



# St. Joseph's Journey of Growth Personal Development



**St. Joseph's Catholic  
Primary School**



*Let the Light of Christ Shine Bright*

## Our Personal Development Offer

Our curriculum extends beyond academics, promoting growth in diverse areas of life, as seen in our Personal Development Curriculum. We aim to equip children with the knowledge to make thoughtful decisions, build resilience, and continue developing their character. Through a well-planned approach, we integrate both the curriculum and extra-curricular activities to provide enriching experiences that promote positive behaviours in school, family, and the community.

Children at St. Joseph's know they **belong to a world** and learn to understand their role in society. As a **child of God**, they have a strong sense of self and know how to positively contribute to their local and global community. They become tolerant individuals and recognise that everyone's voice should be heard and every viewpoint acknowledged and respected. By the end of their primary education, they possess key virtues to flourish, such as compassion, respect, responsibility, resilience, justice, honesty, and self-belief. They are resilient humans, who **take opportunities** that are given to them, and they are prepared to be responsible citizens of both modern Britain and the wider world, with solid moral foundations for the future.

Our bespoke curriculum helps children gain the confidence to try new things, embrace challenges, and see mistakes as opportunities for growth.

Through our oracy offer, they learn they have a voice and should speak boldly and shine brightly. They learn to communicate respectfully, appreciate different perspectives, and engage in constructive discussions, broadening their thinking and learning to ask thoughtful questions of themselves and others.

### Our Curriculum Drivers

Everything begins with our curriculum drivers. They are woven through all that we do and underpin our shared belief that our role is to support children in believing '**they can achieve**' anything they put their mind to, have the confidence to '**take opportunities**' offered to them not matter how daunting or scary they feel, know they '**belong to the world**' that is theirs to explore and protect, and have responsibilities as '**a child of God**' to be compassionate and respectful members of society.

We believe it is our responsibility to show children that there is a world of possibility awaiting them beyond Coundon.



## PSHE & RSE

We have designed our PSHE/RSE curriculum to provide opportunities for our children, so they are able to grow into independent and respectful members of society, by addressing the topics most relevant to our pupils and that reflects the area they are growing up in. Our PSHE curriculum consists of 6 strands: **Citizenship, Community, Staying Safe, Relationships and Growing Up, RSE and Healthy Lifestyles and Wellbeing.**

Weekly lessons are delivered in all classes, some of which follow the Ten:Ten RSE programme. This has been supplemented with additional resources to provide our children with a spiral, coherent RSE and PSHE curriculum that includes topics such as safeguarding; sexual harassment; child on child abuse; protected characteristics; and online safety. The sequence of lessons ensures that these themes are taught intentionally as opposed to incidentally. Teachers use cross-curricular links to plan and deliver lessons, which teach children the steps they can take to protect and support their own and others' health, safety, and happiness. Learning is reflected through the active role our children play in our community, and books show independent work, group work, evidence of role play or group activities.

We aim to ensure that all children have the opportunity to express themselves, talk about relevant matters, and learn without judgement. We ensure that our children have a voice during learning walks, and at regular meetings for each pupil's voice group: School Council, Stewards of Creation, Mini Vinnies, Chaplaincy, Well-being group. When delivering SRE, our priority is ensuring that all parents understand and can support their children at home, in the hope of extending and building on the learning children do at school. Parents are consulted on and have a voice in how and what their children learn.

Our Personal Development curriculum runs alongside curriculum areas, such as PSHE, RE, PE Science, Computing and Art/DT. It is enriched through outdoor learning opportunities, educational visits, and a wide range of visitors who bring learning to life.

## Character Virtues

Our character virtues, gifted to us through Christ, form the foundation of our personal development programme. We are committed to nurturing these virtues in every child, encouraging them to grow in character as they progress through their education. These traits are not only central to our Christian ethos but also essential for flourishing in life beyond school. Our character virtues are taught explicitly, are woven throughout our curriculum, and are celebrated weekly during Celebration Assembly.





Race	Faith/Religion	Age	Gender	Disability	Pregnancy	Marriage
						

At St. Joseph's, discrimination of any kind is never tolerated. Our pupils are taught to show respect for all, and those with protected characteristics are supported to feel safe, included, and that they truly belong. We ensure that every pupil is treated equally and with dignity, and we actively teach about these protected characteristics to help children understand, respect, and value the differences they will encounter, both within our school and in wider society.

Our pupils understand that they **belong to a world** where they will encounter people with a range of differences. As **children of God**, they have a responsibility to treat everyone they meet with respect and compassion, upholding the dignity of every human person. As a Catholic school, our approach is rooted in the belief that every person is made in the image and likeness of God. The **dignity of the human person** is at the heart of all Church teaching and is central to the way we live, learn, and treat others.

While schools are not required to teach about every protected characteristic, we believe this learning is vital. We embed age-appropriate teaching about these characteristics across the curriculum, so that every child leaves our school with a deep understanding of equality and a strong sense of responsibility towards others.






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## British Values

At St. Joseph's, we promote fundamental British values and mutual respect and tolerance of those with different faiths and beliefs. We reflect the religious backgrounds represented in our community in collective worship and actively promote British Values, encouraging our pupils to regard people of all faiths, races and cultures with respect and tolerance.

Our framework for understanding British values draws on the example of Jesus and his welcome and inclusion of all, which is developed in Catholic Social Teaching. We place a significant emphasis on the celebration of individuality and difference within our communities, and the world, and our calling to work for the Common Good, in the service of others.

British Values are taught explicitly, are woven throughout our curriculum and school life, and are discussed weekly during Picture News assemblies.

