



Personal Development at St. Marie's School

The Curriculum

Relationships and Sex Education (RSE) and Health Education

At St Marie's Catholic Primary School, Relationships, Sex and Health Education (RSHE) is delivered through a carefully planned, progressive curriculum rooted in the teachings of the Catholic Church. Our curriculum is fully aligned with the Department for Education's statutory Relationships, Sex and Health Education guidance (2025) and the Catholic Education Service Model RSE Curriculum.

- BigTalk Education – Growing Up Safe
- Project Evolve (Education for a Connected World)
- National Curriculum Science
- Religious Education
- safeguarding education
- anti-discrimination and anti-racism education
- wider Personal Development opportunities

Together these provide a coherent, whole-school approach to Relationships, Sex and Health Education.

To complement Life to the Full Plus, pupils participate in annual **BigTalk Education Growing Up Safe** sessions. These specialist sessions complement classroom teaching by reinforcing key learning about healthy relationships, personal safety, puberty, safeguarding, recognising abuse, seeking help from trusted adults and preparing for growing up.

Online safety is delivered through **Project Evolve**, which is based upon the UK Council for Internet Safety's Education for a Connected World framework. Project Evolve complements Life to the Full Plus by developing pupils' understanding of:

- Self-Image and Identity
- Online Relationships
- Online Reputation
- Online Bullying
- Managing Online Information
- Health, Wellbeing and Lifestyle
- Privacy and Security
- Copyright and Ownership.

Together with Life to the Full Plus, Project Evolve ensures pupils develop the knowledge, skills and behaviours needed to navigate the online world safely, responsibly and confidently.

The Local Academy Committee has adopted all seven optional curriculum decisions identified within the Catholic Education Service framework. This ensures pupils receive a comprehensive, age-appropriate curriculum that reflects current statutory guidance while remaining faithful to Catholic teaching.

Whole School Approach

RSHE is not taught solely through discrete lessons. It is reinforced through the wider life of the school, enabling pupils to experience consistent messages about relationships, respect, wellbeing and safeguarding. This includes:

- Collective Worship
- Catholic Life
- safeguarding
- pastoral care
- Project Evolve
- assemblies
- pupil leadership
- behaviour curriculum
- anti-bullying work
- anti-discrimination education
- British Values

Curriculum Intent

Our RSHE curriculum enables pupils to:

- recognise their God-given dignity and value;
- build healthy, respectful and positive relationships;
- understand and manage their emotions;
- understand physical, emotional and social changes as they grow;
- keep themselves safe, including online;
- recognise abuse, exploitation and unsafe situations and know how to seek help;
- value family life and their place within the wider community;
- prepare confidently for the next stage of their education and future life.

Monitoring and Evaluation

Curriculum implementation is monitored through:

- lesson observations
- curriculum reviews
- pupil voice
- book scrutiny (where appropriate)
- governor monitoring
- parent feedback
- safeguarding monitoring
- curriculum planning scrutiny

The majority of RSHE lessons are delivered by class teachers through Life to the Full Plus. Specialist sessions are provided annually by BigTalk Education. Online safety is taught progressively through Project Evolve and the Computing curriculum, while aspects of health education are reinforced through Science, Religious Education, safeguarding education and the wider Personal Development curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(DfE refs.)		Module 1 Units 1 & 2 - Me, My Body, My Health	Module 1 Units 3 & 4 - Emotional Wellbeing & Life Cycles	Module 2 Units 1, 2 & 3 - Personal Relationships & Life Online	Module 2 Unit 4 – Keeping Safe	Module 3 Units 1 & 2 – Living in the Wider World
EYFS		<p>1.1 Handmade with Love We are created individually by God as part of His creation plan We are all God’s children and are special Our bodies were created by God and are good We can give thanks to God! 1.2.1 I am Me (3a) We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan! 1.2.2 Head, shoulders, knees and toes (8a) Our bodies are good and made by God The names of the parts of the body (not genitalia) 1.2.3 Ready Teddy (6e, 8a, 8b, 9a, 9c, 11b, 11c, 11d, 11e) That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p>	<p>1.3.1 I Like, You Like, We All Like (3a, 3d, 2a) That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another 1.3.2 Good Feelings, Bad Feelings (2a, 6b, 6c) A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings 1.3.3 Let’s Get Real (2c, 2d, 3b, 3c, 3e, 3h, 6d) Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. 1.4.1 Growing Up That there are natural life stages from birth to death, and what these are 1.4.2 New People, New Places</p>	<p>2.1.1 - Role Model (3c, 3e) We are part of God’s family Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us 2.2.1 - Who’s Who? (1a, 1b, 1c, 1d) To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of ‘special people’ and telling them is something is troubling them 2.2.2 - You’ve Got a Friend in Me (2a, 2b, 2c, 2e, 3e, 3f, 3h, 5a, 6h) How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships About different types of teasing and that all bullying is wrong and unacceptable Online Bullying Lessons 1 & 2 (YR) 2.2.3 - Forever Friends (2a, 2b, 2c, 3b, 3c, 6d)</p>	<p>2.4.1 - Safe Inside and Out (11b) About safe and unsafe situations indoors and outdoors That they can ask for help from their special people. Self-Image & Identity Lesson 1 (YR) Privacy & Security Lesson 1 (YR) Health, Well-Being & Lifestyle Lesson 1 (YR) 2.4.2 - My Body, My Rules (2a, 2b, 2d, 3e, 5b, 5c, 5d, 5e, 5f, 6b, 6f, 6i) To know they are entitled to bodily privacy That they can and should be open with ‘special people’ they trust if anything troubles them 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 Privacy & Security Lesson 2 (YR) Health, Well-Being & Lifestyle Lesson 2 (YR)</p>	<p>3.1.1 - God is Love (3a) That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others 3.1.2 - Loving God, Loving Others (2b, 3a) What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory. 3.2.1 - Me, You, Us (2b, 3a, 3c, 3e) That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p>

			<p>Change is a part of growing up Their experiences of change will help their transition to Year 1 God is with them every step of the way as they grow and change</p>	<p>To recognise when they have been unkind to others and say sorry. That when we are unkind, we hurt God and should say sorry. To recognise when people are being unkind to them and others and how to respond. That we should forgive like Jesus forgives. 2.3.1 - What is the Internet? (7a) That the internet connects us to others That the internet helps us in lots of ways Only Jesus can help us with everything Online Relationships Lessons 1 & 2 (YR) Online Reputation Lesson 1 (YR)</p> <p>2.3.2 Playing Online (4c, 7b, 7g) About safe and unsafe situations online. That they can ask for help from their special people. Online Relationships 2</p>	<p>2.4.3 - Feeling Poorly (11a) Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them to us. 2.4.4 - People Who Help Us (12a) There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>	<p>That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) About what harms and what improves the world in which they live 3.2.2 - When I Grow Up... About some different types of jobs That having a job can help us to look after each other and the world That God has given us all strengths, gifts and talents to do His work About strengths and interests needed to do different jobs 3.2.3 - Money Doesn't Grow On Trees That money helps us buy things. That wants and needs are different. That God's love and the love we share with others is freely given and our most important need.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(DfE refs.)	Anti-discrimination	Module 1 Units 1 & 2 - Me, My Body, My Health	Module 1 Units 3 & 4 - Emotional Wellbeing & Life Cycles	Module 2 Units 1, 2 & 3 - Personal Relationships & Life Online	Module 2 Unit 4 – Keeping Safe	Module 3 Units 1 & 2 – Living in the Wider World
KS1	<p>Year 1:</p> <p>KS1 Introduction to anti-discrimination</p> <p>Anti-Racism lessons 1 - 4</p> <p>1. Talking about race and racism</p> <p>2. Defining anti-racism</p> <p>3. Redefining racism</p> <p>4. Understanding racial socialisation and stereotypes</p> <p>Year 2:</p> <p>KS1 Introduction to anti-discrimination</p> <p>Anti-Racism lessons 5 - 8</p>	<p>1.1.1 - Let the Children Come (5c) We are created individually by God; God wants us to talk to Him often through the day and treat Him as our best friend; 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. 1.2.1 - I am Unique (Me) (3a, 3e) To learn that we are unique, with individual gifts, talents and skills. 1.2.2. - Girls & Boys (My Body) (3a, 5a, 5c) KD1 – V2 Our bodies are good;</p>	<p>1.3.1 - Feelings, Likes and Dislikes (3a) That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings 1.3.2 - Feeling Inside Out (6b, 6c) Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. 1.3.3 - Super Susie Gets Angry (5a, 2e, 6d, 2d) Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called</p>	<p>2.1.1 - God Loves You (2d, 3c) We are part of God's family; Saying sorry is important and can mend friendships; Jesus cared for others and has expectations of them and how they should act; We should love other people in the same way God loves us. 2.2.1 - Special People (1a, 1b, 1c, 1d, 5h) To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them. Self-Image & Identity Lesson 2 (Y1) Self-Image & Identity Lesson 2 (Y2) 2.2.2 - Treat Others Well... (2a, 2b, 3c, 3f, 6h) How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable. Online Relationships Lessons 3 & 4 (Y1) Online Bullying Lesson 1 (Y1) Online Relationships Lesson 6 (Y2) 2.2.3 - ... and Say Sorry (2d, 3b) To recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond;</p>	<p>2.4.1 - Good Secrets and Bad Secrets (1f, 5a, 5b, 5e) The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe. Privacy & Security Lessons 1-3 (Y1) Privacy & Security Lessons 1-4 (Y2) 2.4.2 - Physical Contact (h, 5a, 5b, 5c, 5e, 5g) KD6 To know that they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. Online Relationships Lessons 3-5 (Y2) 2.4.3 Harmful Substances (10a, 9c) Medicines are drugs, but not all drugs are good for us.</p>	<p>3.1.1 - Three in One (3e) That God is love: Father, Son and Holy Spirit That being made in his image means being called to be loved and to love others 3.1.2 - Who is my Neighbour? (3e, 3a) To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour. 3.2.1 - The Communities We Live In (3e, 3a) That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p>

