



Saint Augustine Webster

CATHOLIC VOLUNTARY ACADEMY



Personal Development

The Fully Rounded Individual in the Likeness of God

Introduction

At St Augustine Webster Catholic Voluntary Academy, we strongly value the development of the whole child. We know that good academic results are important for future success. However, we strive to provide a fully rounded education where our children become great citizens who can function effectively in life in modern Britain. On top of our academic curriculum, we provide our pupils with plenty of opportunities to develop into fully rounded individuals in the image of God.



**Mental
Health and
Well Being**

**Pupil
Leadership**

PHSE

Citizenship

**British
Values**

**Personal
Developemnt**

RSE

**Global
Awareness**

Virtues

**Enrichment
and
Cultural
Capital**

**Extra
Curricular**



Virtues Education

Intent

Virtue is not a word in common use in society at large, but it is common to hear people talk about being loving, respectful, honest, thankful, brave, fair, compassionate, forgiving and so on. A virtue is a quality of good character, character which is shaped by the performance of virtues: one honest act does not make a person honest, but a determination to be honest performed in a series of honest acts throughout one's life makes one an honest person: we are what we repeatedly do!

A virtue is a habitual way of behaving, a disposition, that forms good character and, at the same time, constitutes a particular kind of community. Virtues build ethos.

Why virtue not value? It is common to hear the language of value used in our culture: Gospel values, British values, family values, my values, your values etc. However, values are subjective - they cannot be applied to everyone - and they need to be personally lived out. To the extent that some values are lived out they become virtues. Virtues are more holistic than values. Virtues constitute the person in two ways: they unite 'who I am' (identity) with 'how I am' (how I try to live).

Our aim is to help the pupils develop virtues as part of their character development. A virtue is a quality of good character, character which is shaped by the performance of virtues. A virtue is a habitual way of behaving, a disposition, that forms good character and, at the same time, constitutes a particular kind of community. Our chosen fundamental school virtues are Faith, Hope, Love/Charity, Justice, Solidarity, Temperance, Courage and Practical Wisdom. The teaching of 'Virtues' will help develop pupils with a 'fully rounded character' which will help build upon the school's ethos.



Implementation

Fundamental virtues will be taught through component virtues.

Fundamental Virtue	Taught through the following aspects				
Faith	Faithfulness				
Hope	Prayer			Confidence	
Love/Charity	Courtesy	Service	Forgiveness	Friendship	Compassion
Justice	Honesty	Kindness	Trustworthiness	Generosity	Thankfulness
Solidarity	Love of Neighbour		Responsible Citizenship		Respect
Temperance	Simplicity		Love of Learning		Self-Control
Courage	Patience		Perseverance		Resilience Determination
Practical Wisdom	Reflection			Discernment	

The virtues are delivered through weekly, whole school assemblies and class based collective worship. The 'Virtues to Live By' Statement is displayed clearly in classrooms and discussed when appropriate. The PHSE scheme has been mapped out to identify areas that promote our school virtues.



The virtues are taught over a 2-year cycle.

Year 1

Advent 1	Lent 1	Pentecost 1
Respect	Faith	Resilience
Courtesy	Simplicity	Perseverance
Thankfulness		Kindness
Advent 2	Lent 2	Pentecost 2
Hope	Love/Charity	Honesty
Patience	Forgiveness	Service

Year 2

Advent 1	Lent 1	Pentecost 1
Love of Learning	Friendship	Determination
Responsible Citizenship	Love of Neighbour	Confidence
		Trustworthiness
Advent 2	Lent 2	Pentecost 2
Prayer	Compassion	Courage
Generosity	Self-Control	Discernment
	Reflection	



Impact

A shared vision of life based on Christ centred virtues enables pupils to flourish. This shared vision, embodied in the ethos of the school from which all educational activities proceed, calls pupils and all members of the school community to grow in positive personal strengths. The virtues promote growth which is broad and balanced and include the theological, moral, civic, intellectual, and performance based virtues..



Pupil Leadership

Intent

Pupil leadership will encourage existing traits to be developed and new skills to be learned including confidence, communication, problem solving, creativity, team work, relationship building and responsibility. The traits and skills developed will enable our pupils to become more rounded people, be ambassadors for our school, and through their actions contribute to the parish and wider community. The leadership skills they develop and will be useful in all aspects of their life. Through our Catholic social teaching and opportunities to enhance their leadership skills, our pupils will be empathetic and care for others as they help build the kingdom, they will exercise self-confidence and self-discipline. They will develop communication skills as they grow into their role as a citizen of the world.