<p><b>Democracy</b></p> 	<ul style="list-style-type: none"> <li>Democracy is embedded throughout the school curriculum.</li> <li>Children are always listened to by adults and taught to listen carefully and with concern to each other.</li> <li>Pupils have opportunities to express their views through: <ul style="list-style-type: none"> <li>School Council meetings</li> <li>Pupil voice, such as meetings and surveys</li> <li>Mini-Vinnies group (organising charitable activities)</li> </ul> </li> <li>School Council members are democratically elected by their peers.</li> <li>Democracy is introduced early through activities like daily Book Votes in EYFS.</li> <li>Democracy is discussed in assemblies</li> </ul>	<p><b>Individual Liberty</b></p> 	<ul style="list-style-type: none"> <li>Pupils are encouraged to make choices within a safe and supportive environment.</li> <li>Children are taught how to keep themselves safe and act responsibly, especially through PSHE and e-safety lessons.</li> <li>Pupils are supported to understand and exercise their rights and personal freedoms.</li> <li>Opportunities for choice include: <ul style="list-style-type: none"> <li>Challenge levels in lessons</li> <li>Methods of recording work</li> <li>Participation in extra-curricular activities</li> </ul> </li> <li>Pupils are encouraged to play an active role in the school community, e.g. fundraising for local charities and helping our church</li> <li>As children of God, pupils are supported in understanding their responsibilities towards others.</li> </ul>
<p><b>The Rule of Law</b></p> 	<ul style="list-style-type: none"> <li>The importance of laws is consistently reinforced across school life.</li> <li>A consistently applied Behaviour Policy promotes responsibility and fairness.</li> <li>Pupils learn the values and reasons behind laws and the consequences of breaking them.</li> <li>Visits from authorities such as the Police and Fire Brigade reinforce understanding of law and safety.</li> <li>Pupils are taught and encouraged to live out character virtues such as honesty, responsibility, respect, and justice.</li> <li>Each class creates and agrees on its own charter to ensure a safe and ordered learning environment.</li> <li>PSHE lessons focus on rules and the importance of them</li> <li>The school promotes four clear rules: <b>Responsible, Respectful, Compassionate, Safe.</b></li> <li>Sports Leaders and the Safeguarding Squad help promote fair play and positive behaviour.</li> <li>Relationships with law-related figures, including the local MP and police, are actively fostered.</li> </ul>	<p><b>Mutual Respect</b></p> 	<ul style="list-style-type: none"> <li>Respect is a core Character Virtue and central to the school's ethos and behaviour policy</li> <li>Respect is taught through teaching of Protected Characteristics and through Catholic Social Teachings</li> <li>Positive relationships are modelled by all adults and older pupils.</li> <li>Respect is explicitly taught through lessons, collective worship, and assemblies.</li> <li>Pupils are encouraged to recognise and celebrate positive behaviours through: <ul style="list-style-type: none"> <li>Stars of the Week</li> <li>Character Virtue awards</li> <li>Headteacher awards</li> </ul> </li> <li>Collaborative learning opportunities are regularly facilitated.</li> <li>Oracy opportunities are used throughout the curriculum and respect during conversations and to those whom you disagree with is explicitly taught</li> <li>Pupils share responsibilities and roles in the daily life of the school.</li> <li>Respect is demonstrated during visits to local and national places of interest.</li> <li>Children are explicitly taught how to show respect when in the community through PSHE lessons</li> <li>Residential visits provide opportunities to learn from and about each other.</li> </ul> <p>The school commits to charitable events and community engagement.</p>
<p><b>Respect and Tolerance to Those with Different Faiths and Beliefs</b></p> 	<ul style="list-style-type: none"> <li>The Character Virtue of Respect supports an inclusive environment for all.</li> <li>Pupils of other faiths and cultures are celebrated and their culture is included in school life, such as saying a prayer in their first language during Celebration of the Word.</li> <li>Respect is taught through teaching of Protected Characteristics and through Catholic Social Teachings</li> <li>Pupils learn about different faiths and cultures through: <ul style="list-style-type: none"> <li>Religious Education</li> <li>PSHE</li> <li>Assemblies and liturgies</li> <li>Cultural and Seasonal Celebrations, such as Diwali and Holi</li> </ul> </li> <li>The strand of 'Respecting Different Cultures' in our Personal Development Curriculum</li> <li>Visitors from other faiths and cultures are invited to enrich pupils' understanding.</li> <li>Visits to places of worship help deepen respect and knowledge.</li> <li>Prejudice and intolerance are addressed swiftly and seriously.</li> <li>The Equality Policy is consistently applied and monitored by governors.</li> <li>Pupils take part in local community events.</li> <li>World events are used within the curriculum to explore life and culture in other countries, including Black History Month</li> </ul>		

## Careers

At St. Joseph's, with Christ at the centre and children at the heart, we believe that every child is a unique and cherished child of God. Our careers education reflects this belief by nurturing aspiration, confidence, resilience and a sense of purpose in every pupil.

Guided by our four drivers we guide our children recognise their **God-given gifts** to **dream big**, and understand how **taking opportunities** today opens doors to exciting possibilities for their future, possibilities that go **beyond the village in which they live**.

We are proud to deliver our careers education in partnership with North East Ambition, ensuring our approach is aligned with regional best practice. We are also a part of the National Literacy Trust's Dream Big for STEM programme, which helps broaden children's understanding of STEM careers through literacy, role models, and storytelling.



### Our Vision:

We want every child to:

- recognise their unique talents and God-given potential
- understand the value and purpose of their learning
- see themselves as future scientists, teachers, artists, engineers, leaders, and innovators
- aspire high, dream big and make the most of every opportunity
- develop the confidence to go into the world and shine the Light of Christ

Careers education at St Joseph's is not a standalone subject - it is woven throughout our curriculum and forms part of who we are as a school community.

### How We Teach Careers at St Joseph's

Our approach aligns with the **Gatsby Benchmarks**, ensuring children experience meaningful, age-appropriate careers learning throughout their time at St Joseph's.

#### Gatsby Benchmark 1 - A Stable Careers Programme

We explicitly teach children about careers connected to:

- their interests and ambitions
- significant people studied across the curriculum
- the topics and themes explored in lessons

#### Examples from Our Curriculum:

- **Science – Sound:** Learning about audiologists and Teachers of the Deaf
- **History – George Stephenson:** Exploring locomotive engineers, and train drivers
- **DT –** When designing and making their own puppets and stuffed toys: Seamstresses and Costume Designers

Careers learning is mapped clearly on our long-term plans and embedded across subjects from Early Years upwards. For more information about how careers are woven through our curriculum, please visit each subject page and take a look at the subject narrative documents.

We enhance careers learning through:

- **BBC Bitesize Careers**
- **My Path Job of the Week and Job Summary Videos**
- **Visits from inspirational professionals**
- **Talks from parents and community members**
- **Links to significant local industries**
- **Faith-inspired role-models**

Through our work with **North East Ambition**, we ensure our careers programme is informed by expert guidance, supports the development of aspirations, and strengthens children's understanding of the world of work across our region.

Gatsby Benchmark 4 - Linking Curriculum Learning to Careers

We help children understand how the skills they develop now prepare them for the future. Using resources such as the **MyPath “Why Bother” and "Job of the Week"** videos, pupils learn:

- Why specific subjects like Maths, English, Science, and Art matter
- Why lesson content and specific skills matter
- How classroom skills connect to real jobs
- The importance of virtues such as resilience, responsibility, teamwork, and compassion

As a **Dream Big for STEM** school, we give children opportunities to:





- Explore STEM careers through storytelling
- Discover STEM role models
- See how literacy supports success in science, technology, engineering, and mathematics
- Learn how STEM skills help shape the world around them

Impact

By the time children leave St Joseph’s, they will:

- ✓ recognise their strengths and God-given talents
- ✓ understand how their learning links to real careers
- ✓ have explored a wide range of jobs and roles
- ✓ have benefited from regional and national partnerships
- ✓ feel confident talking about their dreams and ambitions
- ✓ be ready to shine the Light of Christ wherever they go next

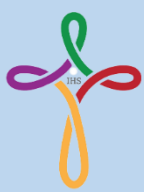
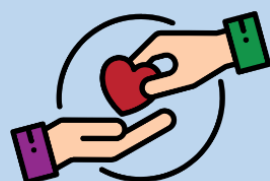