<p>5. Unconscious bias</p> <p>6. Being anti-racist in our actions</p> <p>7. Representation matters</p> <p>8. Myth busting</p>	<p>The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia); Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.</p> <p>1.2.3 - Clean and Healthy (My Health) (5c, 8a, 9a, 9b, 9c, 11c, 11d, 11e)</p> <p>Our bodies are good and we need to look after them; What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; The importance of sleep, rest and recreation for our health; How to maintain personal hygiene.</p>	<p>to receive forgiveness and to forgive others when they do; That Jesus died on the cross so that we would be forgiven.</p> <p>1.4.1 The Cycle of Life (2c, 2d)</p> <p>Children will know and appreciate that there are natural life stages from birth to death, and what these are.</p> <p>1.4.2 - Beginnings and Endings</p> <p>What 'death' means</p> <p>About some feelings often connected with grief</p> <p>What the Christian faith says about death and eternal life</p> <p>Some ways to support themselves and others when they are grieving</p> <p>1.4.3 - Change is All Around!</p> <p>Change is a part of life. Managing our feelings about change helps to prepare us for future changes.</p> <p>God is with us as we change and grow.</p>	<p>To know that when we are unkind to others, we hurt God also and should say sorry to him as well;</p> <p>To know that we should forgive like Jesus forgives.</p> <p>Online Bullying Lessons 1-3 (Y2)</p> <p>2.3.1 - Real Life Online (5e, 5f, 7a, 7e)</p> <p>That the internet connects us to others and helps us in lots of ways. Our feelings matter – both online and offline.</p> <p>That Jesus cares about our feelings and gives us peace.</p> <p>Self-Image & Identity Lesson 1 (Y1)</p> <p>Online Relationships Lesson 2 (Y1)</p> <p>Online Reputation Lesson 1 (Y1)</p> <p>Self-Image & Identity Lesson 1 (Y2)</p> <p>Online Relationships Lesson 1 (Y2)</p> <p>Online Reputation Lessons 1 & 2 (Y2)</p> <p>2.3.2 - Rules to Help us (4c, 5e, 5f, 7a, 7c, 7e, 7g)</p> <p>To understand safe and unsafe situations, including online.</p> <p>Ask for adult help with anything that worries them or makes them feel unsafe</p> <p>Online Relationships Lesson 1 (Y1)</p> <p>Health, Well-Being & Lifestyle Lesson 1 (Y1)</p> <p>Online Reputation Lesson 2 (Y1)</p> <p>Online Relationships Lessons 1 & 2 (Y2)</p> <p>Online Relationships Lesson 7 (Y2)</p> <p>Online Reputation Lesson 3 (Y2)</p> <p>Health, Well-Being & Lifestyle Lessons 1-2 (Y2)</p>	<p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>2.4.4 - Can You Help Me? Part 1 (8d, 12a)</p> <p>They should call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</p> <p>2.4.4 - Can You Help Me? Part 2 (11f, 12b)</p> <p>Some basic principles of First Aid</p> <p>If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</p>	<p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p> <p>3.2.2 - Who Will I Be?</p> <p>About some different types of jobs in the community</p> <p>About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls</p> <p>Work is a part of our purpose (vocation)</p> <p>God has given us all strengths, gifts and talents to do His work</p> <p>3.2.3 - Needs and Wants</p> <p>That money is valuable and is used as an exchange for needs and wants. That wants and needs are different. About spending and saving choices. That God's love and the love we share with others is more valuable than anything.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>(DfE refs.)</p> <p>LKS2</p>	<p>Anti-discrimination</p> <p>Year 3:</p> <p>LKS2 Introduction to anti-discrimination</p> <p>Anti-racism lessons 1 – 4</p> <p>1. Talking about race and racism</p> <p>2. Defining anti-racism</p> <p>3. Redefining racism</p> <p>4. Understanding racial socialisation and stereotypes</p> <p>Year 4:</p> <p>LKS2 Introduction to anti-discrimination</p>	<p>Module 1 Units 1 & 2 - Me, My Body, My Health</p> <p>1.1.1 - "Get Up!"</p> <p>We are created individually by God who is Love, designed in His own image and likeness; God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation); Every human life is precious from the beginning of life (conception) to natural death;</p> <p>Personal and communal prayer and worship are necessary ways of growing in our relationship with God;</p> <p>In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience.</p> <p>1.1.2 - The Sacraments</p> <p>That in Baptism God makes us His adopted children and 'receivers' of His love.</p> <p>That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p> <p>1.2.1 - We Don't Have To Be The Same (3d, 3a, 3e)</p>	<p>Module 1 Units 3 & 4 - Emotional Wellbeing & Life Cycles</p> <p>1.3.1 - What Am I Feeling? (6a, 6b, 6c, 6e, 6f, 6g, 6i, 6j)</p> <p>That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).</p> <p>1.3.2 - What Am I Looking At? (7f, 3g)</p> <p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>1.3.3 - I Am Thankful! (3b, 3c, 6d, 6f)</p> <p>Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p> <p>1.4.1 - Life Cycles – KD3 (Y4)</p>	<p>Module 2 Units 1, 2 & 3 - Personal Relationships & Life Online</p> <p>2.1.1 - Jesus, My Friend (2d)</p> <p>That Jesus loves, embraces, guides, forgives and reconciles us with him and one another;</p> <p>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness;</p> <p>That relationships take time and effort to sustain;</p> <p>We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p> <p>2.2.1 - Friends, Family and Others... (1a, 1b, 1c, 1d, 2a, 2b, 2c)</p> <p>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong;</p> <p>That there are different types of relationships including those between acquaintances, friends, relatives and family;</p> <p>That good friendship is when both persons enjoy each other's company and also want what is truly best for the other;</p> <p>The difference between a group of friends and a 'clique'.</p> <p>Online Relationships Lessons 1-3 (Y3)</p> <p>Online relationships Lessons 1 & 2 (Y4)</p> <p>2.2.2 - When Things Feel Bad (3f, 2e, 1f, 6h, 5h)</p> <p>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</p> <p>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p>Online Relationships 4-6 (Y3)</p>	<p>Module 2 Unit 4 – Keeping Safe</p> <p>2.4.1 - Safe in My Body (5b, 5d, 2e, 5e, 5g, 7g) KD6</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond;</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.</p> <p>2.4.2 - Drugs, Alcohol and Tobacco (10a, 11f)</p> <p>Medicines are drugs, but not all drugs are good for us.</p> <p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>2.4.3 - First Aid Heroes (12a, 12b)</p>	<p>Module 3 Units 1 & 2 – Living in the Wider World</p> <p>3.1.1 - A Community of Love</p> <p>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity.</p> <p>3.1.2 - What is the Church? (6e)</p> <p>That the human family is to reflect the Holy Trinity in mutual charity and generosity;</p> <p>The Church family comprises of home, school and parish (which is part of the diocese).</p> <p>3.2.1 - How Do I Love Others? (3e)</p> <p>To know that God wants His Church to love and care for others.</p> <p>To devise practical ways of loving and caring for others.</p> <p>3.2.2 - Working Together</p> <p>Know that there are many different jobs and types of work.</p>