Skills and traits developed will help them grow in 'human wholeness' and will help them to be 'ready' to move on to secondary school.



Implementation

In class opportunities.

Opportunity for Leadership	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Scared Space Monitors	Place an object in the sacred space.	Lead school prayers. Contribute objects to the sacred space. Help deliver Collective Worship with the help of the teacher.	Lead school prayers. Keep sacred space tidy. Decide upon objects to place on sacred space. Plan and lead collective worship with support from the class teacher.	Lead school prayers. Keep sacred space tidy. Set up sacred space. Plan and lead collective worship independently.
Classroom Helpers	Daily helper. Responsible for being train driver (front of the line). Message giver. Put weather and days of the week on display.	Hand out books, collect books, take messages. Change the dates on class calendars. Look after fruit box.	Hand out books and collect books. Take dinner trolley. Help supply teachers. PE Equipment. Keep bookshelves in class tidy	Hand out books and collect books. Take dinner trolley. Help supply teachers. PE Equipment. Keep bookshelves in class tidy. Music IT equipment

Pupil Leadership Experiences by Year Group

Opportunity for Leadership	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chaplaincy Team				Plan and deliver whole school liturgical prayer. Support teachers to deliver Liturgical prayer. To deliver prayer session throughout the year. Help teachers create sacred spaces.



Opportunity for Leadership	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Eco Committee		Take part in Eco Committee meetings. Represent KS1 at Eco Committee meetings.	Take part in Eco Committee meetings. Represent KS2 at Eco Committee meetings.	Take part in Eco Committee meetings. Help teacher running Eco committee by taking a lead on activities.
School Council			Represent their classmates on School Council. Feedback discussion at school council to classmates. Put forward class mates' thoughts at school council.	Represent their classmates on School Council. Feedback discussion at school council to classmates. Put forward class mates' thoughts at school council. Lead on school council projects.
Librarians			Tidy reading scheme shelves. Ensure books are in the correct place	Tidy Library area including 'shared library'. Support children in finding books at lunchtime. Scan books in and out. Identify 'lost' books.
Reading Leads				Hold reading groups for KS1 and EYFS children at lunchtimes.
PE Equipment Leads				Ensure lunchtime equipment is set up correctly. Collect equipment in at the end of lunchtime. Report missing or broken equipment.
Dinner Hall Helpers				Support younger children and peers in the lunch hall. Serve water. Wipe tables. Sweep floors.



Opportunity for Leadership	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Playground leads				Run playground games for KS1 children. Act as play buddies for KS1 children.
Prefects				Ensure younger children go straight outside after dinner. Ensure there are no children in school at lunchtimes. Keep exterior doors closed during winter.
Hall TV support				Support Collective Worship and other events that use the TVs in the hall by operating them,
Afternoon Messages				Deliver Office messages to classes in the afternoon.

Impact

We encourage all pupils at St Augustine Webster Catholic Voluntary Academy to become pupils who demonstrate and understand the value of:

- Good communication skills
- Displaying empathy
- Handling yourself and treating other with dignity and respect
- A self-awareness of the impact of your actions on others
- Being motivated to achieve goals
- Motivating others to help achieve goals
- Planning ahead
- Strong organisational skills
- Self-discipline
- Knowing your and others' responsibilities
- Working with others towards a shared goal
- Having a 'Can do' attitude



RSE

Intent

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in a loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops. All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

At St Augustine Webster Catholic Voluntary Academy, RSE ensures children and young people are equipped with the knowledge, understanding, skills and confidence to cope with the many pressures and challenges of modern society. Learning about friendships and family in RSE are the building blocks to help children to understand themselves and others. Children are prepared for the physical and emotional changes they undergo at puberty. RSE should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships. It provides a positive view of human sexuality and dignity of the human person; equips young people with the ability to make practical judgments about the right thing to do in particular circumstances and explores and promotes virtues which are essential to promoting respect and dignity. All of this is done within the doctrine of the Catholic Church, faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today.

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils will hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of RSE.