Our Careers Progression

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Focus	Awareness, Curiosity, Belonging	Recognising Roles in the Community & Understanding Purpose and Skills	Exploring our Strengths and the Wider World of Work	Aspiration, Skills for Life & Future Readiness
Linked Mission				
Outcome	Children begin to notice and talk about the jobs people do in their families, school, and community.  Careers learning is introduced through play, stories, and real-life role models.  Children recognise different jobs and see themselves as capable and valued.	Children begin to make simple connections between subjects, skills, and real careers. They learn about responsibility, teamwork, and the roles people play in helping their community.  Children see themselves as capable and begin to understand the purpose behind everyday jobs.	Children broaden their understanding of careers by exploring industries, STEM fields, and local, national, and global roles. They start recognising their own strengths and interests.  Children begin to articulate how learning helps shape future possibilities.	Children deepen their understanding of pathways, skills, and the wider value of work. They begin preparing for the transition to secondary school careers education  Children leave St Joseph’s confident, aspirational, and ready to “ <i>shine the Light of Christ</i> ” in the next stage of their journey.
Objectives	<ul style="list-style-type: none"><li>• Exploring familiar jobs (nurses, shopkeepers, firefighters, teachers)</li><li>• Role-play areas linked to occupations (e.g., vets, post office, hospital)</li><li>• Stories featuring characters with real-world jobs</li><li>• Visitors from the community (police, paramedics, parents)</li><li>• Talking about “what I would like to be when I grow up”</li><li>• Celebrating that everyone has unique, God-given gifts</li></ul>	<ul style="list-style-type: none"><li>• Identify a range of jobs and describe what they involve</li><li>• Understand that jobs require different skills</li><li>• Recognise jobs linked to their curriculum topics</li><li>• Begin linking classroom learning to real-world roles</li><li>• Notice how people work together in different jobs</li></ul>	<ul style="list-style-type: none"><li>• Explore a wider range of jobs, including STEM and creative industries</li><li>• Understand that jobs exist in different parts of the world</li><li>• Link curriculum learning more confidently to careers</li><li>• Reflect on personal strengths and skills</li><li>• Learn from diverse role models</li></ul>	<ul style="list-style-type: none"><li>• Identify the skills and qualities linked to different careers</li><li>• Develop a sense of curiosity about differing careers, and the routes and skills needed to be taken to achieve them.</li><li>• Understand how reading, writing, maths, and STEM connect to future roles</li><li>• Reflect on their God-given strengths and ambitions and how they use these to benefit others and to improve their education.</li><li>• Explore careers through visitors, workshops, and partnerships, asking questions and developing an understanding of the skills needed.</li><li>• Recognise how values such as compassion, responsibility, and resilience shape success</li></ul>

## Our Personal Development Curriculum Flourish Friday


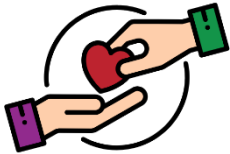




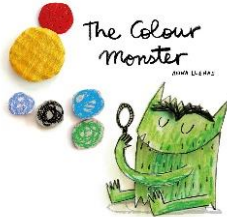
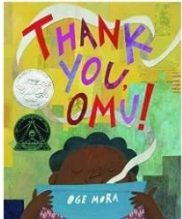
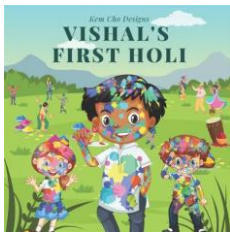
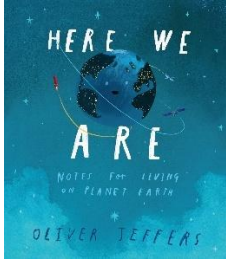
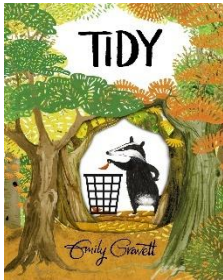
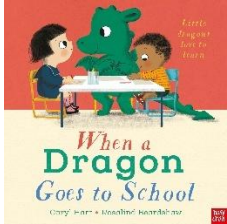
Flourish Friday is a part of our Personal Development Curriculum that is unique to St. Joseph's and provides an opportunity for pupils to deepen their understanding of our Character Virtues, Catholic Social Teachings, and British Values. Each half term, we focus on a different theme that strengthens pupils' understanding of key areas such as Health and Wellbeing, the importance of contributing to our community, respecting and tolerating different cultures, helping our local area, protecting God's creation, and preparing for their future. Our sequential, well-planned events support our aim to ensure children leave us as well-rounded, tolerant, compassionate, respectful and resilient individuals. It allows them to revisit knowledge they have acquired in other subject areas, such as PSHE and RE lessons, and put their knowledge into action. Children have an age-appropriate understanding of their place in society and their role in contributing to a positive community in which people can flourish.

Every half term, we focus on the development of one of the following strands:


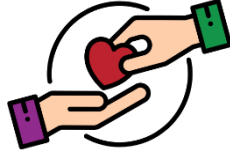





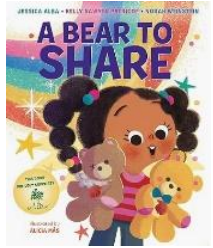

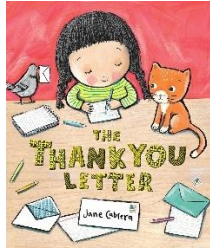

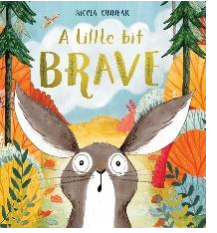

































	 Our Health and Wellbeing	 Contributing to Others	 Respecting Different Cultures	 Our Community and Local Area	 Protecting God's World	 Preparing for our Future
	<p>We develop strategies to support our mental health and wellbeing.</p> <p>We discuss what we can do to help us to feel good so that we are ready to participate in learning, so we <b>can achieve</b> and feel confident to <b>take opportunities</b>.</p>	<p>As <b>a child of God</b>, we consider what we can do to give back to our community through volunteering our time and efforts.</p> <p>We make links between generations and develop partnerships in our area.</p>	<p>We know we <b>belong to a world</b>, and we strive to celebrate the diversity within our school family, the community of Coundon and the world.</p> <p>We develop a shared understanding, tolerance and respect of others</p>	<p>We are proud of our local community. We are proud of our history and heritage, and we are proud of our school and our BHCET community.</p> <p>We consider how we can make St. Joseph's and Coundon an even better place to live.</p>	<p>We care for the <b>world we belong to</b> and want to protect God's creation by preserving our natural resources and reducing waste. We appreciate the natural beauty of our school grounds, our community, and the wider world.</p> <p>As <b>a child of God</b>, it is our responsibility to protect and care for the world He has entrusted to us.</p>	<p>We think carefully about our futures, exploring how we can follow our interests and gain knowledge and skills needed to achieve and reach our full potential in the next steps of our journey.</p> <p>We link our learning to future <b>opportunities</b>, understanding that with dedication, <b>we can achieve</b> our goals.</p>
Character Virtue	Resilience	Compassion	Respect Justice	Honesty	Responsibility	Self-belief Confidence
Catholic Social Teaching	Human Dignity	Preferential Option for the Poor	Peace	Solidarity	Stewardship	Subsidiarity
British Value	Mutual Respect	Common Good Mutual Respect	Rights & Responsibilities Respect and Tolerance	Participation Rule of Law	Democracy	Individual Liberty

























Reception


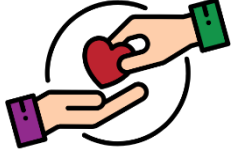





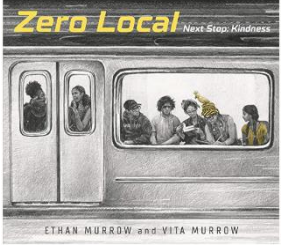
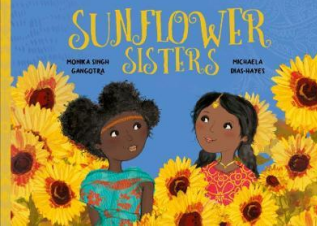
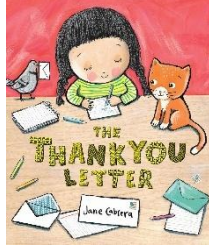
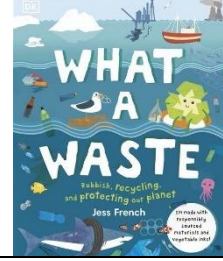






























