, sometimes we use it well and sometimes we make wrong choices Jesus helps us when we make wrong choices Jesus forgives us when we make wrong choices God helps us to be kind Recognise that we need forgiveness Saying sorry We are happy when we love one another Remembering, celebrating and responding to the</p>					
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		experience of choice – sometimes we use it well; sometimes wrongly. God helps us to choose well and to be sorry. God forgives us					
Extra Curricular						Kingswood Residential	Briars Residential Transition Activities



Personal Development at St Clare's Primary School

Wider Opportunities for Personal Development - Whole School						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Whole School Initiatives		Theatre Trip Armistice Parade Remembrance observance		World Book Day		Sports Day
Other Opportunities	<p>Chaplaincy Team and events with chaplains from other schools – Rosmini Centre</p> <p>House Captains</p> <p>Librarians</p> <p>Lunchtime Helpers</p> <p>School Councillors</p> <p>Eco-Team</p> <p>After School Clubs – wide range of sports, art, Polish Club, Lego</p> <p>Choir - Menphys</p> <p>Singing in the community – Remembrance parade</p> <p>Sports competitions ie Leicester Riders</p> <p>Joining in with Parish events</p> <p>Trips and visitors in all year groups – museums, farm, local heritage site, historic transport, theatre, botanical gardens etc.</p> <p>Events with local schools – choir with local schools</p> <p>Events with CMAT schools – Feast Day celebrations; planned sports day</p> <p>Leadership of collective worship</p> <p>Musical Performances – ukuleles, steel pans, end of year production, Easter play, nativity</p> <p>Masses and Liturgies</p> <p>Public speaking</p> <p>Christian Meditation</p>					



Personal Development at St Clare's Primary School

British Values* - Whole School	
Democracy	<p>Pupils are listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council and regular questionnaires and pupil voice interviews with different members of staff.</p> <p>The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.</p> <p>Within our history curriculum, different societies are studied, along with the way in which they governed. These include the Egyptians, Romans, Ancient Greeks (Athens v Sparta) and modern days countries in comparison to the UK.</p>
Individual Liberty	<p>Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education.</p> <ul style="list-style-type: none"> • Visitors including the fire brigade and the police • Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example: <ul style="list-style-type: none"> • E-safety lessons and ongoing focus during computing lessons. • Whether it is through choice of challenge, how they record, or participation in numerous extra-curricular activities, our pupils have the freedom to make choices.
The Rule of Law	<p>The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour</p> <ul style="list-style-type: none"> • School rules are consistently applied, with a clear progression of rewards and consequences. • Visits from authorities such as the Police, Fire Service, etc. are regular and help to reinforce that importance of laws to govern and protect us.
Mutual Respect	<p>All members of the school community treat each other with respect and pupils understand that respect needs to be shown to everyone, whatever differences we may have. This is reiterated through our School Mission Statement – children, parents, staff and Governors were involved in reviewing and writing this. Annually we revisit the Mission Statement and provide children with a range of opportunities to discuss and explore this. Respect for others is reiterated through our school rules and our behaviour policy. This value underpins our work every day, both in and out of the classroom.</p>
Tolerance of those with Different Faiths & Beliefs	<p>This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in Come and See and through our Agents of Change work with the Equally Safe programme. The Come and See programme provides two opportunities throughout the year to explore the beliefs of other faiths and religions, which include Judaism, Hinduism and Islam, and to explore the similarities to Christianity as well as the differences. This is also addressed through the work we do when focusing on charities such as CAFOD when fundraising and during other class topics which provide opportunities to learn about different cultures, such as in geography when other countries are studied and at Chinese New Year.</p>

*Also covered explicitly in the No Outsiders programme (see Protected Characteristics section below)



Personal Development at St Clare's Primary School

Inclusion and Equality of Opportunity - Whole School						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Whole School Initiatives	School Mission Statement Agents of Change (Equally Safe) Anti-Bullying Week and Activities Clubs open to all					



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Inclusion and Equality of Opportunity – By Year Group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life to the Full (RSE Programme)	<p>We are all God's children and are special</p> <p>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>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>About different types of teasing and that all bullying is wrong and unacceptable</p> <p>That being made in His image means being called to be loved and to love others</p> <p>What a community is, and that God calls us to live in</p>	<p>To learn that we are unique, with individual gifts, talents and skills. 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>That being made in his image means being called to be loved and to love others</p> <p>To know what a community is, and that God calls us to live in community with one another;</p> <p>A scripture illustrating the importance of living in community as a consequence of this;</p>	<p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);</p> <p>We are part of God's family;</p> <p>We should love other people in the same way God loves us.</p> <p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community;</p>	<p>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</p> <p>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p>To know that God wants His Church to love and care for others.</p> <p>To devise practical ways of loving and caring for others.</p>		<p>Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</p> <p>Pupils will find ways in which they can spread God's love in their community.</p>	<p>Children will know that God is Trinity - a community of persons;</p> <p>Children will know that the Church is the Body of Christ. Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:</p> <p>Just, understanding that the way we live has an impact on others locally, nationally and globally</p> <p>Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation</p> <p>Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p>