Implementation

RSE is taught as explicit lessons through the PSHE and science curriculum but is also embedded in other areas of the curriculum and day-to-day life of the school. In PSHE, RSE is specifically covered in the units 'Growing and Changing', 'Keeping Safe' and 'Me and My Relationships'. In science, units including 'Animals Including Humans' and 'Living Things and Their Habitats' also cover the statutory requirements. Some other elements are also covered in the Religious Education curriculum 'Come and See'. Children are taught by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment. Staff have received in-house and online CPD (via Ten:Ten) to support them in responding to the needs of the individual child and support children with any questions or concerns they may have. If staff feel uncomfortable or unsure when delivering the RSE curriculum or dealing with individual pupil needs, they know where to seek advice and support. The RSE curriculum has been mapped out clearly in the progression grids for PSHE and science which ensure coverage of all of the statutory elements by the end of the primary phase; these are delivered at the appropriate stage for our children and is supported specifically by a very thorough, spiral programme of learning from Ten:Ten – 'Life to the Full'. 'Life to the Full' covers all of the statutory elements of RSE and more.

We continuously assess the implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and how they grow and change and a secure knowledge and skills base to navigate their way through these, now and in the future.



TEN TEN Overview Plan

	Module One: Created and Loved by God	Module Two:Created to Love Others	Module Three: Created to Live in Community
Module Overview	<p>Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p>In these sessions, we explore:</p>	<p>Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. This religious understanding is then applied to real-world situations relevant to the age and stage of the children.</p>	<p>Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p>In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity. In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.</p>
EYFS	<ul style="list-style-type: none"> ·Our uniqueness in real terms, including celebrating difference and individual gifts, talents and abilities. ·Looking after and using our bodies (including vocabulary around this topic). ·The necessity of when and how to say sorry in relationships. <p>A basic exploration of Jesus's forgiveness and growing up as God's plan for us.</p>	<p>In the Unit 'Personal Relationships':</p> <ul style="list-style-type: none"> ·Children will expand their vocabulary by applying names to different family/friend relationships. ·Consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. ·They will learn to resolve conflict and the importance of asking for forgiveness when necessary. <p>In the Unit 'Keeping Safe':</p> <p>Children learn about practical ways to stay safe inside and out, including medicine safety and people who help us in emergencies.</p>	<ul style="list-style-type: none"> ·Children are introduced in a very simple way the concept of the Trinity, where God is three in- one and each part loves the others and loves us. <p>Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too.</p>
Key Stage 1	<ul style="list-style-type: none"> ·That we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), <p>Key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.</p>	<p>In the Unit 'Personal Relationships':</p> <ul style="list-style-type: none"> ·Children are taught to identify the Special People in their lives who they love and can trust, how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. <p>In the Unit 'Keeping Safe':</p> <ul style="list-style-type: none"> ·We explore the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, ·We explore the difference between good and bad secrets, <p>We explore teaching on physical boundaries (incorporating the PANTS resource from the NSPCC).</p>	<ul style="list-style-type: none"> ·Children understand 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; ·Learn about the various communities they belong to: home, school, parish, the wider community, the nation and the global community; <p>Children will know that God calls us to live in community with one another.</p>
Lower Key Stage 2	<ul style="list-style-type: none"> ·Understanding differences. ·Respecting our bodies. ·Strategies to support emotional wellbeing including practicing thankfulness. <p>The development of pupils understanding of life before birth.</p>	<p>In the Unit 'Personal Relationships':</p> <ul style="list-style-type: none"> ·Children develop a more complex appreciation of different family structures ·There are activities and strategies to help them develop healthy relationships with family and friends. ·They are taught simplified Cognitive Behavioural Therapy (CBT) techniques for managing thoughts, feelings and actions. <p>In the Unit 'Keeping Safe':</p> <p>They will explore NSPCC resources on bullying and abuse</p>	<ul style="list-style-type: none"> ·Develop a deeper understanding that God is love as shown by the Trinity. ·Understand that the human family reflects the Holy Trinity in mutual charity and generosity. ·The Church family comprises of home, school and parish. <p>Catholic Social Teaching on what it means to work for the Common Good.</p>
Upper Key Stage 2	<ul style="list-style-type: none"> ·Appreciation of physical and emotional differences. ·A more complex understanding of physical changes in girls' and boys' bodies, puberty and changing bodies, body image. ·Strong emotional feelings. ·The impact of the internet and social media on emotional well-being. <p>A more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation.</p>	<p>In the 'Personal Relationships' module:</p> <ul style="list-style-type: none"> ·Equip children with strategies for more complex experiences of relationships and conflict; this includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure ·the concept of consent and some practical demonstrations of this, <p>further teaching on how our thoughts and feelings have an impact on how we act.</p>	<p>Know that God is Trinity – a communion of persons; Know that the Church is the body of Christ;</p> <p>Develop a deeper and richer understanding of Catholic social teaching; Learn how certain charities reach out to the wider community with love.</p>



Impact

Through our RSE curriculum, children's education is enhanced by making them more confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups. The learning reflects each stage of the development of the person. It is continuous and developmental. It is a process which is planned from beginning to end with one phase of education that informs the work of the next so that children and young people can be led to a deeper and fuller understanding of Relationships and Sex Education.