<p>Anti-racism lessons 5 – 8</p> <p>5. Unconscious bias</p> <p>6. Being anti-racist in our actions</p> <p>7. Representation matters</p> <p>8. Myth busting</p>	<p>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).</p> <p>1.2.2 - Respecting Our Bodies (5c, 11c, 11b, 11d, 11e, 9a, 9b, 9c, 8a, 8b, 8c, 8d, 7b) About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</p> <p>1.2.3 - What is Puberty? (13a, 13b) KD2 Y4 Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies.</p> <p>1.2.4 - Changing Bodies (13a, 13b) KD2 Y4 Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.</p> <p>1.2.5 - Discussion Groups (13a, 13b) KD2 Y4</p>	<p>That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</p> <p>1.4.2 - A Time for Everything What 'death' means About some feelings often connected with grief What the Christian faith says about death and eternal life Some ways to support themselves and others when they are grieving</p> <p>1.4.3 - Big Changes, Little Changes Understand that change is a part of life and that there are different kinds of change. Learn about some feelings often associated with change. Know that God is always with us as we change and grow. Learn coping strategies to support themselves and others.</p>	<p>Online Bullying Lessons 1 & 2 (Y3) Online Relationships Lesson 3 (Y4) Online Bullying Lessons 1-3 (Y4)</p> <p>2.3.1 - Sharing Online (4b, 4c, 4e, 7a, 7c, 7e) To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.</p> <p>Self-Image & Identity Lessons 1-3 (Y3) Online Reputation Lessons 1-3 (Y3) Health, Well-Being & Lifestyle Lesson 1 & 2 (Y3) Self-Image & Identity Lessons 1-3 (Y4) Online Reputation Lessons 1 & 2 (Y4) Health, Well-Being & Lifestyle Lessons 1 & 2 (Y4)</p> <p>2.3.2 - Chatting Online (4a, 4c, 4d, 5a, 5f, 7e, 7g) How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages.</p> <p>Privacy & Security Lessons 1-3 (Y3) Privacy & Security Lessons 1-4 (Y4)</p>	<p>In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.</p> <p>2.4.4 - Rights and Responsibilities It is our responsibility to follow the rules at home, school and in our country. Some of our rules and laws are based on our rights. Rights protect us and ensure everyone is treated equally. Rules and rights are based on our values as a community. Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God.</p>	<p>Understand some of the factors that influence people's choice of work. Explore their own interests, skills and gifts in relation to their job aspirations. Know that God calls us to work together to share His love and care for each other and the world.</p> <p>3.2.3 - Money Matters All forms of money have advantages and disadvantages. Our attitude to money and choices about spending, saving and giving impacts on ourselves and others. Budgeting helps to keep track of spending and saving. Our faith guides our values and reminds us of the importance of love for God and others.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>(DfE refs.)</p> <p>UKS2</p>	<p>Anti-discrimination</p> <p>Year 5:</p> <p>UKS2 introduction to anti-discrimination</p> <p>Anti-racism lessons 1 – 4</p> <p>1. Talking about race and racism</p> <p>2. Defining anti-racism</p> <p>3. Redefining racism</p> <p>4. Understanding racial socialisation and stereotypes</p> <p>UKS2 anti-sexism lessons</p> <p>Year 6:</p>	<p>Module 1 Units 1 & 2 - Me, My Body, My Health</p> <p>1.1.1. - Calming the Storm (3e, 13a) We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p> <p>1.2.1 - Gifts and Talents (2b, 2c, 3a, 3d) Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).</p> <p>1.2.2 - Girls' Bodies (6c, 13a) That human beings are different to other animals;</p>	<p>Module 1 Units 3 & 4 - Emotional Wellbeing & Life Cycles</p> <p>1.3.1 - Body Image (2e, 3d, 3g, 8b, 6c) To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>1.3.2 - Peculiar Feelings (2d, 3b, 3c, 6a, 6b, 6c, 6d) To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p>1.3.3 - Emotional Changes (1f, 2a, 6a, 6b, 6g, 6i, 6j) Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</p> <p>1.3.4 - Seeing Stuff Online (1a, 7f, 7g) KD4</p>	<p>Module 2 Units 1, 2 & 3 - Personal Relationships & Life Online</p> <p>2.1.1 - Is God Calling You? (3e) To know that God calls us to love others. To know ways in which we can participate in God's call to us.</p> <p>2.2.1 - Under Pressure (3e, 6e, 6f) Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure. Health, Well-Being & Lifestyle Lessons 1-4 (Y6)</p> <p>2.2.2 - Do You Want a Piece of Cake? (3e, 3h) Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say 'no'.</p> <p>2.2.3 - Self-Talk (6f, 2a, 3e, 6i, 6j) Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships</p> <p>2.2.4 - Build Others Up KD7 (Y6) About prejudice, bullying and discrimination: what they mean and how to challenge them. About protected characteristics from the Equality Act 2010 such as race, age and disability.</p>	<p>Module 2 Unit 4 – Keeping Safe</p> <p>2.4.1 - Types of Abuse (5a-h) KD6 To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> <p>2.4.2 - Impacted Lifestyles (8a, 9c, 10a, 11f, 11e) Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Learn how to make good choices about substances</p>	<p>Module 3 Units 1 & 2 – Living in the Wider World</p> <p>3.1.1 - The Trinity Children will know that God is Trinity - a community of persons; Children will know that the Church is the Body of Christ.</p> <p>3.1.2 - Catholic Social Teaching (3e) Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p> <p>3.2.1 - Reaching Out (3e)</p>

<p>UKS2 introduction to anti-discrimination</p> <p>Anti-racism lessons 5 – 8</p> <p>5. Unconscious bias</p> <p>6. Being anti-racist in our actions</p> <p>7. Representation matters</p> <p>8. Myth busting</p> <p>UKS2 ableism – how can I be a great citizen?</p>	<p>About the unique growth and development of humans, and the changes that girls will experience during puberty;</p> <p>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;</p> <p>The need for modesty and appropriate boundaries.</p> <p>1.2.3 - Boys' Bodies (6c, 13a, 1d)</p> <p>That human beings are different in kind to other animals;</p> <p>About the unique growth and development of humans, and the changes that boys will experience during puberty;</p> <p>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;</p> <p>The need for modesty and appropriate boundaries.</p> <p>1.2.4 - Spots & Sleep (7b, 11c, 8a, 8c, 8d, 9a, 9b, 9c, 11b, 11d, 11e)</p> <p>How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>	<p>The difference between harmful and harmless videos and images;</p> <p>The impact that harmful videos and images can have on young minds;</p> <p>Ways to combat and deal with viewing harmful videos and images</p> <p>1.4.1 - Making Babies (Part One) (1b)</p> <p>How a baby grows and develops in its mother's womb.</p> <p>1.4.2 - Making Babies (Part Two) (1e) KD5 Y6</p> <p>Basic scientific facts about sexual intercourse between a man and woman;</p> <p>The physical, emotional, moral and spiritual implications of sexual intercourse;</p> <p>The Christian viewpoint that sexual intercourse should be saved for marriage.</p> <p>1.4.3 – Menstruation (13b)</p> <p>About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</p> <p>Some practical help on how to manage the onset of menstruation.</p> <p>1.4.4 - Hope in Death</p> <p>What 'death' means</p> <p>About some feelings often connected with grief</p> <p>What the Christian faith says about death and eternal life</p> <p>Some ways to support themselves and others when they are grieving</p> <p>1.4.5 - Coping with Change</p> <p>That there are many emotions and feelings connected with change.</p> <p>That gratitude and positivity help build resilience.</p> <p>Coping strategies to manage changes.</p> <p>That God is always with them.</p>	<p>That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</p> <p>2.3.1 - Sharing Isn't Always Caring (4c, 4e, 7a, 7c, 7f)</p> <p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>How to use technology safely.</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>Self-Image & Identity Lesson 1 & 2 (Y5)</p> <p>Online Relationships Lessons 1-5 (Y5)</p> <p>Online Reputation Lesson 1 & 2 (Y5)</p> <p>Health, well-Being & Lifestyle Lesson 1-4 (Y5)</p> <p>Privacy & Security Lessons 1-3 (Y5)</p> <p>Self-Image & Identity Lessons 1-3 (Y6)</p> <p>Online Relationships Lessons 1-4 (Y6)</p> <p>Online Reputation Lesson 1 & 2 (Y6)</p> <p>Privacy & Security Lessons 1-6 (Y6)</p> <p>2.3.2 – Cyberbullying (3f, 4a, 4b, 4d, 5a, 5d, 6h, 7e)</p> <p>What the term cyberbullying means and examples of it;</p> <p>What cyberbullying feels like for the victim;</p> <p>How to get help if they experience cyberbullying.</p> <p>Online Bullying Lesson 1-6 (Y5)</p> <p>Online Bullying Lesson 1 & 2 (Y6)</p>	<p>that will have a positive impact on their health.</p> <p>Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>2.4.3 - Making Good Choices (3h, 5c, 10a)</p> <p>Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco</p> <p>Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies</p> <p>2.4.4 - Giving Assistance (3a, 12a, 12b)</p> <p>The recovery position can be used when a person is unconscious but breathing.</p> <p>DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</p>	<p>Pupils will learn to apply the principles of Catholic Social Teaching to current issues;</p> <p>Pupils will find ways in which they can spread God's love in their community.</p> <p>3.2.2 -The World of Work</p> <p>Learn about the process of getting a job and consider factors that influence job choices.</p> <p>Understand how stereotyping can affect work aspirations and learn to challenge such attitudes.</p> <p>Consider jobs in different sectors, learning pathways to work and their own job aspirations.</p> <p>3.2.3 Money and Me</p> <p>There are a wide variety of payment options.</p> <p>The importance of budgeting and tracking spending and saving.</p> <p>About the hierarchy of needs and other influences on spending choices.</p> <p>Some people have more money than others.</p> <p>God asks us to be good stewards of our money and resources.</p>
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Religious Education, Catholic Life and Catholic Social Teaching

Religious Education and Catholic Life are at the heart of everything we do at St Marie's Catholic Primary School. Inspired by our mission statement, "Jesus is always my friend," we strive to create a welcoming, inclusive and nurturing community where every child is known, valued and encouraged to flourish.

Religious Education is a core subject and follows the Religious Education Directory (RED) through the Diocese of Hallam. Through high-quality teaching, prayer and reflection, pupils develop a deeper understanding of the Catholic faith while learning to respect and appreciate the beliefs, cultures and traditions of others. The study of other world faiths helps pupils understand the diverse society in which they live and promotes mutual respect, dialogue and understanding. This is enriched through visits to places of worship and visitors from different faith communities.

Catholic Life extends beyond the RE curriculum and is woven throughout every aspect of school life. Daily prayer, Collective Worship, Celebration of the Word, Gospel assemblies, charitable outreach, parish partnerships and pupil leadership opportunities enable children to live out the Gospel values in their daily lives. Our "Going Forth Mission", shared with pupils and families each week, encourages everyone to put faith into action beyond the classroom.