Reception	Autumn Term		Spring Term		Summer Term	
	<b>Our Health &amp; Wellbeing</b> 	<b>Contributing to Others</b> 	<b>Respecting Different Cultures</b> 	<b>Our Communities</b> 	<b>Protecting God's World</b> 	<b>Preparing for our Future</b> 
<b>Linked Character Virtue</b>	Resilience	Compassion	Respect Justice	Honesty	Responsibility	Self-belief Confidence
<b>Linked Catholic Social Teaching</b>	Human Dignity	Preferential Option for the Poor  Common Good	Peace  Rights & Responsibilities	Solidarity  Participation	Stewardship	Subsidiarity
<b>Linked British Value</b>	Mutual Respect	Mutual Respect	Respect and Tolerance	Rule of Law	Democracy	Individual Liberty
<b>Flourish Friday Text</b>	The Colour Monster by Anna Llenas Whole School Project 	Thank You Omu 	Vishal's First Holi 	Here We Are 	Tidy 	When a Dragon Goes to School 
<b>Activity</b>	An Introduction to the Zones of Regulation  What colour am I?	Make a tasty treat for someone else to enjoy.	Holi – Festival of Colour and Love	Care for butterflies and release them into the environment	Litter pick around the school grounds	Plant seeds outdoors for the next Reception class to look after.

# Year 1/2





























Year 1/2	Autumn Term		Spring Term		Summer Term	
	<b>Our Health &amp; Wellbeing</b> 	<b>Contributing to Others</b> 	<b>Respecting Different Cultures</b> 	<b>Our Communities</b> 	<b>Protecting God's World</b> 	<b>Preparing for our Future</b> 
Linked Character Virtue	Resilience	Compassion	Respect Justice	Honesty	Responsibility	Self-belief Confidence
Linked Catholic Social Teaching	Human Dignity	Preferential Option for the Poor Common Good	Peace Rights & Responsibilities	Solidarity Participation	Stewardship	Subsidiarity
Linked British Value	Mutual Respect	Mutual Respect	Respect and Tolerance	Rule of Law	Democracy	Individual Liberty
Flourish Friday Text	<b>The Colour Monster</b> (Whole School Project) 	<b>A Bear to Share</b> 	<b>Vishal's First Holi</b> 	<b>The Thank You Letter</b> 	<b>Footprint</b> 	<b>A Little Bit Brave</b> 
Activity	Zones of Regulation  Our Colour Monster Collage	Donate a toy they no longer play with and donate to the Angel's Trust Christmas Toy Collection	Holi – Festival of Colour and Love	Make a card to send to Year 1 and 2 in another local school – Victoria Lane (Coundon Community)	Make pine cone bird feeders to be placed around the school woodland area.	Children from Year 3/4 visit Year 1/2 to discuss KS2 and discuss the similarities and differences to KS1. Children will also have the opportunity to ask questions and share their worries for moving into KS2.
Commando Joe's	Simba and Me – Mission 3 – Survival has to start with me Mission 4 – Always let your conscience be your guide	Simba and Me – Mission 1 – Friendships can be found in the most unlikely places if you open your heart Mission 2 - Teamwork	Pocahontas – Mission 3 – Everyone is equal, no exceptions Mission 4 – It takes time to build bridges but no time at all	Pocahontas – Mission 1 – Family is more important its everything Mission 7 – Nature speaks in symbols and signs	The Queen – Mission 3 – The Commonwealth Mission 6 – A place for everything	The Queen- Mission 1 – Excellence is not a skill it's an attitude Mission 5 – It is better to work together than alone
Personal Development Curriculum Areas						
PSHE/RSE	 <b>Rules</b> Create an imaginary place and rules to go with it, why do we need to have them? How we act has consequences and rewards!   <b>Respect - Conversations</b> Showing respect and manners to others during conversations   <b>Honesty</b> What are the consequences of not being honest? Is it easy to tell the truth?   <b>Money Matters – Where money comes from</b>   <b>Money Matters - Spend or Save, Want or Need</b>   <b>Road Safety Week - Roads away from home</b>	 <b>Three in One</b> KS1 Module 3, Unit 1, Session 1   <b>Who is my Neighbour?</b> KS1 module 3, Unit 1, Session 2   <b>The Communities</b> KS1 module 3, Unit 2, Session 1   <b>Environment</b> What effects the environment, how can we help?   <b>Fire Safety</b> – Fire risks within a room & Staying Safe in the Community on Bonfire Night (Fire Service)   <b>Parliament Week</b> - British Values and the wider global community	 <b>Real Life (E Safety)</b> KS1 Module 2, Unit 3, Session 1   <b>Rules to Help Us (E Safety)</b> KS1 Module 2, Unit 3 session 2   <b>Stranger Danger</b> What is the difference between a stranger and someone you know, who should we trust?   <b>First Aid</b> - Who can help me? Which people do what?   <b>Managing online information (E Safety)</b>   <b>Privacy and Security (E Safety)</b>	 <b>Feelings – Likes and Dislikes</b> KS1 Module 1, Unit 3 session 1   <b>Feelings Inside Out</b> KS1 Module 1, Unit 3 session 2   <b>Super Susie Gets Angry</b> KS1 Module 1, Unit 3 session 3   <b>Friendships</b> Why am I a good friend? Friendship potion of qualities and attributes   <b>Same and Different</b> – Describing the similarities and differences between different people - Protected Characteristics	 <b>The Cycle of Life</b> KS1 Module 1, Unit 4 session 1   <b>Beginnings and Endings</b> KS1 Module 1, Unit 4 session 2   <b>I am Unique</b> KS1 Module 1, Unit 2 session 1   <b>Girls and Boys</b> KS1 Module 1, Unit 2 session 2	 <b>Clean and Healthy (my body)</b> KS1 Module 1, Unit 2 session 3   <b>Clean and Healthy (my body)</b> KS1 Module 1, Unit 2 session 4   <b>Understanding Mental Health</b>   <b>Mental Health Problems - Causes and Signs</b> – Looking after our mental health   <b>Positive Body Image (Diet and Exercise)</b>   <b>Dental Hygiene</b>  <b>Career: Dental Hygienist/Dentist</b>