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	community with one another Some Scripture illustrating the importance of living in a community That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community	Jesus' teaching on who is my neighbour.					
Come and See (RE Programme)		God loves all of us. God takes care of everyone We belong to different groups Recognise that we are all neighbours		Belonging to a group involves promises and rules			



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Careers Information, Education, Advice and Guidance - Whole School						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Whole School Initiatives	Ambassador Assembly – Leicester Riders Author Visit Y6 Priest visit					



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Careers Information, Education, Advice and Guidance – By Year Group							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Careers & Enterprise Company Scheme of Work</p>	<p>Early Years children are introduced to 35 different from the world of work who are invited into school to share their job/career with the children. Every visitor is asked to bring in an item/artefact that either symbolises the work that they do or is a piece of equipment necessary for them to have, to complete their role. The item/artefact is then placed in a 'Careers Corner' in the classroom to allow the children to explore in their child-initiated learning time.</p>	<p>Year 1 delve into the eight essential skills with a lesson every half term lasting around 90 minutes. The essential skills are paired into the following lessons: Lesson one: listening and presenting. Lesson two: problem-solving and creativity. Lesson three: aiming high and staying positive. Lesson four: teamwork and leadership. Lesson five: the children are set a challenge which helps to build on all of the eight essential skills. Lesson six: 'What's my job?' assembly where employers from the world of</p>	<p>Year 2 delve into the eight essential skills with a lesson every half term lasting around 90 minutes. The essential skills are paired into the following lessons: Lesson one: listening and presenting. Lesson two: problem-solving and creativity. Lesson three: aiming high and staying positive. Lesson four: teamwork and leadership. Lesson five: the children are set a challenge which helps to build on all of the eight essential skills. Lesson six: 'What's my job?' assembly where employers from the world of</p>	<p>Year 3 delve into the Health and Social Sector, with all resources found here. They start with the 'Pre-Event' document which introduces the career skills, explains what the Health and Social Care Sector actually means, with some job titles as examples, and allows the children to look in depth at the skills ladder for the children to assess themselves. The children will then have an opportunity to discuss activities in and out of school and create a Skills Action Plan to allow the children to decide what skills need to be</p>	<p>Year 4 delve into the Environmental Sector. They start with the 'Pre-Event' document which introduces the career skills, explains what the Environmental Sector actually means, with some job titles as examples, and allows the children to look in depth at the skills ladder for the children to assess themselves. The children will then have an opportunity to discuss activities in and out of school and create a Skills Action Plan to allow the children to decide what skills need to be developed first and who can help them</p>	<p>Year 5 begin by delving into the Construction Sector. They start with the 'Pre-Event 1' document which introduces the career skills, explains what the Construction Sector actually means and allows the children to look in depth at the skills ladder for the children to assess themselves. The children will then have an opportunity to discuss activities in and out of school and create a Skills Action Plan to allow the children to decide what skills need to be developed first and who can help them to develop these. The children then</p>	<p>Year 6 begin by delving into the Public Sector. They start with the 'Pre-Event 1' document which introduces the career skills, explains what the Public Sector actually means and allows the children to look in depth at the skills ladder for the children to assess themselves. The children will then have an opportunity to discuss activities in and out of school and create a Skills Action Plan to allow the children to decide what skills need to be developed first and who can help them to develop these. The children then use their Career</p>