Catholic Social Teaching provides the moral framework for our Personal Development curriculum. Rooted in Scripture and Catholic tradition, its principles are explicitly taught through assemblies, Religious Education and the wider curriculum, enabling pupils to understand human dignity, the common good, solidarity, stewardship and

care for God's creation. These principles are mapped progressively across all year groups and underpin our approach to relationships, inclusion, service and social responsibility.

Together, Religious Education, Catholic Life and Catholic Social Teaching ensure that every child is supported to grow spiritually, morally, socially and academically, preparing them to become compassionate, responsible and active members of both the Church and wider society.

Physical Education

Physical Education plays a vital role in promoting the physical, social, emotional and mental wellbeing of every child at St Marie's Catholic Primary School. Through a broad, balanced and inclusive curriculum, we aim to inspire pupils to develop a lifelong enjoyment of physical activity while promoting healthy lifestyles, resilience, teamwork and personal achievement.

Our PE curriculum follows the National Curriculum and provides pupils with progressive opportunities to develop fundamental movement skills, physical competence, tactical understanding and confidence across a wide range of sports and physical activities. Lessons are carefully sequenced to build knowledge, skills and fitness whilst encouraging children to challenge themselves, cooperate with others and demonstrate the values of fairness, respect and good sportsmanship.

Children participate in high-quality PE lessons alongside a wide range of extracurricular clubs, sporting competitions, enrichment activities and leadership opportunities. Through strong partnerships with the Sheffield Federation for School Sport, LINKS, Sheffield United Community Foundation and local secondary schools, pupils experience a diverse range of sporting opportunities and positive transition experiences beyond the classroom.

We are committed to ensuring that every child can participate, regardless of ability or background. Sports Premium funding is used strategically to develop staff expertise, increase participation, broaden sporting experiences and ensure that pupils with SEND, disadvantaged pupils and girls have equal opportunities to participate and achieve. Our provision also promotes active travel, inclusive competition and wider physical activity throughout the school day.

Physical activity extends beyond curriculum lessons through daily opportunities to be active, including active playtimes, leadership roles, sporting festivals, competitions, clubs and whole-school events. Older pupils develop leadership skills through roles such as Play Leaders, encouraging younger children to participate confidently and positively in physical activity.

Swimming forms an important part of the curriculum, ensuring pupils develop water confidence, swimming competence and essential water safety skills before leaving primary school.

The impact of our Physical Education curriculum is reflected in pupils who are physically active, resilient, confident and motivated to lead healthy lives. They leave St Marie's equipped with the knowledge, skills and attitudes needed to enjoy physical activity throughout their lives.

We are proud that our commitment to high-quality Physical Education, school sport and physical activity has been recognised nationally through the award of the Gold School Games Mark (2024/25). This award celebrates our inclusive approach, extensive participation opportunities, pupil leadership, strong community partnerships and our commitment to ensuring that movement matters every day for every child.

Our Physical Education curriculum enables pupils to:

- develop competence, confidence and enjoyment in a wide range of physical activities;
- understand the importance of leading healthy, active lifestyles and making positive choices for their physical and mental wellbeing;
- build resilience, determination, teamwork and leadership through participation in sport and physical activity;
- demonstrate fairness, respect, perseverance and good sportsmanship in both competitive and non-competitive environments;
- develop the knowledge, skills and confidence to participate successfully in a broad range of sports and physical activities;
- appreciate the value of regular exercise and lifelong participation in physical activity;
- achieve their personal best and experience success through an inclusive curriculum that enables every child to flourish.

History

History	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Title	Past & Present	Great Fire & Significant People	Castles & Norman Britain	Stone Age, Egyptians & Romans	Anglo-Saxons & Vikings	Eyam & Ancient Greece	Transatlantic Slave Trade & Benin
Catholic Social Teaching	Community	Human Dignity & Rights	Common Good & Participation	Stewardship & Community	Solidarity & Justice	Courage, Common Good & Responsibility	Human Dignity, Solidarity & Justice
British Values	Respect	Respect & Individual Liberty	Democracy & Rule of Law	Democracy & Tolerance	Democracy & Mutual Respect	Responsibility & Democracy	Equality, Respect & Individual Liberty
St Marie's Experiences AND Visits/Visitors	Family history	Emergency Services Museum	Conisbrough Castle	Egyptian workshop & Manor Lodge	Jorvik Centre	Eyam residential	Wilberforce House Museum / debate
Careers / preparation for adulthood	<ul style="list-style-type: none"> • Historian • Museum worker 	<ul style="list-style-type: none"> • Firefighter • Nurse • Archivist 	<ul style="list-style-type: none"> • Archaeologist • Conservator 	<ul style="list-style-type: none"> • Archaeologist • Egyptologist 	<ul style="list-style-type: none"> • Historian • Museum curator 	<ul style="list-style-type: none"> • Heritage officer • Archivist 	<ul style="list-style-type: none"> • Human rights lawyer • Historian • Museum curator
Key people	<ul style="list-style-type: none"> • Family members 	<ul style="list-style-type: none"> • Samuel Pepys • Florence Nightingale • Mary Seacole • Rosa Parks 	<ul style="list-style-type: none"> • William the Conqueror • William de Warenne • Guy Fawkes 	<ul style="list-style-type: none"> • Howard Carter • Tutankhamun • Julius Caesar 	<ul style="list-style-type: none"> • Alfred the Great • Edward the Confessor • Beowulf 	<ul style="list-style-type: none"> • William Mompesson • Catherine Mompesson • Pericles • Socrates 	<ul style="list-style-type: none"> • Olaudah Equiano • Harriet Tubman • William Wilberforce • Eweka I

Geography							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Title	Understanding the World	Our Country	What a Wonderful World	Extreme Earth	Somewhere to Settle / Water	Enough for Everyone / Rainforests / Raging Rivers	Trade & Economics / Our Changing World
Catholic Social Teaching	Stewardship	Stewardship	Care for Creation	Stewardship & Solidarity	Dignity of Work & Common Good	Stewardship, Solidarity & Option for the Poor	Common Good, Stewardship & Human Dignity
British Values	Respect	Mutual Respect	Tolerance	Respect & Individual Liberty	Democracy & Responsibility	Democracy & Respect	Democracy, Tolerance & Responsibility
St Marie's Experiences Visits & Visitors	Local environment walks	School & local area fieldwork	Globe and map work	Volcano investigations Magna	Water treatment visit & settlement mapping	River fieldwork & rainforest study	Trade enquiries & climate change investigations
Careers/preparation for adulthood	<ul style="list-style-type: none"> • Explorer 	<ul style="list-style-type: none"> • Cartographer 	<ul style="list-style-type: none"> • Meteorologist 	<ul style="list-style-type: none"> • Geologist 	<ul style="list-style-type: none"> • Environmental scientist 	<ul style="list-style-type: none"> • Hydrologist • Conservationist 	<ul style="list-style-type: none"> • Urban planner • Environmental engineer • Climate scientist • Trade analyst
Key people	<ul style="list-style-type: none"> • David Attenborough 	<ul style="list-style-type: none"> • Tim Peake 	<ul style="list-style-type: none"> • Michael Palin 	<ul style="list-style-type: none"> • Alfred Wegener 	<ul style="list-style-type: none"> • Wangari Maathai 	<ul style="list-style-type: none"> • Chico Mendes 	<ul style="list-style-type: none"> • Greta Thunberg • Sir David Attenborough

Art							
	FS1	Y1	Y2	Y3	Y4	Y5	Y6
Title	Drawing / Colour / Sculpture	Drawing / Colour / Sculpture	Drawing / Colour / Sculpture	Drawing / Colour / Relief Sculpture	Drawing / Colour / Clay Construction	Drawing / Colour / Sculpture	Drawing / Colour / Sculpture
Catholic Social Teaching	Stewardship	Stewardship & Dignity	Dignity	Stewardship & Community	Dignity & Stewardship	Community & Rights	Stewardship, Dignity & Responsibility
British Values	Respect	Mutual Respect	Mutual Respect	Respect & Tolerance	Individual Liberty	Democracy & Respect	Democracy & Responsibility
St Marie's Experiences Visits & Visitors	Sketchbooks, sensory art, outdoor sculpture Local artist	Artist study, nature sculpture Local artist/sculptor	Pinch pots, artist study Potter	Relief tiles, nature drawing Gallery / clay workshop	Clay sculpture, local artists Ceramic artist	Mixed media, gallery critique Sculptor	Independent exhibition & sculpture Notre Dame Secondary art department
Careers/preparation for adulthood	<ul style="list-style-type: none"> • Artist maker 	<ul style="list-style-type: none"> • Artist • Sculptor • illustrator 	<ul style="list-style-type: none"> • Ceramic artist • potter 	<ul style="list-style-type: none"> • Designer • Craftsperson • Graphic designer 	<ul style="list-style-type: none"> • Architect • Ceramic designer 	<ul style="list-style-type: none"> • Graphic • Product designer • animator 	<ul style="list-style-type: none"> • Fine artist • Creative industries • Game designer • Museum curator