RE	Domestic Church - Beginnings 4 weeks	Other Faith – Judaism 1 week	Local Church – Community - Books 3 ½ weeks	Lent/Easter - Opportunities 4 weeks	Other Faith – Judaism 1 week	Reconciliation - Rules 3 ½ weeks
	Baptism - Signs and Symbols 4 weeks	Advent – Loving – Preparing 4 weeks	Eucharist - Thanksgiving 3 ½ weeks	St. Joseph’s Day	Pentecost - Spread the Word 4 weeks	Universal Church – World - Treasures 3 ½ weeks
PE	Multi Skills & Fundamentals	Gymnastics & Sending and Receiving	Dance & Net and Wall Games	Invasion & Gymnastics	Strike and Field & Team Building	Athletics & Fitness
	Enrichment <ul style="list-style-type: none"><li>Hula Hooping</li></ul> Sporting Festivals: <ul style="list-style-type: none"><li>Kurling and Boccia</li><li>Multiskills</li><li>Interactive Fitness</li></ul>	Enrichment: <ul style="list-style-type: none"><li>Strength Training with Kettle Bells</li></ul> Sporting Festivals: <ul style="list-style-type: none"><li>Gymnastics</li></ul>	Enrichment <ul style="list-style-type: none"><li>Street Dance with Urban Kaos</li></ul> Sporting Festivals: <ul style="list-style-type: none"><li>Dance</li></ul>	Enrichment <ul style="list-style-type: none"><li>Judo/Martial Arts</li></ul>	Enrichment <ul style="list-style-type: none"><li>Archery</li></ul> Sporting Festivals: <ul style="list-style-type: none"><li>Ultimate Frisbee</li></ul>	Enrichment <ul style="list-style-type: none"><li>Kurling and Boccia</li></ul> Sporting Festivals: <ul style="list-style-type: none"><li>Fundamentals</li></ul>
Science	Animals including Humans (Animal kingdoms, what animals eat, the structure of animals and our body and senses - Unit 1) 6 weeks	Earth and Space (Seasons/Weather – Unit 1) 6 weeks	Materials (Identifying, comparing and grouping - Unit 1) 6 weeks	Movement, Forces and Magnets (Push, pull, float, sink - Unit 2) 6 weeks	Plants (Where do plants come from? Life cycle of a plant, what plants need to live and plants in different climates - Unit 2) 6 weeks	Animals including Humans (Animal kingdoms, what animals eat, the structure of animals and our body and senses - Unit 1) 6 weeks
	 DT – Smoothies  PSHE – Healthy Eating (Y1/2 Year A)  Career: Vet	 History - Dr Nicholas Patrick & Mae Jemison  Geography – Where I live & Exploring the World - Weather  Career: Weather Presenter		 History - Design, build and evaluate an Endeavour that floats	 Geography – Exploring the World  Career: Gardener/Arborist/Florist	 DT – Smoothies  PSHE – Healthy Eating (Y1/2 Year A)  Career: Vet
Computing	IT Around Us	Making Music	Moving a Robot	Book Creator (Linked to Explorers)	Programming	Pictograms
Art/DT	DT – Cooking Making a smoothie	Art - Drawing Observational local landscapes	DT - Mechanism Moving story board	Art – Painting Shapes	DT - Textiles Textiles – A puppet to retell a story	Art - Sculpture Masks (Carnival Masks)
	 Science – Animals including Humans  PSHE – Healthy Eating (Y1/2 Year A)  Career: Nutritionist	 Science – Seasons and Weathers  Career: Artist	  Career: Mechanic	 Maths – Shape	 English  History – Toys and Transport Through time (Y1/2 Year A) Career: Prop designer	 Geography – Brazil  Career: Costume Designer
Careers						
	Chef Police Traffic Warden	Builder Fire Fighter MP	Paramedic, Nurse or Doctor	Author  Weather Presenter  Astronaut	Designer/Seamstress	Dentist/Dental Nurse  Gardener/Arborist/Florist
Educational Visits and Visitors						
	 Police Visit & Lollipop Lady PSHE – Road Safety  Locomotion  History – George Stephenson & the Railway  Rail Safety Workshop  History – George Stephenson & the Railway	Fire Service - PSHE	Paramedic/St John’s Ambulance Mini Medics First Aid Workshop   PSHE – First Aid – Who Can Help Me?		 Seamstress visit DT – Textiles	 Dentist/Dental Nurse PSHE – Dental Hygiene   Visit from OASES – Seed Planting Science – Plants


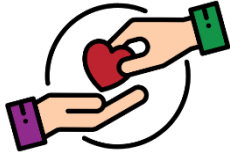





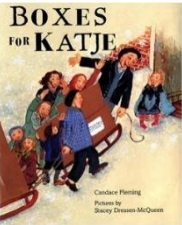
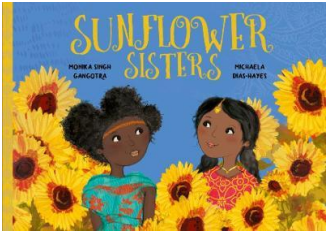
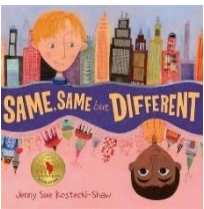
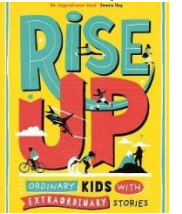
































































	Autumn Term		Spring Term		Summer Term	
	Our Health & Wellbeing	Contributing to Others	Respecting Different Cultures	Helping Our Communities and Local Areas	Protecting God's World	Preparing for our Future
						
Linked Character Virtue	Resilience	Compassion	Respect Justice	Honesty	Responsibility	Self-belief Confidence
Linked Catholic Social Teaching	Human Dignity	Preferential Option for the Poor  Common Good	Peace  Rights & Responsibilities	Solidarity  Participation	Stewardship	Subsidiarity
Linked British Value	Mutual Respect	Mutual Respect	Respect and Tolerance	Rule of Law	Democracy	Individual Liberty
Flourish Friday Text	The Colour Monster (Whole School Project)  	Zero Local  	Sunflower Sisters  	The Thank You Letter  	What a Waste  	Big Plans  
Activity	Zones of Regulation  My Emotional Landscape	Create Advent cards that can be handed out to parishioners, the local community and the members of the Coundon and Leeholme Community Centre.	Holi – Festival of Colour and Love	Write a letter/become pen pals with other children in a BHCET school that they will meet. (Trust Community)	Design recycle paper posters (using IT) to be displayed around school, near the paper towel bins. Present the posters in assembly and put them up around school.	Create dream jars of what they want to achieve in the near and far future, including their career of choice. Pass them onto their next teacher so they can be displayed in their new classroom.
Commando Joes	Ed Stafford – Walking the Amazon  Mission 1 - Your body is just as important as your mind.  Mission 2 - Failure to prepare, is preparing to fail.	Ernest Shackleton – Endurance  Mission 5 - Experience is the name everyone gives to their mistakes.  Mission 7 - Wherever you go, whatever the weather, always take your own sunshine.	Nellie Bly – Around the world in 72 days  Mission 2 - It takes both sides to build a bridge.  Mission 4 - Listening to other's viewpoints may reveal the one thing needed to complete your goals.	Bear Grylls – Survival  Mission 7 - Everything has a purpose.  Mission 8 - Leadership is about making others better.	Kira Salak – Gorilla in the Mist  Mission 1 - All people are a product of their environment.  Mission 2 -Adopt the pace of nature.	Leif Erikson – Voyage of Discovery  Mission 4 - Build fewer walls and more bridges.  Mission 5 - Keep your eyes on the forest, not on the trees.
Personal Development Curriculum Areas						
PSHE/RSE	<p> <b>Rules</b> What is the impact of having rules in school?</p> <p> <b>Forgiveness</b> What is the importance of forgiveness? Can I say sorry and not hold a grudge against those who have hurt me? Following Jesus' teaching on forgiveness can help me in my relationships my friends</p> <p> <b>Money Matters</b> Spending decisions/Keeping track</p> <p> <b>Money Matters</b> Advertising</p> <p> <b>Road Safety</b></p>	<p> <b>A Community of Love</b> LKS2 module 3, Unit 1, Session 1</p> <p> <b>What is the Church?</b> LKS2 module 3, Unit 1, Session 2</p> <p> <b>Environment</b> <b>Going Green – What does this mean?</b> Link with Laudato si. Discuss and debate issues that impact on the environment, locally, nationally and internationally.</p> <p> <b>Fire Safety</b> – Setting fires – good or bad &amp; Staying Safe in the Community on Bonfire Night (Fire Service)</p>	<p> <b>What am I looking at? (Stereotypes)</b> LKS2 module 1, Unit 3, Session 2</p> <p> <b>I am Thankful</b> LKS2 module 1 Unit 3 Session 3</p> <p><b>Real or Fake - Use of AI and Photoshop</b></p> <p> <b>Managing online information – Privacy and Security</b></p> <p> <b>Copyright and Ownership</b></p> <p> <b>Stranger Danger – Staying Safe When Out</b> Someone to tell if ...</p>	<p> <b>How Do I Love Others</b> LKS2 module 3, Unit 3, Session 1</p> <p> <b>Life Cycles</b> LKS2 module 1, Unit 4, Session 1</p> <p> <b>A Time for Everything</b> LKS2 module 1, Unit 4, Session 2</p> <p> <b>Relationships</b> Identify and explore different kinds of relationships that exist and how relationships end and why – including bereavement. Link to St Teresa's hospice</p>	<p> <b>We don't have to be the same</b> LKS2 module 1, Unit 2, Session 1</p> <p> <b>Respecting our Bodies</b> LKS2 module 1, Unit 2, Session 2</p> <p> <b>What is Puberty?</b> LKS2 module 1, Unit 2, Session 3</p> <p> <b>Changing Bodies</b> LKS2 module 1, Unit 2, Session 4</p> <p> <b>What am I Feeling?</b> LKS2 module 1, Unit 3, Session 1</p>	<p> <b>Looking after our mental health</b></p> <p> <b>Healthy Sleeping</b></p> <p> <b>Loneliness</b></p> <p> <b>Bullying and Mental Wellbeing</b></p> <p> <b>Smoking</b> What are the risks of smoking and vaping? What is passive smoking?</p> <p> <b>Drugs</b></p>



