

		Relationship	Education - W	hole 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				



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



			T	
bullying is wrong	others and how to		The human family	
and unacceptable	respond;		is to reflect the	
To recognise when	To know that when		Holy Trinity in	
they have been	we are unkind to		mutual charity and	
unkind to others	others, we hurt		generosity.	
and say sorry.	God also and		That there are	
That when we are	should say sorry to		different people we	
unkind, we hurt	him as well;		can trust for help,	
God and should	To know that we		especially those	
say sorry.	should forgive like		closest to us who	
To recognise when	Jesus forgives.		care for us,	
people are being			including our	
unkind to them			teachers and parish	
and others and			priest.	
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				
parisii priest			l	



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



		S	ex Education –	By Year Grou	p		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life to the Full	To know they are				Learn what the	We were created	How a baby
(RSE Programme)	entitled to bodily				term puberty	individually by God	grows and
	privacy				means;	who cares for us	develops in its
	That they can and				Learn when they	and wants us to	mother's womb.
	should be open				can expect puberty	put our faith in	Basic scientific
	with 'special				to take place;	Him.	facts about sexual
	people' they trust if				Understand that	Physically	intercourse
	anything troubles				puberty is part of	becoming an adult	between a man
	them				God's plan for our	is a natural phase	and woman;
					bodies.	of life.	The physical,
					Learn correct	Lots of changes	emotional, moral
					naming of genitalia;	will happen during	and spiritual
					Learn what	puberty and	implications of
					changes will	sometimes it might	sexual intercourse;
					happen to boys	feel confusing, but	The Christian
					during puberty;	it is all part of	viewpoint that
					Learn what	God's great plan	sexual intercourse
					changes will	and the results will	should be saved
					happen to girls	be worth it!	for marriage.
					during puberty	That human beings	*Optional. See
					That they were	are different to	your Programme
					handmade by God	other animals;	Coordinator
					with the help of	About the unique	About the nature
					their parents;	growth and	and role of
					How a baby grows	development of	menstruation in
					and develops in its	humans, and the	the fertility cycle,
					mother's womb	changes that girls	and that fertility is
					including,	will experience	involved in the
					scientifically, the	during puberty;	start of life;
					uniqueness of the	That human beings	Some practical
					moment of	are different in	help on how to
					conception;	kind to other	manage the onset
						animals;	of menstruation.



			How conception	About the unique	
			and life in the	growth and	
			womb fits into the	development of	
			cycle of life;	humans, and the	
			That throughout	changes that boys	
			their lives human	will experience	
			beings act at three	during puberty;	
			integrated levels:	Understand what	
			physical,	consent and bodily	
			psychological and	autonomy means;	
			spiritual.	Discuss and reflect	
			To judge well what	on different	
			kind of physical	scenarios in which	
			contact is	it is right to say	
			acceptable or	'no'.	
			unacceptable and	To judge well what	
			how to respond;	kind of physical	
				contact is	
				acceptable or	
				unacceptable and	
				how to respond.	
Science		I know that animals,		I can describe the	
		including humans,		changes as	
		have offspring		humans develop to	
		which grow into		old age.	
		adults.			
		I know the basic			
		stages in a life cycle			
		for animals,			
		including humans.			