Key people	<ul style="list-style-type: none"> • Morag • Myerscough • Barbara Hepworth • Andy Goldsworthy 	<ul style="list-style-type: none"> • Piet Mondrian • Andy Goldsworthy • Henry Moore 	<ul style="list-style-type: none"> • Ernst Haeckel • Maria Martinez • Lucy Rie 	<ul style="list-style-type: none"> • Leonardo da Vinci • Lorna Graves 	<ul style="list-style-type: none"> • Claude Monet • Maria Martinez • Brad Spencer 	<ul style="list-style-type: none"> • David Hockney • Barbara Hepworth • Alberto Giacometti 	<ul style="list-style-type: none"> • David Hockney • Antony Gormley • Alberto Giacometti • Andy Goldsworthy
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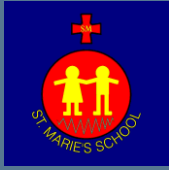
Music							
		Y1	Y2	Y3	Y4	Y5	Y6
Title	Music & Movement	Learn to Sing	Learn to Sing	Learn to Sing	Build a Band	Build a Band	Learn to Play an Instrument
Catholic Social Teaching	Community	Human Dignity	Community	Solidarity	Participation	Common Good	Dignity of Work & Participation
British Values	Respect	Mutual Respect	Tolerance	Democracy	Teamwork & Respect	Individual Liberty	Responsibility & Respect
St Marie's Experiences Visits & Visitors	Singing & performance	Choir & singing	Choir & singing	Choir & singing	Ensemble performance	Band performance	Instrumental performance
Careers/preparation for adulthood	<ul style="list-style-type: none"> • Music journalist • Music producer • Radio presenter • Teacher • Professional singer • Musical theatre performer • Choir leader • Voice coach • Orchestral musician • Band member • Music therapist • Film and TV musician • Composer • Songwriter • Film or game music composer 						
Key people	Julia Donaldson (songs)	Ella Fitzgerald	Benjamin Britten	Bob Marley	John Williams	Stevie Wonder	Ludwig van Beethoven



Personal Development at St. Marie's School

The Wider Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Catholic Life	New Year Mass Welcome Liturgy Harvest – collection for Cafod & donations for local Food Bank Trust Mass Feast Day of Saint Terese of Lisieux – celebrating Ordinary Time – doing the little things well	Blessing of the Advent Wreaths Chrstingle Crib Making Festival of Cribbs to support the Bethlehem Hospice Reconciliation Travelling Nativity Class Nativities Carol Service with Notre Dame well	Epiphany Mass Candlemas Service	Good Shepherd events to raise money for Caritas Reconciliation Stations of the Cross Y3 Palm Sunday Presentation Y4 Y5 Last Supper Presentation Y6 Stations of the Cross - Maundy Thursday Service	Easter Rocks Easter Mass	Pentecost Celebration First Holy Communion Mass Leavers Mass
Catholic Social Teaching Assemblies	School rules International Day of Democracy International Day of Peace International Day of Older Persons Black History Month World Mental Health Day School value of faith - diversity, tolerance, respect, spirituality and forgiveness	Faith in Yourself Remembrance Anti-bullying + International Day for Tolerance School value of pride - community, participation, celebration, environment, self-esteem and self-worth International day of people with disabilities Human Rights Day International Migrants Day International Human Solidarity	Braille Day Martin Luther King Day Holocaust Memorial Day Friendship Safer Internet Day – link to Children's mental Health Week	Fairtrade / World Day of Social Justice Zero Discrimination Day International Women's Day School value of success - high expectations, inclusion, collaboration and aspirations World Water Day Autism Awareness Day – link to AUDHD project	Gender stereotypes Growth Mindset Racism International Day of Families World Bee Day	World Environment Day / World Oceans Day Equality and Equity World Refugee Day Gypsy, Roma and Traveller History Month Poverty Summer safety e.g. Sun safety, beach safety, water safety in preparation for holidays Transition and changes and coping with these
Special Days / Event	Feast of Saint Vincent de Paul – Mini Vinnie appointments International Day of Older Persons – celebrating our grandparents Black History Month Team Event – Harvest School Council Elections	Odd socks day to mark the start of anti-bullying week Remembrance Day Service Stars in our School – celebrating the contribution of our support staff	PJ Day with bedtime stories to mark National Story Telling Week Reading morning – promotion of year group specific books to know well Safer Internet Day – live lesson Children's Mental Health Week	World Book Day Reading for Pleasure Celebration of our Mothers World Poetry Day – class recitals World Maths Day KS1 Sports Day	KS2 Sports Days	Transition Events
Sport in School	Multi-skills, Fundamental Movement Skills (EYFS/KS1), Football, Fitness, Team Building, Balance Bikes (EYFS)	Tag Rugby, Netball, Gymnastics, Dance, Cross Country, Bikeability	Basketball, Dodgeball, Dance, Gymnastics, Fitness Circuits	Tennis, Hockey, Orienteering, OAA (Outdoor Adventurous Activities), Sports Day	Athletics, Cricket, Rounders, Striking & Fielding Games, Swimming, Sports Day	Athletics, Rounders, Swimming, Tennis, Team Games, OAA, Transition Sports Festivals
Music in School	Choir Performance at Trust Mass	Carols at the Care Home Carols with Notre Dame at ST Vincent's	Trust Choir		Theatre Club	World Music Day



Personal Development at St. Marie's School

Mental Health & Wellbeing

Mental Health & Wellbeing Support

St Marie's offers a wide range of mental health and wellbeing support for pupils, staff and families. This provision is both preventative (helping children develop resilience) and targeted (providing specialist support when needed).

Mental health support for pupils

The school provides:

- Healthy Minds support, including work with the Sheffield Mental Health Support Team.
- An Education Mental Health Practitioner (EMHP) who supports children, staff and families with emotional wellbeing.
- A school counsellor (Caritas Counsellor – Juliett Barrett) providing specialist counselling for pupils who need additional support.
- Healthy Minds Champions, who help promote positive mental health across the school.
- Nurture provision and nurture groups for children who need additional emotional support.
- Trauma-informed practice throughout the school, ensuring staff understand and respond appropriately to children's emotional needs.
- Play Therapy and Theraplay sessions delivered to support emotional regulation, attachment and wellbeing.
- Daily emotional check-ins in classrooms so children can express how they are feeling.
- Mindfulness activities and opportunities for reflection within classrooms.
- Emotional literacy displays and programmes to help children recognise and manage their emotions.
- Sensory circuits and bespoke interventions for pupils with additional needs where appropriate.

Promoting resilience and wellbeing

The school's wider curriculum also supports positive mental health through:

- Residential visits, outdoor learning and Forest School opportunities.
- Makers projects that develop confidence, resilience and problem-solving.
- A wide range of clubs, sports and enrichment activities.
- Leadership roles such as School Council, Play Leaders, Sports Leaders and Liturgy Leaders, helping pupils build confidence and self-esteem.
- Strong pastoral care rooted in the school's Catholic ethos.

Support for parents and families

Parents are supported through:

- Mental Health and Anxiety workshops, including sessions delivered by a Clinical Psychologist from the Sheffield Mental Health Support Team.
- PINS (Partnership for Inclusion of Neurodiversity in Schools) parent groups, providing advice, peer support and practical guidance for families.
- SEND parent meetings and regular opportunities to discuss children's wellbeing.
- Workshops such as Triple P parenting, Hope Attachment and other wellbeing-focused sessions.

Behaviour

As a school, we:

- Promote a calm, caring and inclusive environment where every child feels safe, respected and valued.
- Have high expectations of behaviour through our simple rules: Be Ready, Be Respectful and Be Safe.
- Use a consistent, positive and trauma-informed approach that helps children understand and manage their behaviour.
- Build strong relationships with pupils and families, providing early pastoral support where needed.
- Teach children to resolve conflict respectfully, understand online safety, and make positive choices.
- Celebrate positive behaviour, effort and achievement through praise, rewards and leadership opportunities.

Pupils:

- Behave well in lessons and around school, showing respect for adults, each other and the learning environment.
- Feel safe, know who to talk to if they have a worry, and understand that bullying is rare and dealt with quickly.
- Show resilience, take pride in their learning and demonstrate positive attitudes to school life.
- Live out the school's Catholic values by showing kindness, compassion, responsibility and respect for others.
- Contribute positively to the school community through leadership roles, teamwork and service to others.

Transition

As a school, we:

- Provide a comprehensive transition programme to ensure pupils feel confident and well prepared for their next stage of education.
- Work closely with parents, nurseries, secondary schools and external agencies to share information and support individual pupils.
- Offer transition visits, induction events and home visits for children starting in Reception.
- Provide every new Reception family with a New Starter Book to introduce children to staff, routines and school life before they begin.
- Carry out observation visits for children with identified needs or vulnerabilities before they start school, enabling staff to plan appropriate support.

- Deliver a comprehensive Reception induction programme, including transition visits, stay-and-play sessions and opportunities for children to become familiar with their new environment.
- Ensure all Year 6 pupils attend transition visits to their secondary school and participate in transition activities designed to prepare them for the move.
- Provide additional transition visits and enhanced support for our most vulnerable pupils to ensure they move confidently into secondary education.
- Facilitate transition lessons and taster sessions, giving pupils opportunities to meet secondary staff, ask questions, explore any anxieties and develop strategies to manage change.
- Use Year 6 exit questionnaires to gather pupil feedback, helping us continually improve both our transition programme and wider school provision.

Pupils:

- Feel confident and well prepared for the next stage of their education.
- Develop resilience, independence and organisational skills as they move through the school.
- Are supported to manage change positively and know where to seek help if they have concerns.
- Build positive relationships with new teachers and peers before transition takes place.
- Leave St Marie's as confident, resilient learners who are ready for the opportunities and challenges of secondary school.