	Recognise how to stay safe near trainlines and level crossings (Rail Safety Officer)   <b>Injustice the World</b> Recognise injustices in the world.	 <b>Parliament Week</b> - British Values and the wider global community  <b>Career: Fire Service</b>	Identify situations where you might need support about strangers, and who would you go to.		 <b>NSPCC</b> <b>Pants</b> – <b>Sexual Harassment</b> 	What is legal and illegal? An introduction to county lines and exploitation.
<b>RE</b>	<b>Domestic Church - Family/Homes</b> 4 weeks  <b>Baptism – Belonging – Promises</b> 4 weeks	<b>Other Faiths – Judaism</b> 1 week   <b>Advent – Loving – Visitors</b> 4 weeks	<b>Local Church – Community – Journeys</b> 3 ½ weeks  <b>Eucharist – Relating – Listening &amp; Sharing</b> 3 ½ weeks	<b>Lent/Easter – Giving All</b> 4 weeks  <b>St. Joseph’s Day</b>	<b>Other Faiths - Islam</b> 1 week   <b>Pentecost – Serving – Energy</b> 4 weeks	<b>Reconciliation – Choices</b> 3 ½ weeks  <b>Universal Church – World – Special Places</b> 3 ½ weeks
<b>PE</b>	<b>OAA &amp; Golf</b> Enrichment • Hula Hooping  Sporting Festivals: • Interactive Fitness  Sporting Competitions • Cross Country	<b>Gymnastics &amp; Tennis</b> Enrichment • Strength Training with Kettle Bells  Sporting Festivals: • Gymnastics	<b>Dance &amp; Swimming</b> Enrichment • Street Dance with Urban Kaos  Sporting Festivals: • Dance • Swimming Gala	<b>Invasion &amp; Swimming</b> Enrichment • Judo/Martial Arts  Festivals • Tennis • SEND Multi Skills  Sporting Competitions • Girls Football	<b>Strike and Field &amp; Swimming</b> Enrichment • Archery  Sporting Festivals: • Tri Golf • Ultimate Frisbee • Cricket  Sporting Competitions • Tri Golf	<b>Athletics &amp; Football</b> Enrichment • Kurling and Boccia  Sporting Festivals: • OAA  Sporting Competitions • Football
<b>Science</b>	<b>Animals including Humans</b> (Nutrition and food groups, the Human Body, Types of Skeletons and muscles – Unit 3) 6 weeks   DT – Healthy Cooking (Y3/4)  PSHE – Healthy Eating (Y1/2 Year A)  <b>Career: Prosthetic Technician</b>	<b>Movement, Forces and Magnets</b> (Forces over distances, Magnets, magnetism, magnetic materials - Unit 2) 6 weeks   DT – Healthy Cooking (Y3/4)  PSHE – Healthy Eating (Y1/2 Year A)  <b>Career: Prosthetic Technician</b>	<b>Sound</b> (Good vibrations, how do we hear sounds? Pitch, Investigating sounds over the distance - Unit 1) 6 weeks    <b>Career: Teacher of the Deaf (Visit)</b>	<b>Earth and Space</b> (Different rocks and their features, the three rock types, the rock cycle and how fossils are formed – Unit 2) 6 weeks  <b>Career: Geologist</b>	<b>Plants</b> (Parts of a flowers, What Plants Need to live, Pollination, Seed Dispersal - Unit 3) 6 weeks   Geography – Rainforests (Y3/4)  <b>Career: Landscape Gardener</b>	<b>Light and Seeing</b> (Reflections, shadows, sun safety - Unit 1) 6 weeks   PSHE – Sun Safety (Y1/2 Year A)  <b>Career: Optometrist/Optician</b> 
<b>Computing</b>	Computing systems and networks – The internet   PSHE – Online Safety	Creating Media – Audio Production  <b>Career: Sound Producer</b>	Programming A – Repetition in Shapes	Data and Information – Data Logging	Creating Media – Photo Editing  <b>Career: Photographer</b>	Programming B – Repetition in Games
<b>Art/DT</b>	<b>DT – Cooking</b> Puff Pastry Tart – Healthy eating and nutrition   Science – Animals including Humans  PSHE – Healthy Eating (Y1/2 Year A)  <b>Career: Chef</b>	<b>Art – Drawing</b> Use of Line    History – Ancient Maya (Y3/4)  Geography – Rainforests (Y3/4)	<b>DT - Structures</b> Packaging to protect and display a food product – Chocolate   History – Ancient Maya (Y3/4)  Geography – Rainforests (Y3/4)	<b>Art - Sculpture</b> Transient Sculptures by Andy Goldsworth   Science – Rocks and Soils (Y3/4 Cycle A)  <b>Career: Stone Mason (Visit)</b>	<b>DT - Textiles</b> A stuffed toy/blanket   History- Toys Through Time (Y1/2 Year A)  <b>Career: Upholster</b>	<b>Art - Painting</b> Printing patterns by William Morris   Geography – Rainforests
<b>Careers</b>						
	Dietician Physiotherapist Railway worker / Train Driver Engineer	Politician/MP Fire fighter	Teacher of the Deaf	Geologists Careers Week	Biologist Gardener/Arborist/Florist	Optometrists  Counsellor
<b>Educational Visits and Visitors</b>						
	Rail Safety Workshop  History – 200 Years of S&DR  PSHE – Road/Rail Safety	Visit to Church with Father Tony  Fire Service – PSHE  UK Parliament Team  Local MP – Sam Rushford – Parliament Week  Youth Ministry Retreat Residential	Teacher of the Deaf	Great North Museum – Rocks Workshop	Woodland Trust Visit – Local Forest/woods	 Mental Health Nurse PSHE – Mental Health