PHSE

Intent

At St Augustine Webster, we recognise that children grow up in a complex and ever-changing world and are exposed to an increasing range of influences. As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives. Personal, Social, Health and Economic Education (PSHE) is central to our school's Catholic ethos and values, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community.

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, which is especially important for our large number of EAL pupils, for whom it is imperative that they feel an integral part of a British society.



Implementation

At Saint Augustine Webster Catholic Volunatry Academy, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. This covers all of the DfE's new statutory requirements for Relationships Education and Health Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow five of the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Lessons are weekly standalone PSHE lessons which enable the teacher to fully embed the core aspects of the PSHE curriculum and the skills needed to thrive in our ever-changing world. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.



Further PHSE Experiences

<p>Keeping Myself Safe</p>	<p>Children are expected to live out our school rule of 'Safe'. Throughout the school the staff take the time to know and greet the children, which aids transitions and helps the children feel safe and supported in knowing that they could approach any adult in the school should they have any worries. EYFS and KS1 have fruit snacks provided to them at breaktime. Breakfast club is available for pupils. E-safety is taught as part of every computing unit of learning. Safer Internet Day is celebrated in school. Elements of Health and Safety are taught through PE and children can experience how to lift and store equipment safely. Children are taught about 'Water Safety' during the Swimming unit and can practice lifesaving skills. Bikeability training in Year 6 prepares children to ride safely on the roads. On local walks children experience crossing the road safely. Firework safety awareness carried out in November. 'People who Help Us' in or local community visit school - Local PCSO, Paramedic, Fire Fighter. A counsellor is provided for children when needed. Children who require it can choose a 'named' adult to talk to if they have any worries or concerns.</p>
<p>Growing and Changing</p>	<p>Every year St Augustine Webster Catholic Voluntary Academy gives opportunities for children to 'meet the teacher' for their following academic year towards the end of the current one. This allows the children the opportunity to meet their new teacher and helps the transition for them all. Special transition programmes are set up for children who require it (in school and moves to secondary schools). ELSAs tailor programmes to meet the needs of pupils who may be struggling in school. Social stories, drawing and talking sessions are offered to children that may benefit from sharing their worries but may struggle talking about their emotions. Identity / teamwork (self-awareness). Sessions with the ELSAs may even involve other children to support with their self-awareness and teamwork. They are able to discuss different teamwork methods, play games to support their teamwork skills and have discussions with different children, this helps their social and emotional skills. In EYFS the children are observed based on PSED and EL6's (self regulation, managing self and building relationships) In EYFS the children have a quiet space to allow them to take time out should they need it. They also have a colour monster and feelings wall that encourages them to think about how they feel, why they might feel that way and gives them time to think things through, helping them to avoid conflicts or making bad choices. Children further up the school have access to a worry monster and worry box and know how to use them.</p>
<p>Me and My Relationships</p>	<p>Children are expected to live out our school rule of 'Respectful' Children are expected to live out our school rule of 'Speak Up' Daily experience of Jesus' teaching including 'Love your neighbour as yourself' and 'Treat others as you want to be treated.' Friendship and conflict resolution. Throughout the school children are encouraged to listen to others and to talk about their feelings when conflicts arise. This helps them to understand each others feelings and to talk about honesty, and how to be able to resolve different issues, should they arise. Differences and similarities. Throughout the whole school children are taught that being different is absolutely fine and that sharing in what makes people similar or different is really important, along with supporting differences and celebrating what makes us special and different. Bullying. Bullying is not tolerated in school. Children voted to add the 'Speak Up' rule to our school rules to further reduce the likelihood of bullying. The children are taught about bullying and the effect it can have on people. Anti-bullying week is always celebrated in school.</p>
<p>Being my best</p>	<p>Children are expected to live out our school rule of 'Ready' Children a wide range of opportunities to showcase their talents through the range of after school clubs on offer. The broad and balanced curriculum allows children to participate in a wide range of experiences. There are opportunities to contribute to school life through Pupil Responsibilities including School Council, Eco Club and the Chaplaincy Team. Children's hard work and contribution to school life are recognised through 'Star of the Week' and through Recognition Points. Teachers make time in class to discuss pupil achievements from home. The school's open door policy allows teachers to pass on positive information to parents about their child's achievement.</p>
<p>Valuing Difference</p>	<p>Children are expected to live out our school rule of 'Respectful' Children are expected to live out our school rule of 'Speak Up' St Augustine Webster Catholic Voluntary Academy in an 'Inclusive School' (OfSTED June 2021). Our 'other' faiths week allow pupils to gain deeper understanding of different religions. Pupils from other religions contribute to these weeks. Children from all faiths take an active part in all aspects of school life. We have regular events that celebrate cultural diversity – Chinese New Year, 'Diversity Day' etc. Signs around school are in different languages. Discrimination in any form is not tolerated in school. Children can talk about 'Protected Characteristics'.</p>
<p>Rights and Responsibilities</p>	<p>St Augustine Webster Catholic Voluntary Academy has school rules which the children are responsible for adhering to the school. Children were involved in formulating the rules, sanctions and rewards. Various opportunities for Pupil Leadership allow pupils to experience aspects of responsibility. The School Council, Eco committee and regular pupil surveys give pupils a voice. There are a number of opportunities throughout the year for children to support charities on a local and international level. Children also have the chance to select the charities.</p>