Personal Development at St. Marie's School

Safeguarding

Safeguarding Team

As a school, we:

- Place safeguarding at the heart of everything we do, ensuring every child feels safe, valued and supported.
- Have a dedicated safeguarding team led by John Fernandes (Designated Safeguarding Lead), supported by Alison Fenton and Maria Fernandes (Deputy Designated Safeguarding Leads).
- Maintain a strong culture of vigilance, with all staff, governors and volunteers receiving regular safeguarding training and understanding their responsibilities.
- Work closely with families and external agencies to provide early help and ensure children receive the right support at the right time.
- Promote pupils' physical, emotional and mental wellbeing through strong pastoral care, nurture provision and targeted interventions.
- Teach pupils how to keep themselves safe through a well-planned curriculum, including online safety, healthy relationships, anti-bullying, mental health, road safety, water safety and personal safety.

- Use robust systems to identify, monitor and respond promptly to safeguarding concerns, ensuring appropriate action is taken without delay.
- Meet as a safeguarding team every half term to review safeguarding, attendance and inclusion, ensuring vulnerable pupils receive timely and appropriate support.
- Produce a termly Safeguarding and Inclusion Report for the Local Academy Committee, CEO and Trustees, providing assurance and oversight of safeguarding practice.
- Meet termly with Matt O'Connor (Safeguarding Governor) to complete the Trust's internal safeguarding audit, reviewing compliance, safeguarding practice and identifying actions for continual improvement.
- Work in partnership with St Clare Catholic Multi Academy Trust through half-termly Designated Safeguarding Lead (DSL) network meetings, ensuring safeguarding practice reflects the latest guidance, training and local safeguarding updates.
- Welcome robust challenge and support through Bruce Byrne (Chair of Governors), Matt O'Connor (Safeguarding Governor) and the Trust's Peer Safeguarding Review process, ensuring continuous improvement and strong accountability.
- Work alongside external agencies and initiatives, including Operation Encompass, to provide coordinated support for children and families.
- Foster an inclusive, trauma-informed environment where every child is listened to, respected and encouraged to speak to a trusted adult if they have a concern.

Pupils:

- Feel safe, happy and well cared for in school.
- Know who their trusted adults are and feel confident to share any worries or concerns.
- Understand how to keep themselves safe, both in school and online.
- Treat others with kindness and respect, understanding the importance of positive relationships.
- Recognise risks, seek help when needed and make informed, responsible choices that keep themselves and others safe.

Briefings & CPD

As a school, we:

- Provide a comprehensive programme of professional development to ensure all staff have the knowledge and skills to meet the needs of every pupil.
- Hold regular staff briefings to share key information, celebrate successes, communicate operational updates and reinforce school priorities.
- Deliver regular staff meetings and INSET focused on curriculum development, teaching and learning, inclusion and school improvement priorities.
- Ensure all staff receive regular safeguarding updates from the Designated Safeguarding Lead (DSL), including changes to national guidance, local safeguarding concerns and emerging risks identified by the police, Sheffield Safeguarding Partnership and local secondary schools.
- Ensure all staff complete statutory safeguarding training and receive annual updates on Keeping Children Safe in Education (KCSIE).
- Ensure all staff complete annual Prevent training in line with statutory guidance.
- Ensure all members of the safeguarding team undertake annual safeguarding training to maintain the highest standards of safeguarding practice.
- Ensure governors receive safeguarding training and understand their statutory responsibilities for safeguarding and child protection.
- Ensure members of the safeguarding team and governors complete Safer Recruitment training and rigorously follow safer recruitment procedures when appointing new staff.
- Provide specialist training in areas including SEND, adaptive teaching, trauma-informed practice, mental health and wellbeing, behaviour, online safety, first aid and curriculum development.
- Engage in Trust-wide professional development through St Clare Catholic Multi Academy Trust networks, moderation, conferences and Designated Safeguarding Lead meetings.
- Work collaboratively with external partners, including Learn Sheffield, the English Hub, Maths Hub, the Sheffield Mental Health Support Team and the Diocese of Hallam, to continually strengthen practice.
- Promote staff wellbeing through coaching, mentoring, collaborative working and a supportive professional culture.

Staff:

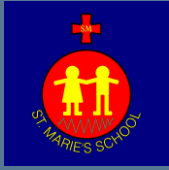
- Engage positively in high-quality professional development and reflective practice.
- Keep their knowledge and practice up to date through regular training and statutory updates.
- Share expertise and effective practice across the school and Trust.
- Work collaboratively to improve outcomes, wellbeing and inclusion for all pupils.
- Understand and fulfil their safeguarding responsibilities, ensuring children remain safe, supported and ready to learn.

Attendance**As a school, we:**

- Promote excellent attendance and punctuality, recognising that good attendance is fundamental to pupils' achievement, wellbeing and safeguarding.
- Monitor attendance through a dedicated team comprising class teachers, the Office Manager, senior leaders and the Designated Safeguarding Lead/Headteacher.
- Rigorously analyse attendance data at individual, group and whole-school level, identifying patterns, trends and emerging concerns at the earliest opportunity.
- Have clear and robust day-to-day attendance procedures, including first-day response calls and follow-up contact with families where pupils are absent.
- Carry out weekly attendance monitoring, with concern phone calls and letters issued where attendance or punctuality declines.
- Celebrate and acknowledge improvements in attendance through positive communication with pupils and parents when attendance has improved.
- Hold half-termly attendance meetings between the Headteacher/DSL and Office Manager to review attendance data, vulnerable pupils, attendance targets and current caseloads.
- Provide early intervention and personalised support for families, with a particular focus on disadvantaged pupils and those whose attendance may present a safeguarding concern.
- Work closely with Nicola Oates, Attendance and Inclusion Specialist, to provide advice, challenge and support where attendance concerns require further intervention.
- Meet termly with the Attendance and Inclusion Specialist to review attendance trends, discuss individual cases and proactively plan strategies that promote excellent attendance across the school.
- Work collaboratively with parents, external agencies and the Local Authority to remove barriers to attendance and ensure every child has the best opportunity to succeed.

Pupils:

- Understand the importance of attending school every day and arriving on time.
- Enjoy coming to school, reflected in attendance that is consistently well above national averages.
- Receive timely support where attendance or punctuality becomes a concern.
- Benefit from a caring and proactive approach that helps them attend regularly, engage fully in learning and achieve their potential.



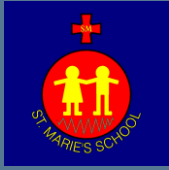
Personal Development at St. Marie's School

British Values

British Values

A weekly assembly (Picture News) focuses on supporting pupils' personal development by exploring current news stories through a big question with direct links to British Values and Protected Characteristics. To enable pupils to continue this conversation at home the story and big question is shared with the children and parents via the newsletter. British Values are also promoted in the ways explained below.

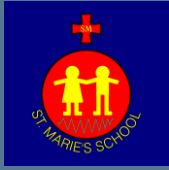
Democracy	Rule of Law	Respect and Tolerance	Individual Liberty
<p>All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.</p> <p>Children also have the opportunity to have their voices heard through pupil questionnaires and Pupil Voice sessions.</p> <p>The principle of democracy is explored in the curriculum as well as during assemblies and special days.</p> <p>The development of our Behaviour policy involved consultation with pupils.</p> <p>St. Mary's pupils have had active involvement in the selection processes of house captains, council members and in some cases appointment of staff.</p>	<p>We explore:</p> <ul style="list-style-type: none"> • Why we have rules and laws. • Protected characteristics. • Institutional racism. <p>Our three school rules are integral to our learning and ethos every day.</p> <p>School rules and expectations are clear, fair and regularly promoted.</p> <p>Pupils are always supported to distinguish right from wrong, in the classroom, during assemblies and on the playground.</p> <p>Pupils are encouraged to respect the law understanding that it used to protect us and keep us safe.</p> <p>Pupils are taught about religious laws through Religious Education lessons.</p> <p>The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff, parents and carers.</p>	<p>Respect and Tolerance is woven through the curriculum.</p> <p>In our curriculum, we explore:</p> <ul style="list-style-type: none"> • Prejudice and discrimination • Racism • Bias • What makes a community • Different beliefs and faiths • Conflict resolution • Inclusion • Disabilities Act <p>Pupils understand that we are all God's children and are made in His image and likeness, all of equal value.</p> <p>Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.</p> <p>Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.</p>	<p>We promote Individual Liberty through our curriculum. In our curriculum we learn about:</p> <ul style="list-style-type: none"> • Bullying, both on and offline • Different family and relationship models • Different beliefs and faiths • Human Rights Act <p>Individual Liberty is also woven through our Personal Development offer, for example anti-bullying learning, road safety, Remembrance Day and assemblies.</p> <p>Pupils are actively encouraged, and given the freedom to make choices.</p> <p>Pupils know it is their responsibility as children of God to look after and care for His creation.</p> <p>Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.</p> <p>Pupils have key roles and responsibilities in school.</p>