# Year 5/6

	Autumn Term		Spring Term		Summer Term	
	Our Health & Wellbeing	Contributing to Others	Respecting Different Cultures	Our Communities	Protecting God's World	Preparing for our Future
						
<b>Linked Character Virtue</b>	Resilience	Compassion	Respect Justice	Honesty	Responsibility	Self-belief Confidence
<b>Linked Catholic Social Teaching</b>	Human Dignity	Preferential Option for the Poor  Common Good	Peace  Rights & Responsibilities	Solidarity  Participation	Stewardship	Subsidiarity
<b>Linked British Value</b>	Mutual Respect	Mutual Respect	Respect and Tolerance	Rule of Law	Democracy	Individual Liberty
<b>Flourish Friday Text</b>	<b>The Colour Monster</b> (Whole School Project)  	<b>Boxes for Katje</b>  <b>(World War II link)</b>	<b>Sunflower Sisters</b> 	<b>Same, Same but Different</b>  <b>Or Dear Primo</b>	<b>How Littering Harms Animals</b> Litter picking around the community  <a href="#">Litter and Animals - Preventing injury from rubbish</a>   <a href="#">RSPCA - RSPCA - rspca.org.uk</a>	<b>Rise Up</b> 
<b>Activity</b>	Zones of Regulation  Expressive Self Portrait: Me in My Zones	Design and create Advent care packages that can be handed out to parishioners, the local community and the members of the Coundon and Leeholme Community Centre.	Holi – Festival of Colour and Love	Write a letter/become pen pals with children in a school in Estepona.  Meet via Zoom (Global Community)	Litter pick around the local area, in the school and church grounds.	Transition into Year 6/new school – Visit from secondary school
<b>Commando Joes</b>	Amelia Earhart – the first flight  “There are some things you can only learn in a storm”	Nancy Wake – the White Mouse  “We all need someone to lean on”	Spartacus – Roman Revolt  “The body achieves what the mind believes”	Tim Peake – Blast off  “Unity is strength”	Ranulph Fiennes – Transglobal Adventure  “If you want to go fast, you should go alone. If you want to go far, you should go together”	Ibn Battuta - Eastern Odyssey  “The limits of my language are the limits of my world.”
Personal Development Curriculum Areas						
<b>PSHE/RSE</b>	 <b>Gratitude</b> Demonstrate gratitude to others for the good things in my life through words and actions. Know that we are all children of God and made in God's likeness and for this we should be grateful.   <b>Consequences</b> Applying rules into life not just at school. If we don't follow rules what happens?   <b>Decision Making</b> How can the decisions we make impact life now and in the future?   <b>Money Matters - Budgeting</b>   <b>Money Matters - Money and Emotional Wellbeing</b>	 <b>The Holy Trinity</b> UKS2 Module 3, Unit 1, Session 1   <b>Catholic Social Teaching</b> UKS2 Module 3, Unit 1, Session 2   <b>Reaching Out (CST in the Community)</b> UKS2 Module 3, Unit 2, Session 1   <b>Environment</b> How does the media messages present information on the environment? What impact does this have?   <b>Tolerance</b> Know the importance of having the right relationship with people in a range of national, regional, religious and ethnic identities in the UK and beyond, respecting diversity. (Protected characteristics)	 <b>Seeing Stuff Online</b> (ref to pornography in lesson) UKS2 Module 1, Unit 3, Session 4   <b>Real or Fake - Use of AI and Photoshop – Inappropriate Images</b>   <b>Managing Information</b> Online   <b>Copywrite and Ownership (E Safety)</b>   <b>Going Out</b> Identify risks associated with being alone/with friends and how to manage them. What to do in emergency situations and who to contact/speak to if you need help.   <b>Being Safe when in the Community</b>	 <b>Gifts and Talents</b> UKS2 Module 1, Unit 2, Session 1   <b>Girls' Bodies</b> UKS2 Module 1, Unit 2, Session 2   <b>Boys' Bodies</b> UKS2 Module 1, Unit 2 Session 3   <b>Hope Beyond Death</b> UKS2 Module 1, Unit 4, Session 4   <b>Build Others Up (Same and Different)</b> UKS2 Module 2, Unit 2, Session 4	 <b>Peculiar Feelings</b> UKS2 Module 1, Unit 3, Session 2   <b>Making Babies (Part 1)</b> UKS2 Module 1, Unit 1, Session 2   <b>Making Babies (Part 2)</b> Discussion and consultation needed prior – consultation UKS2 Module 1, Unit 1, Session 2   <b>Menstruation</b> UKS2 Module 1, Unit 4, Session 3   <b>Permission Seeking</b> The importance of permission seeking and giving within relationships (including peers, friends and adults) – <a href="#">Link to NSPCC</a>	 <b>Spots and Sleep</b> UKS2 Module 1, Unit 2, Session 4   <b>Body Image</b> UKS2 Module 1, Unit 3, Session 1   <b>Peculiar Feelings</b> UKS2 Module 1, Unit 3, Session 2   <b>Emotional Change</b> UKS2 Module 1, Unit 3, Session 3   <b>Drugs - Risks and Consequences</b> The impact that poor lifestyle choices can have on mental health and physical health   <b>Risk Taking</b> Identify risks associated with moving to a new school. Show