	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										



	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	We are created	We are created	A language to	That emotions	About the need to	About the need to	To recognise that			
(RSE	individually by God	individually by God;	describe our	change as they	respect and look	respect their bodies	images in the			
Programme)	as part of His	God wants us to	feelings	grow up (including	after their bodies as	as a gift from God	media do not			
	creation plan	talk to Him often	Children will have a	hormonal effects);	a gift from God	to be looked after	always reflect reali			
	Our bodies were	through the day	basic	To deepen their	through what they	well, and treated	and can affect ho			
	created by God and	and treat Him as	understanding that	understanding of	wear, what they eat	appropriately;	people feel abou			
	are good	our best friend;	feelings and actions	the range and	and what they	The need for	themselves			
	Our bodies are	Our bodies are	are two different	intensity of their	physically do	modesty and	That thankfulnes			
	good and made by	good;	things, and that our	feelings; that	Medicines are	appropriate	builds resilience			
	God	The names of the	good actions can	'feelings' are not	drugs, but not all	boundaries.	against feelings			
	The names of the	parts of our bodies	'form' our feelings	good guides for	drugs are good for	How to make good	envy, inadequac			
	parts of the body	(please refer to the	and our character.	action;	us.	choices that have	etc. and agains			
	(not genitalia)	Module Overview	Simple strategies	What emotional	Alcohol and	an impact on their	pressure from pe			
	That our bodies are	for important	for managing	well-being means;	tobacco are	health: rest and	or media			
	good and we need	guidance on	feelings and for	Positive actions	harmful substances.	sleep, exercise,	To deepen thei			
	to look after them	discussing	good behaviour;	help emotional	Our bodies are	personal hygiene,	understanding o			
	What constitutes a	genitalia);	Children will know	well-being (beauty,	created by God, so	avoiding the	the range and			
	healthy lifestyle,	Our bodies are	and appreciate that	art, etc. lift the	we should take care	overuse of	intensity of thei			
	including exercise,	good and we need	there are natural	spirit);	of them and be	electronic	feelings; that			
	diet, sleep and	to look after them;	life stages from	Talking to trusted	careful about what	entertainment, etc.	'feelings' are no			
	personal hygiene	What constitutes a	birth to death, and	people help	we consume.	Understand the	good guides fo			
	That it is natural for	healthy lifestyle,	what these are.	emotional well-	In an emergency, it	effect that a range	action.			
	us to relate to and	including physical	To know that they	being (eg	is important to	of substances	Emotions change			
	trust one another	activity, dental	are entitled to	parents/carer/teach	remain calm.	including drugs,	they grow up			
	A language to	health and healthy	bodily privacy;	er/parish priest).	Quick reactions in	tobacco and	(including hormo			
	describe their	eating;	Medicines are	To recognise that	an emergency can	alcohol can have on	effects);			
	feelings	The importance of	drugs, but not all	images in the	save a life.	the body.	To deepen thei			
	An understanding	sleep, rest and	drugs are good for	media do not	Children can help in	Learn how to make	understanding o			
	that everyone	recreation for our	us.	always reflect reality	an emergency	good choices about	the range and			
	experiences	health;	Alcohol and	and can affect how	using their First Aid	substances that will	intensity of thei			
	feelings, both good	How to maintain	tobacco are	people feel about	knowledge.	have a positive	feelings; that			
	and bad	personal hygiene.	harmful substances.	themselves.		impact on their	'feelings' are no			
						health.	-			



Simple strategies	How their	Our bodies are	Some behaviour is	Know that our	good guides for
for managing	behaviour affects	created by God, so	wrong,	bodies are created	action;
feelings	other people, and	we should take care	unacceptable,	by God, so we	About emotional
Simple strategies	that there is	of them and be	unhealthy and risky;	should take care of	well-being: that
for managing	appropriate and	careful about what	Thankfulness builds	them and be careful	beauty, art, etc. can
emotions and	inappropriate	we consume.	resilience against	about what we	lift the spirit; and
behaviour	behaviour;	They should call	feelings of envy,	consume.	that also openness
That there are		999 in an	inadequacy and	Recognise how they	with trusted
natural life stages		emergency and ask	insecurity, and	may come under	parents/carers/teac
from birth to death,		for ambulance,	against pressure	pressure when it	hers when worried
and what these are		police and/or fire	from peers and the	comes to drugs,	ensures healthy
The importance of		brigade	media.	alcohol and	well-being.
the nuclear family		If they require		tobacco	
and of the wider		medical help but it		Learn that they are	
family		is not an		entitled to say "no"	
The importance of		emergency, basic		for all sorts of	
being close to and		first aid should be		reasons, but not	
trusting of 'special		used instead of		least in order to	
people' and telling		calling 999.		protect their God-	
them is something		Some basic		given bodies	
is troubling them		principles of First		The recovery	
Medicines should		Aid		position can be	
only be taken when				used when a person	
a parent or doctor				is unconscious but	
gives them to us.				breathing.	
Medicines are not				DR ABC is a primary	
sweets.				survey to find out	
We should always				how to treat life-	
try to look after our				threatening	
bodies because				conditions in order	
God created them				of importance.	
and gifted them to				·	
us.					
First Aid can be					
used in non-					



	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				



	good for them and					
	fun.					
Design &	Use the basic	Use the basic	understand and	understand and	understand and	understand and
Technology	principles of a	principles of a	apply the principles	apply the principles	apply the principles	apply the principles
	healthy and varied	healthy and varied	of a healthy and			
	diet to prepare	diet to prepare	varied diet	varied diet	varied diet	varied diet
	dishes	dishes	prepare and cook	prepare and cook	prepare and cook	prepare and cook
	understand where	understand where	a variety of	a variety of	a variety of	a variety of
	food comes from	food comes from	predominantly	predominantly	predominantly	predominantly
			savoury dishes	savoury dishes	savoury dishes	savoury dishes
			using a range of			
			cooking techniques	cooking techniques	cooking techniques	cooking techniques
			understand	understand	understand	understand
			seasonality, and	seasonality, and	seasonality, and	seasonality, and
			know where and	know where and	know where and	know where and
			how a variety of			
			ingredients are	ingredients are	ingredients are	ingredients are
			grown, reared,	grown, reared,	grown, reared,	grown, reared,
			caught and	caught and	caught and	caught and
			processed	processed	processed	processed
Extra Curricular						Hoops for Health



	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 Hea ELSA Provision Family Link Worker	– Mrs Gamble							



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



		Econo	omic Understar	nding – By Year	Group		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	2.1.0		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 I important to save money?	What coins and notes do we use? Where can I keep my money safe? Why is I 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?