Personal Development at St. Marie's School

SMSC

Spiritual	Moral	Social	Cultural
<p>We encourage our pupils to appreciate the world around them with awe and wonder, to know that they are made in the image of God and to reflect on their own spiritual journey.</p> <p>Pupils are encouraged to pray, meditate, reflect and celebrate.</p> <p>We explore the beliefs and values of others people around the world, and we reflect on our own personal beliefs, values and identity.</p> <p>We explore human feelings and relationships with others.</p> <p>We understand our position as part of our worldwide community as people of faith.</p>	<p>We encourage our pupils to investigate and discuss ethical issues and debate different viewpoints and concepts.</p> <p>Through appreciating our school rules, we recognise right and wrong, and encourage our students to apply them.</p> <p>We encourage our pupils to understand the consequences of their actions, and encourage self-reflection and restorative conversations wherever possible.</p> <p>Our Virtues to Live By provide a framework to develop moral character including a focus on virtues such as Honesty, Love of Neighbour, Respect & Courtesy, Forgiveness, Charity and Kindness.</p>	<p>We provide opportunities for our pupils to develop personal qualities and social skills.</p> <p>We encourage our pupils to participate in extra-curricular activities, to cooperate and resolve conflict.</p> <p>Pupil leadership helps our pupils to understand how communities and societies function in modern Britain today. We debate and discuss current topics and keep up to date with current news.</p> <p>Pupils develop positive relationships with others and recognise and respect difference in others. Pupils develop effective communication and teamwork skills, learn to manage conflicts and disagreements and develop an understanding of different cultures and beliefs.</p>	<p>Diversity is woven through our entire curriculum. We explore our understanding of diversity and encourage empathy, tolerance and understanding. We learn about different cultures around the world, and respect our differences. Where possible, we expose our pupils to cultural activities and experiences which enhance their cultural capital. We encourage exploration of our personal and cultural influence on the world around us.</p> <p>Pupils learn about different cultures, traditions and celebrations and they understand the importance of diversity. Pupils develop a sense of identity and belonging, exploring how culture impacts our daily lives.</p>
<p>School assemblies play a vital role in promoting SMSC amongst pupils. These gatherings serve as a platform to discuss and reinforce core values and principles, fostering an environment that encourages responsible decision-making. Assemblies provide moments of reflection on personal beliefs and spirituality, as well as opportunities to celebrate diversity and build positive character traits such as honesty, integrity and kindness. They are also a vehicle to reflect local and national issues that may be relevant.</p>			



Personal Development at St. Marie's School

Careers & Aspirations

Curriculum

The curriculum includes a wide range of people, representing a range of professions and careers.

The Little People Big Dreams books also provide children with a wealth of examples of people from different fields.

Pupils develop knowledge of a broad range of people from a wide variety of places. We are mindful to address stereotypes and prejudice in our careers and aspirations offer.

Within our Religious Education curriculum, there is a focus on Vocation where a range of roles within the faith community are explored.

Speakers, Visits and Visitors

As a school, we:

- Enrich the curriculum through a wide range of educational visits, visitors and first-hand experiences that bring learning to life.
- Ensure pupils meet people from a broad range of professions, backgrounds and cultures, helping them develop aspirations and an understanding of the wider world.
- Welcome a variety of visitors into school, including sports coaches, emergency service personnel, healthcare professionals, mental health practitioners, clergy, authors, animal specialists and volunteers who share their skills and expertise.
- Provide opportunities for pupils to learn from specialist visitors through workshops, performances and themed curriculum days.
- Organise educational visits that enhance classroom learning, including museums, theatres, places of worship, residential visits, sporting events and outdoor learning experiences.
- Use residential visits to develop pupils' independence, resilience and teamwork, where children work alongside instructors, programme leaders, chefs, outdoor education specialists and health and safety professionals.
- Encourage volunteers from our school and parish community to enrich learning by sharing skills such as music, languages, sewing, reading and faith formation.
- Ensure every pupil benefits from a rich programme of visits and visitors that broadens experiences, raises aspirations and supports the Personal Development curriculum.

Examples include:

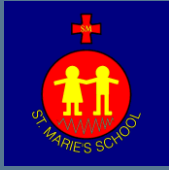
- Sports coaches and specialist PE providers.
- Emergency Service personnel.
- Mental health professionals from the Sheffield Mental Health Support Team.
- Animal encounters through Creature Ark and wellbeing visits.
- Museum workshops, theatre visits and educational fieldwork.
- Parish priests, chaplains, catechists and representatives from charities such as CAFOD.

- Residential instructors, chefs, outdoor education staff and activity leaders.
- Parent and community volunteers sharing their professional knowledge, talents and life experiences.

Childcare

As a school, we:

- Provide a daily Breakfast Club, offering high-quality, reasonably priced childcare that is open to all pupils.
- Work in partnership with Kids Kabin, who provide an on-site after-school club each day, offering families convenient, high-quality childcare beyond the school day.
- Ensure children attending wraparound care benefit from a safe, caring and stimulating environment where they can socialise, play, relax and take part in a range of engaging activities.
- Use our childcare provision to support families, enabling parents and carers to access employment, training and other opportunities.
- Believe that providing affordable childcare helps children see first-hand the value of work, aspiration and the positive opportunities that employment can provide.
- Offer short-term funded places at Breakfast Club for vulnerable pupils where appropriate, helping to support families during periods of need and providing additional opportunities for social interaction and emotional wellbeing.
- Use wraparound provision as part of our wider attendance strategy, offering targeted support to families where attendance is a concern.
- Maintain the highest standards of safeguarding and pastoral care throughout our childcare provision and work closely with Kids Kabin to ensure continuity of care and communication.

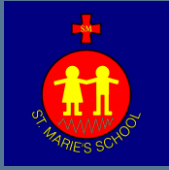


Personal Development at St. Marie's School

Extra-Curricular

Sport	Music	Spiritual	Languages
<p>As a school, we:</p> <ul style="list-style-type: none"> Promote physical activity as a key part of every child's education, health and wellbeing. Deliver a broad and ambitious PE curriculum supported by specialist coaching and high-quality teaching. Have been awarded the School Games Gold Mark in recognition of our commitment to PE, school sport and physical activity. Provide opportunities for pupils to participate in a wide range of sports and competitive events, including: <ul style="list-style-type: none"> Football Netball Tag Rugby Cross Country Athletics Cricket Swimming Dance Gymnastics Multi-skills festivals Rounders Dodgeball Tennis Tri-Golf Orienteering Boccia and New Age Kurling 	<p>As a school, we:</p> <ul style="list-style-type: none"> Provide a rich and inclusive music curriculum that develops pupils' enjoyment, confidence and musical skills. Ensure all pupils have opportunities to sing, compose, perform and appraise music throughout their time at St Marie's. Celebrate music through weekly singing, liturgies, Masses, assemblies and whole-school performances. Offer opportunities for pupils to perform to a range of audiences, building confidence and developing stage presence. Encourage pupils to participate in school productions, Christmas performances, concerts and celebrations throughout the year. Provide opportunities for pupils to learn musical instruments through specialist peripatetic music teachers. Work with external music providers and community organisations to enrich pupils' musical experiences. Celebrate a wide range of musical traditions and cultures, ensuring 	<p>As a school, we:</p> <ul style="list-style-type: none"> Place Christ at the centre of school life, ensuring our Catholic faith underpins everything we do. Provide daily opportunities for prayer, reflection and worship through classroom prayer, assemblies, liturgies and Mass. Enable pupils to deepen their faith through participation in the sacramental life of the Church and close links with our parishes. Encourage pupils to live out the Gospel Values through service, compassion and acts of charity. Develop pupil leadership through roles including Mini Vinnies, Liturgy Leaders, Prayer Leaders and House Captains. Celebrate the liturgical year, feast days, Holy Days of Obligation and key seasons including Advent, Lent, Easter and the Month of the Rosary. Promote Catholic Social Teaching, enabling pupils to understand their responsibilities as global citizens and to stand up for justice. Support pupils in responding to local, national and global needs 	<p>As a school, we:</p> <ul style="list-style-type: none"> Celebrate and value the rich linguistic diversity of our school community, where many languages are spoken by our pupils and families. Deliver a progressive French curriculum, enabling pupils to develop confidence in speaking, listening, reading and writing. Promote a love of languages through our Language of the Month (LOTM) initiative, introducing pupils to greetings, key vocabulary, songs and cultural traditions from around the world. Encourage pupils to celebrate their own languages and cultures, recognising multilingualism as a strength. Integrate language learning into assemblies, classroom displays, celebrations and whole-school events. Promote curiosity, respect and understanding of different cultures, helping pupils become responsible global citizens. Provide meaningful opportunities for pupils to apply their language skills in authentic, real-life contexts.