	 <b>Money Matters</b> <b>Value for money and ethical spending</b>   <b>Water Safety –</b> Link: PE - Swimming lessons and survival skills	 <b>Compassion</b> Empathising with the suffering of others and display the generosity to help – Faith in Action  <b>Parliament Week</b> - British Values and the wider global community	County Lines and exploitation (Police)			resilience and manage risk in order to resist unacceptable peer pressure and show determination and courage when faced with new challenges
<b>RE</b>	<b>Domestic Church – Ourselves</b> 4 weeks  <b>Baptism – Life Choices</b> 4 weeks	<b>Other Faith - Judaism</b> 1 week   <b>Advent – Loving - Hope</b> 4 weeks	<b>Local Church – Community – Mission</b> 3 ½ weeks  <b>Eucharist – Memorial Sacrifice</b> 3 ½ weeks	<b>Lent/Easter – Sacrifice</b> 4 weeks  <b>St. Joseph’s Day</b> 	<b>Pentecost – Transformation</b> 4 weeks  <b>Other Faith - Islam</b> 	<b>Reconciliation – Freedom and Responsibility</b> 3 ½ weeks  <b>Universal Church – Stewardship</b> 3 ½ weeks
<b>PE</b>	<b>OAA &amp; Swimming</b> Enrichment • Hula Hooping  Sporting Festivals: • Handball, Interactive Fitness  Sporting Competitions • Basketball, Cross Country	<b>Gymnastics &amp; Swimming</b> Enrichment • Strength Training with Kettle Bells  Sporting Festivals: • Gymnastics  Sporting Competitions • Padel Tennis	<b>Dance &amp; Badminton</b> Enrichment • Street Dance with Urban Kaos  Sporting Festivals: • Dance, Swimming Gala  Sporting Competitions • Sports Hall Athletics	<b>Invasion &amp; Tag Rugby</b> Enrichment • Judo/Martial Arts  Sporting Competitions • Badminton, Girls Football	<b>Strike and Field &amp; Netball</b> Enrichment • Archery  Sporting Festivals: • Ultimate Frisbee, Sports Leadership	<b>Athletics &amp; Swimming</b> Enrichment • Kurling and Boccia  Sporting Festivals: • Rounders, OAA, Cricket  Sporting Competitions • Athletics, Football
<b>Science</b>	<b>Animals including Humans</b> (Reproduction, puberty - Unit 5)   PSHE – Making Babies & Menstruation (Y5/6)   <b>Career: Midwife</b>	<b>Sound</b> (How sounds travels, sound waves, speed of sound, auditory ranges – Unit 2)   Science – Sound (Y3/4 Year B)  <b>Career: Audiologist</b>	<b>Earth and Space</b> (Where are we in our universe? The orbits of the planets, night and day, the moon & the role of space travel - Unit 3)   History – Dr Nicholas Patrick & Mae Jemison (Y1/2 Year B) Black History – Catherine Johnson  <b>Career: Astrobiologist</b>	<b>Living Things</b> (Sexual and asexual reproduction, life cycles, metamorphosis, reproduction - Unit 3)	<b>Movement, Forces and Magnets</b> (Gravity, Resistance, Friction, Gears, pulleys and leavers - Unit 3)  <b>Career: Pilot /Aerospace Engineer</b>	<b>Materials</b> (Suitability, reversible/irreversible change, mixing and dissolving, separating mixtures and solutions - Unit 4)
<b>Computing</b>	Programming and Selection	Creating Media – Flat File Databases	Creating Media – Web Page Design	Systems and Network – Communications	Creating – Vector Drawing	App Design
<b>Art/DT</b>	<b>DT – Cooking</b> Bolognese  PSHE - Money Matters - Budgeting  PSHE – Healthy Eating (Y1/2 Year A) Science – Nutrition (Y3/4 Year B)	<b>Art – Painting</b> Cityscapes   Geography – North America / New York  Science – Plants (Y3/4 Year B)	<b>DT - Textiles</b> A case for a tablet	<b>Art – Sculpture</b> Human Form  Science – Animals including Humans (Y3/4 Year B)	<b>DT – Structures</b> Making a Bird Box  Personal Development – Protecting God’s World	<b>Art - Painting</b> Flower Sculptures  Geography – Tsunami  Science – Plants (Y3/4 Year B)
<b>Careers</b>						
	Acting – theatre/drama experience Police Lifeguard Coastguard Swimming Teacher	MP Fire Service Audiologist Teacher of the Deaf	Scientist  Astronaut <a href="http://SpaceCareers.uk">SpaceCareers.uk</a>	Careers Week	Travel agent Pilot Cabin crew Aviation	Outdoor adventure careers
<b>Educational Visits and Visitors</b>						
	 Police PSHE - Consequences   Trip to Durham for Shakespeare workshop English   Rail Safety Workshop History – 200 Years of S&DR PSHE – Road/Rail Safety	 Fire Service Bonfire Safety   UK Parliament Team Local MP – Sam Rushford  PSHE / History – Parliament Week  Beamish	 Police Leeholme and Coundon Community Hub   PSHE – Being Safe and Responsible Within the Community		Turing Trip to Estepona	Residential to Newby Wiske

## Enrichment Clubs

Another strand of our personal development offer is our enrichment offer. Our breaktime, lunchtime and afterschool clubs are fully inclusive and provide our pupils with opportunities to explore new interests, develop skills and build confidence and resilience in a fun, supportive environment. Our clubs encourage teamwork, creativity, and problem-solving skills that benefit children in and out of the classroom.

Clubs are changed based on the needs and wants of our children. Attendance is tracked, particularly that of our disadvantaged and vulnerable pupils.

## Leadership

Pupils are encouraged to take the opportunity to be a leader within school. Our leadership groups include School Council, Stewards of Creation, Safeguarding Squad, Sports Leaders and Mini Vinnies. They attend weekly meetings, where they discuss areas for development and then create a plan of improvement which they actively drive.

## Educational Visits

We aim to give children the opportunity to take part in a wide range of trips and visits to enrich their work in the classroom. Visits are carefully planned to enhance the curricular and recreational experiences for our children. For example, when learning about George Stephenson, they will visit Locomotion and when learning about STEM careers they will visit the Science Centre in Newcastle. Taking them to new learning environments helps to promote their confidence. They get the chance to apply the skills and knowledge they have acquired and become more independent in their learning.

## Residential Visits

In Year 3 and 4 children can attend one- and two-night stays at the Youth Ministry Village which provide children with an opportunity to deepen their faith and engage in spiritual development. These retreats offer a combination of prayer, reflection, team-building activities, and group discussions that encourage personal growth, faith formation, and a deeper understanding of our Catholic values.

In Year 5/6, pupils are given the opportunity to go on a Turing trip to Estepona. Throughout the year, they are pen pals with our partner school in Estepona, and then they have the opportunity to visit them in their country.

In Year 6, pupils attend Newby Wiske for 3 days of outdoor adventurous activity.

## Physical Activity and Sports

Through of PSHE and Science curriculum, pupils are taught how to live a healthy lifestyle through a healthy, balanced diet and exercise.

Pupils take part in two hours of PE week, including swimming for certain year groups. One hour of PE focusses on skill development which is led by a sports coach. The other hour is delivered by class teachers and links to our competitive sports and festivals offer.

Every half term, we also have a PE enrichment day. During this day, pupils experience a sport they would not necessarily cover in the curriculum, such as fencing, kettle bell fitness martial arts and street dance.

Commando Joe sessions are used to develop teamwork, communication skills and our different Character Virtues.

Half termly we take part in intra-school sport sessions, which provides our older pupils opportunities to develop their leadership skills. They plan organise and deliver sporting activities for our younger pupils.

Physical activity is also encouraged through active playtimes and lunchtimes, playtime clubs (such as netball) and afterschool clubs which are led by external coaches.



## Wellbeing Support

At St. Joseph's, we believe that emotional wellbeing is the foundation for success in learning and life. When children understand and manage their emotions, they become more resilient, confident, and ready to face challenges. Our aim is for every child to leave us as a compassionate individual who can regulate their own feelings and empathise with others - skills that will support them throughout their education and beyond. We have a Wellbeing and Parent Support Lead who works part-time within school – their role is to support and strengthen the emotional wellbeing of pupils, and work with external agencies to ensure the right support is being offered to families.

We take a **tiered approach** to emotional support:

### Universal Support

For all children, we embed emotional development into daily school life:

- **Zones of Regulation:** Whole-class emotional check-ins to help children recognise and manage feelings.
- **Piece of Mind sessions:** Regular class-based activities promoting mindfulness and emotional awareness.
- **PSHE Curriculum:** Focused on emotions, wellbeing, and healthy lifestyles.
- **RE Curriculum with Character Virtues:** Teaching compassion, empathy, and respect - helping children understand how their actions and emotions impact others and how to live as caring members of society.

### Targeted Support

For children who need additional help:

- Small group **Zones of Regulation** check-ins.
- **Piece of Mind** small group sessions.
- **ELSA (Emotional Literacy Support Assistant)** sessions to build confidence and emotional resilience. These sessions are tailored the needs of each individual child.
- **Butterflies Bereavement**

### Intensive Support

For children with more complex needs:

- Art Talking Sessions led by Miss Hart
- Access to **counselling and therapy** through our partnership with **The Bungalow Project**.
- Referral to the EWEL team.

Our approach ensures that children:

- Develop **emotional resilience** and confidence to cope with challenges.
- Build **positive relationships** through empathy and understanding.
- Are **ready to learn**, with improved focus and behaviour.
- Leave St. Joseph's as **compassionate, well-rounded individuals** prepared for the next stage of their education and life.