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



		Understand	ling of Technology	and Media	– By Year Group)	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Life to the Full			To understand safe		How to use	How to use	The difference
(RSE			and unsafe		technology safely;	technology safely.	between harmful
Programme)			situations, including		That just as what	That just as what	and harmless
			online.		we eat can make us	we eat can make us	videos and images;
					healthy or make us	healthy or make us	The impact that
					ill, so what we	ill, so what we	harmful videos and
					watch, hear, say or	watch, hear, say or	images can have on
					do can be good or	do can be good or	young minds;
					bad for us and	bad for us and	Ways to combat
					others;	others.	and deal with
					How to report and	How to report and	viewing harmful
					get help if they	get help if they	videos and images
					encounter	encounter	To know that God
					inappropriate	inappropriate	calls us to love
					materials or	materials or	others.
					messages.	messages.	To know ways in
					How to use	What the term	which we can
					technology safely;	cyberbullying	participate in God's
					That bad language	means and	call to us.
					and bad behaviour	examples of it;	
					are inappropriate;	What cyberbullying	
					That just as what	feels like for the	
					we eat can make us	victim;	
					healthy or make us	How to get help if	
					ill, so what we	they experience	
					watch, hear, say or	cyberbullying.	
					do can be good or		
					bad for us and		
					others;		
					How to report and		
					get help if they		



				encounter		
				inappropriate		
				materials or		
				messages		
Computing	I can safely search	I can stay safe when	I can explain how to		I can identify spam	I can identify secure
	for images online	using the Internet	stay safe when		emails and what to	websites by
	I can stay SMART	I can search the	communicating		do with them.	identifying privacy
	online	Internet to find	online.		I can create strong	seals of approval.
	I can understand	results suitable for	I can explain why I		passwords.	I can identify how
	how to	children	need to be		I can recognise	the media play a
	communicate safely	I can search for	responsible online.		when, why and how	powerful role in
	online	information safely	I can explain what		photographs we	shaping ideas
	I can understand	online	cyberbullying is and		see online may	about girls and
	what personal	I can use a camera	how to address it.		have been edited.	boys.
	information I need	to take safe photos	I can create strong		To apply online	I can use my
	to keep safe	to use online	passwords and		safety rules to real-	knowledge of
	I can use email to	I can use an online	understand privacy		life scenarios.	online safety to
	safely communicate	blog safely and	settings.		To apply online	create a multiple
	I can apply my	respectfully	I can explore		safety rules to real-	choice quiz.
	online safety	I can post positive	different ways		life scenarios.	
	knowledge to help	comments and	children can		I can use search	
	others make good	responses on a	communicate		engines safely and	
	choices online	blog	online.		effectively to	
			I can explain how to		research ideas.	
			stay safe online.			
Extra Curricular						Warning Zone Visit



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



	Citizenship – By Year Group								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Life to the Full	That we have a duty		That we have a duty			Pupils will learn to			
(RSE	of care for others		of care for others			apply the principles			
Programme)	and for the world		and for the world			of Catholic Social			
	we live in (charity		we live in (charity			Teaching to current			
	work, recycling,		work, recycling			issues;			
	etc.)		etc.);						
	About what harms		About what harms						
	and what improves		and what improves						
	the world in which		the world in which						
	they live		we live.						



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



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



	is grew up in a		
	nily who loved		
and	cared for him		
Re	emembering,		
cel	ebrating and		
resp	oonding to the		
	love and		
care	e shown in the		
fam	nily and God's		
	e and care for		
	every family		
	esus loves us		
We	e have choice,		
som	etimes we use		
	it well and		
SO	ometimes we		
l n	nake wrong		
	choices		
Jesus	s helps us when		
	make wrong		
	choices		
Jesi	us forgives us		
	nen we make		
Wr	rong choices		
	helps us to be		
	kind		
Reco	ognise that we		
	ed forgiveness		
	Saying sorry		
	are happy when		
	ve love one		
	another		
l Re	emembering,		
	ebrating and		
	ponding to the		



	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	Briars Residential
			Residential	Transition Activities