<ul style="list-style-type: none"> • Offer a range of extra-curricular sports clubs before school, at lunchtime and after school. • Enter teams into Sheffield School Games competitions, local leagues and inter-school tournaments throughout the year. • Organise Sports Day and intra-school competitions, ensuring all pupils experience competitive sport. • Develop leadership through Sports Leaders and Play Leaders, enabling pupils to organise games and encourage active play. • Promote healthy lifestyles through active playtimes, residential visits, outdoor adventurous activities and links with local sports clubs and secondary schools. 	<p>pupils develop an appreciation of diverse styles and genres.</p> <ul style="list-style-type: none"> • Use music to support pupils' wellbeing, creativity, self-expression and spiritual development. • Examples include: <ul style="list-style-type: none"> • Whole-school singing. • Weekly hymn practice. • School Masses and liturgical celebrations. • Christmas Nativity performances. • KS2 Christmas performances. • Choir opportunities. • Music performances for parents and the wider community. • Visiting musicians and musical workshops. • Peripatetic music tuition in: <ul style="list-style-type: none"> • Violin • Brass • Piano • Guitar 	<p>through fundraising, charitable campaigns and community service.</p> <ul style="list-style-type: none"> • Provide opportunities for spiritual reflection through retreats, prayer spaces, collective worship and moments of stillness. • Foster respect for people of all faiths and beliefs through Religious Education, dialogue and learning about other world religions. • Examples include: <ul style="list-style-type: none"> • Mini Vinnies. • Liturgy Leaders and Prayer Leaders. • School and class Masses. • Weekly Celebration of the Word. • Collective Worship. • Rosary during the Month of October. • CAFOD fundraising and campaigns. • Harvest, Advent and Lenten charitable collections. • Parish links and sacramental preparation. • Pilgrimages and Trust Masses at St Marie's Cathedral. • Prayer gardens and reflection opportunities. 	<ul style="list-style-type: none"> • Examples include: <ul style="list-style-type: none"> • Weekly French lessons. • Language of the Month (LOTM) celebrations. • European Day of Languages. • Learning greetings and key vocabulary in a range of world languages. • Celebrating the languages spoken by families within our school community. • Year 6 French Café, where pupils prepare, host and serve refreshments to parents, staff and members of the school community while communicating in French. • Cross-curricular links with Religious Education, Geography and Cultural Studies to deepen pupils' understanding of the wider world. •
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Personal Development at St. Marie's School

Enrichment Opportunities

Outdoor Activities	Charity Fundraising	Enterprise
<p>As a school, we:</p> <ul style="list-style-type: none"> • Provide a wide range of outdoor learning experiences that develop pupils' confidence, resilience, independence and teamwork. • Ensure pupils progressively experience adventurous activities throughout their time at St Marie's, preparing them for future challenges. • Promote healthy, active lifestyles through outdoor education, educational visits and residential experiences. • Develop pupils' confidence and independence through age-appropriate cycling programmes, outdoor play and adventurous activities. • Encourage pupils to take responsibility, solve problems collaboratively and demonstrate perseverance in unfamiliar situations. • Use outdoor learning to enrich the curriculum, strengthen relationships and promote pupils' physical and mental wellbeing. • Examples include: <ul style="list-style-type: none"> • Balance Bike programme in Early Years, developing confidence, coordination and balance. • Bikeability training, equipping pupils with the skills and confidence to cycle safely on the road. • Forest School and outdoor learning opportunities. • Local fieldwork and educational visits. • Sports Day and outdoor sporting events. • Residential visits including: <ul style="list-style-type: none"> • Year 4 – Hollowford Centre, Castleton. • Year 6 – Thornbridge Outdoors, Derbyshire. 	<p>As a school, we:</p> <ul style="list-style-type: none"> • Encourage all pupils to live out the Gospel Values and Catholic Social Teaching by serving others and responding generously to those in need. • Provide meaningful opportunities for pupils to support local, national and international charities throughout the year. • Empower the School Council to consult with pupils and help select the charities and causes the school supports, ensuring pupil voice influences fundraising decisions. • Promote fundraising that develops compassion, social responsibility and an understanding of justice and the common good. • Encourage pupils to organise and lead fundraising events, developing leadership, teamwork and enterprise skills. • Work closely with our parish, families and wider community to support charitable initiatives and respond to local needs. • Celebrate the positive impact that pupils' fundraising has on others, helping children understand how their actions can make a difference. • Examples include: <ul style="list-style-type: none"> • CAFOD fundraising campaigns. • Macmillan Coffee Morning. • Harvest collections. • Advent and Lenten charitable appeals. • Mini Vinnies fundraising and acts of service. 	<p>As a school, we:</p> <ul style="list-style-type: none"> • Develop pupils' enterprise skills through meaningful projects that encourage creativity, teamwork, leadership and financial responsibility. • Provide opportunities for pupils to plan, organise, promote and evaluate enterprise and fundraising activities. • Encourage pupils to develop confidence in communication, customer service and decision-making through real-life enterprise experiences. • Enable pupils to understand how enterprise can be used to support charitable causes and make a positive difference within the local and global community. • Promote responsibility, resilience and problem-solving by giving pupils ownership of enterprise projects. • Examples include: <ul style="list-style-type: none"> • BizKids, in partnership with St Luke's Hospice, where pupils create and run their own business, developing skills in budgeting, marketing, product design, sales, teamwork and customer service before donating profits to support the hospice. • Good Shepherd Appeal, where pupils plan and lead fundraising activities to support those in need.

<ul style="list-style-type: none"> • Outdoor adventurous activities including climbing, orienteering, team challenges, problem solving and environmental learning. • Visits to museums, local landmarks and places of interest that extend learning beyond the classroom. • Active playtimes and outdoor physical activity throughout the school day. • Pupils: • Develop resilience, perseverance and independence through new challenges. • Learn to work collaboratively, communicate effectively and support one another. • Build confidence by stepping outside their comfort zone and trying new experiences. • Develop leadership, responsibility and problem-solving skills. • Appreciate the natural environment and understand the importance of living healthy, active lifestyles. 	<ul style="list-style-type: none"> • School Council-led charity selection – The Archer Project. • Sponsored events, including sporting and wellbeing challenges. • Christmas giving initiatives to support local families and charities – St Wilfrid’s Centre. • Pupils: • Demonstrate compassion, generosity and a commitment to serving others. • Understand the importance of helping those who are less fortunate. • Develop leadership and organisational skills through planning and participating in fundraising activities. • Recognise that even small acts of kindness can have a positive impact on individuals and communities. • Leave St Marie's with a strong sense of social responsibility and a desire to make a positive difference in the world. 	<ul style="list-style-type: none"> • Lenten Pancake Café, where pupils prepare, serve and sell pancakes while raising money for charity. • Year 6 French Café, where pupils apply their French language skills in a real-life enterprise setting by preparing, serving and communicating with customers. • Enterprise opportunities through Mini Vinnies and the School Council. • Sponsored events and community fundraising initiatives organised and led by pupils. • Pupils: • Develop confidence, resilience and leadership through real-life enterprise experiences. • Learn how to plan, budget, market and evaluate successful projects. • Work collaboratively to solve problems and achieve shared goals. • Understand the importance of ethical enterprise and using their talents to serve others. • Recognise how enterprise skills prepare them for future education, employment and life beyond St Marie's.
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Personal Development at St. Marie's School

Pupil Leadership

School Council	Mini Vinnies	House Captains	Sports Leaders	Liturgy Leaders	Reading Buddies	FS1/FS2 Buddies	Class Roles
<p>Represents pupil voice, leads school improvement ideas, charity work and promotes the Common Good through Catholic Social Teaching.</p> <p>Pupils organise and lead collections for CAFOD, St Wilfrid's Centre, Bethlehem Care and Hospice Trust and other charities.</p> <p>School Council and classes promote themes such as the Common Good, stewardship and solidarity through assemblies and projects.</p>	<p>Lead charitable outreach, support local care homes, parish links, fundraising and service projects, putting faith into action.</p>	<p>House Captains are role models for their house team. They lead team activities, motivate their team to participate in school life and support during events such as sports day and team events.</p>	<p>Sports Leaders act as role models, raise the status of PE and Sport and help to encourage engagement.</p> <p>Pupils are selected based on enthusiasm, experience and as an opportunity for character development. They provide support in lessons through the delivery of sports sessions/activities and coaching, and beyond lessons such as on Sports Day. They support active breaks by setting up activities and encouraging participation.</p>	<p>Elected annually to lead class and whole-school prayer, prepare liturgies, read at Masses and help evaluate worship.</p> <p>Pupils read scripture, write bidding prayers, serve, sing and prepare liturgies for school and parish celebrations throughout the liturgical year.</p> <p>Lead daily class prayer, support prayer areas and encourage reflection within classrooms.</p>	<p>Pupils in UKS2 offer support to younger pupils through Reading Buddies.</p> <p>Younger children get support and guidance with reading whilst older children develop skills such as volunteering, social skills, empathy, record keeping and organisation.</p>	<p>Pupils in UKS2 offer support to the younger pupils. They support them to learn and follow school routines, help them during social times, and support the formation of friendships.</p>	<p>In every class throughout school, pupils are given the opportunity to take on various roles to support the smooth running of the class and school life. For example,</p> <ul style="list-style-type: none"> • Milk monitor • Eco monitor • Prayer leader

What makes it great?

What makes Personal Development at St. Marie's special is that it is not viewed as a separate part of school life—it is woven through everything we do. Inspired by our mission, 'Jesus is always my friend', we place equal importance on developing children's character, faith, wellbeing and aspirations alongside their academic achievement.

Our carefully planned curriculum enables every pupil to flourish spiritually, morally, socially, emotionally and physically. Through Religious Education, Catholic Social Teaching, safeguarding, mental health support, anti-discrimination education, leadership opportunities, sport, enrichment, careers education and meaningful service to others, children develop the knowledge, confidence and values they need to become responsible citizens and lifelong learners.

We believe every child should have access to rich experiences regardless of background or ability. We work hard to remove barriers to participation, celebrate diversity, promote equality and ensure every child feels known, valued and included within our school family.

The impact of our Personal Development curriculum can be seen every day in the confidence, kindness and resilience of our pupils. They leave St. Marie's as respectful, compassionate and ambitious young people who understand their responsibility to make a positive difference within their communities and the wider world. They know they are loved by God, recognise the dignity of every person and are well prepared for the next stage of their education and for life beyond primary school.

Ultimately, Personal Development at St. Marie's is about enabling every child to flourish spiritually, morally, socially and academically. Guided by our mission, "Jesus is always my friend", we nurture children who are compassionate, resilient, ambitious and respectful. They leave us knowing they are loved, recognising the dignity of every person and prepared to make a positive contribution to their communities and the wider world.