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		<p>work are invited in to talk to the children. The children have to try and guess their jobs based on stereotypes and will then go into smaller groups to discuss the job/career in more depth dispelling any misconceptions that the children may already have.</p> <p>Throughout the year, staff use Skills Builder to assess and develop their class. All of the skills are broken down into mini steps that are used to support the children in moving onto the next stage, all in preparation for their KS2 curriculum based on individual development.</p>	<p>work are invited in to talk to the children. The children have to try and guess their jobs based on stereotypes and will then go into smaller groups to discuss the job/career in more depth dispelling any misconceptions that the children may already have.</p> <p>Throughout the year, staff use Skills Builder to assess and develop their class. All of the skills are broken down into mini steps that are used to support the children in moving onto the next stage, all in preparation for their KS2 curriculum based on individual development.</p> <p>These lessons have all been created to embed prior learning in Year 1, children will have</p>	<p>developed first and who can help them to develop these. The children then use their Career Roadmap document to complete the current skills box and view the journey that they will take with exploring the world of work.</p> <p>Year 3 will then complete their 'Pre-Event 2' lesson where they spend some time building on their understanding of the Health and Social Care Sector, they will then transfer their knowledge onto the Knowledge Web including preparing questions for employees. The children will then use a Job Examples sheet to look at the pictures of different people in their job</p>	<p>to develop these. The children then use their Career Roadmap document to complete the current skills box and view the journey that they will take with exploring the world of work.</p> <p>Year 4 will then complete their 'Pre-Event 2' lesson where they spend some time building on their understanding of the Environmental Sector, they will then transfer their knowledge onto the Knowledge Web including preparing questions for employees. The children will then use a Job Examples sheet to look at the pictures of different people in their job roles thinking about their common goal of working to</p>	<p>use their Career Roadmap document to complete the current skills box and view the journey that they will take with exploring the world of work.</p> <p>Year 5 will then complete their 'Pre-Event 2' lesson where they spend some time looking at an organisation within the Construction Sector, they will then look at what this structure means within the context of their school structure to gain an idea as to the roles within an organisation. The children are then given the Labour Market Index (LMI) which shows the presence and importance of this sector within the area, they answer</p>	<p>Roadmap document to complete the current skills box and view the journey that they will take with exploring the world of work.</p> <p>Year 6 will then complete their 'Pre-Event 2' lesson where they spend some time looking at two organisations within the Public Sector, they will then look at what this structure means within the context of their school structure to gain an idea as to the roles within an organisation. The children are then given the Labour Market Index (LMI) which shows the presence and importance of this sector within the area, they answer</p>
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			already been introduced to the eight essential skills but will begin to make explicit links between the skill name and how they are using these.	roles thinking about their common goal of working to improve the health and care of the community.	improve the environment.	questions based on this information which pulls in important skills in mathematics such as unpicking trends and pie chart data. In preparation for their visit, the children then use an internet-enabled device to research the sector and prepare questions for the employees with a focus on technology that they rely on and how this has changed throughout their careers.	questions based on this information which pulls in important skills in mathematics such as unpicking trends and pie chart data. In preparation for their visit, the children then use an internet-enabled device to research the sector and prepare questions for the employees with a focus on technology that they rely on and how this has changed throughout their careers.
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Protected Characteristics		
	TenTen (RSE Programme)	No Outsiders
Age	The subject of age, and the dignity of the person at all ages, is explored in the unit Life Cycles (All Key Stages, Module 1 Unit 4). Within these lessons, the programme teaches about the natural progress of life, and teaches that death is part of God's plan for us.	EYFS – freedom of choice; it's ok to like different things; you can make friends with different people; all families are different; people in my family are special; everyone is different
Disability	We teach inclusivity, using resources that are mindful of disability diversity representation.	
Gender reassignment	Programme provides foundational language about our core identity as children of God – we promote inclusivity	Year 1 – everyone is different; everyone can play together; no-one should be left out; diversity; working together
Marriage and Civil Partnership	The sessions "Who's Who?" (EYFS Module 2.2.1), "Special People" (KS1 Module 2.2.1) and "Family, Friends and Others" (LKS2 Module 2.2.1) explore different family structures. They provide opportunities for children to share news about their own family structure in a non-judgemental forum and also provide opportunity for discussion the different family structures given in the various stories and scenarios. In the Paradise Street dramas (UKS2 Module 1), various family structures are represented through the characters in the films and there is discussion about specific family structures, such as families with 'two mums and two dads' in "Gifts and Talents" KS2 Module 1.2.1	Year 2 – everyone is different; understanding self-confidence; diversity; being a good friend; sign language; being different and belonging
Pregnancy and Maternity	Pregnancy is explored in age-appropriate ways throughout the primary schools' programme in the unit Life Cycles (All Key Stages, Module 1 Unit 4).	Year 3 – discrimination; not being a bystander; welcoming everyone; age stereotypes; helping outsiders; diversity in Britain
Race	From the outset within the design of the programme, Ten Ten have been mindful of ensuring racial representation in our stories, dramas, appendices, scenarios and imagery.	Year 4 – tackling discrimination; standing up for what is right; being proud of oneself; things we have in common; understanding mental health; showing acceptance
Religion	Every year, on a rolling cycle, two other faiths, outside of Christianity are taught through the Come and See programme. These include Islam, Judaism, Sikhism and Hinduism.	
Sex	In the unit "Me, My Body, My Health" (All Key Stages, Module 1, Unit 2) the discourse about the physical differences between boys and girls is matched by teaching about gender equality and dispelling gender stereotypes.	Year 5 – consequences of actions; justifying actions; responding to racism; showing empathy; friendships; understanding views towards equality across the world
Sexual Orientation	Attraction to the opposite sex is touched upon in UKS2 Module 1 within the 'Paradise Street' series as part of a discussion around emotional changes.	Year 6 – immigration; freedom of speech; overcoming fears about difference; prejudice and challenging racism; democracy