	Wide	r Opportunities for	Personal Devel	opment - Whole S	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				
	Chaplaincy Team and events with chaplains from other schools – Rosmini Centre									
	House Captains									
	Librarians									
	Lunchtime Helpers									
		School Councillors								
	Eco-Team									
	After School Clubs – wide range of sports, art, Polish Club, Lego									
	Choir - Menphys									
	Singing in the community – Remembrance parade									
Other Opportunities	Sports competitions ie Leicester Riders									
	Joining in with Parish events									
	Trips and visitors in all year groups – museums, farm, local heritage site, historic transport, theatre, botanical gardens etc. Events with local schools – choir with local schools									
					ports day					
		Events with		Day celebrations; planned s	JOI LS CLAY					
	Leadership of collective worship Musical Performances – ukuleles, steel pans, end of year production, Easter play, nativity									
		iviusicai i eriorillaric	•	nd Liturgies	isici piay, Hativity					
				speaking						
				Meditation						



	British Values* - Whole School
Democracy	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: The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action. 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.
Individual Liberty	 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. 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: 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	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 • 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	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.
Tolerance of those with Different Faiths & Beliefs	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.

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



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						



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



	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		God loves all of us.	Belonging to a		
(RE Programme)		God takes care of everyone	group involves promises and rules		
		We belong to	promises and rules		
		different groups			
		Recognise that we			
		are all neighbours			



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



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



developed first and use their Career work are invited in work are invited in to develop these. Roadmap to talk to the to talk to the who can help them The children then Roadmap document to children. The children. The to develop these. use their Career document to complete the children have to try children have to try The children then Roadmap complete the current skills box and guess their jobs and guess their jobs use their Career current skills box and view the document to based on based on and view the Roadmap complete the journey that they will take with stereotypes and will stereotypes and will document to current skills box journey that they then go into smaller then go into smaller and view the exploring the world complete the will take with groups to discuss groups to discuss current skills box journey that they exploring the world of work. the job/career in the job/career in and view the will take with of work. more depth more depth journey that they exploring the world Year 5 will then Year 6 will then dispelling any dispelling any will take with of work. complete their 'Precomplete their 'Pre Event 2' lesson misconceptions that misconceptions that exploring the world Year 4 will then Event 2' lesson the children may the children may of work. complete their 'Prewhere they spend where they spend already have. already have. Year 3 will then Event 2' lesson some time looking some time looking Throughout the Throughout the complete their 'Prewhere they spend at an organisation at two year, staff use Skills year, staff use Skills Event 2' lesson some time building within the organisations within Builder to assess Builder to assess where they spend on their Construction the Public Sector. some time building and develop their and develop their understanding of Sector, they will they will then look class. All of the skills class. All of the skills on their the Environmental then look at what at what this are broken down are broken down understanding of Sector, they will this structure structure means into mini steps that into mini steps that the Health and then transfer their means within the within the context are used to support are used to support Social Care Sector, knowledge onto the context of their of their school the children in the children in they will then Knowledge Web school structure to structure to gain an moving onto the moving onto the transfer their including preparing gain an idea as to idea as to the roles auestions for next stage, all in next stage, all in knowledge onto the the roles within an within an preparation for preparation for Knowledge Web employees. The organisation. The organisation. The their KS2 curriculum children will then their KS2 curriculum including preparing children are then children are then based on individual based on individual questions for use a Job Examples given the Labour given the Labour development. development. employees. The sheet to look at the Market Index (LMI) Market Index (LMI) These lessons have children will then pictures of different which shows the which shows the all been created to use a Job Examples people in their job presence and presence and embed prior sheet to look at the roles thinking about importance of this importance of this pictures of different their common goal sector within the sector within the learning in Year 1, children will have people in their job of working to area, they answer area, they answer



already been	roles thinking about	improve the	questions based on	questions based on
introduced to the	their common goal	environment.	this information	this information
eight essential skills	of working to		which pulls in	which pulls in
but will begin to	improve the health		important skills in	important skills in
make explicit links	and care of the		mathematics such	mathematics such
between the skill	community.		as unpicking trends	as unpicking trends
name and how they			and pie chart data.	and pie chart data.
are using these.			In preparation for	In preparation for
			their visit, the	their visit, the
			children then use	children then use
			an internet-enabled	an internet-enabled
			device to research	device to research
			the sector and	the sector and
			prepare questions	prepare questions
			for the employees	for the employees
			with a focus on	with a focus on
			technology that	technology that
			they rely on and	they rely on and
			how this has	how this has
			changed	changed
			throughout their	throughout their
			careers.	careers.



	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
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	together Year 2 – everyone is different; understanding self- confidence; diversity; being a good friend; sign language; being different and belonging Year 3 – discrimination; not being a bystander; welcoming everyone; age stereotypes; helping
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).	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
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.	common; understanding mental health; showing acceptance
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;
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.	understanding views towards equality across the world Year 6 – immigration; freedom of speech; overcoming fears about difference; prejudice and challenging racism; democracy