Impact

Our school virtues and inclusion of safeguarding within our curriculum is vital as first and foremost and results in pupils who feel safe and happy and are prepared to excel in life. Our PSHE curriculum provides them with a chance to reflect and learn about these crucial elements.

Our children and staff value well-being, mental health and good citizenship. Through our PHSE curriculum and other experiences in school children feel that they are well-prepared for the next stage of their education and they are building skills and knowledge that will serve them well throughout adulthood. Children are independent individuals who are well equipped to make a valuable contribution to Britain in the 21st century. Our children leave our school with the necessary skills to succeed and live a happy and healthy life. They have self-confidence, and have grown in self-esteem and self-knowledge. Our children have a secure knowledge of right from wrong, and are able to relate this back to the British value 'Rule of law'.



Mental Health and Well-Being

Intent

Mental health and well-being is crucial in the lives of all children. Children's resilience, self-esteem, and confidence can all be enhanced when they take care of their mental health and acquire coping skills. It also assists children in developing a sense of calm and positive engagement with their education. Throughout the curriculum and curricular activities, all members of staff will give opportunities for children to systematically embed health and wellness skills and understanding. At St Augustine Webster Catholic Voluntary Academy, we are dedicated to promoting the emotional health and well-being of all children. Through the entire school curriculum and extracurricular activities, we aim to provide and educate our children with the ability, skills, and understanding to live a happy and healthy life. The school's commitment to Mental Health and Well-being can be seen in the appointment of a senior member of staff as Mental Health and Well-Being lead.

At St Augustine Webster Catholic Voluntary Academy, we recognise that children's mental health and overall wellbeing can affect their learning and achievement. As a result of this, we strive to develop the whole child educationally, emotionally, spiritually, morally and physically. We care about their mental health and wellbeing as well as their education and believe that providing children with information is critical in enabling them to make lifelong, well-informed decisions about their health, nutrition and wellbeing.

Implementation

The curriculum and wide range of other school activities at St Augustine Webster Catholic Voluntary Academy encourage positive mental health and wellbeing. Our students are helped to acquire the knowledge and develop the skills and understanding they need to lead confident, healthy, independent lives and to become resilient, informed, and responsible citizens through a well-designed approach to PSHE, our Catholic Education and opportunities across a range of subjects.

The Inclusion team support a wide range of children across the school providing pastoral support where necessary.

Please see below a breakdown of the opportunities and skills that the children at St Augustine Webster Catholic Voluntary Academy have access to.



<p>EYFS</p>	<ul style="list-style-type: none"> · In the EYFS Unit, there is a feelings wall with Colour Monster. Children can move their peg to highlight feelings and staff address where necessary. · EYFS children have access to a quiet area in the room at all times. This is to assist the children in learning to regulate their emotions, as well as developing their independence and knowledge of the importance of having a safe and secure place to go if they need it. · An online platform is used in EYFS called Tapestry. The platform is used to show immediate acknowledgement of the children's achievements and work, which is then conveyed to the children's family. Staff, family, and the child themselves all take pride in their progress and learning. · The children in Early Years have the opportunity to receive a 'Star of the Week' certificate. This can be awarded for a variety of reasons, including good behaviour, exceptional performance, grasping a difficult concept, kindness, and etc. · The children in the EYFS have access to their own outdoor area. Learning outside of the classroom encourages our children to live healthy and active lives by providing them with chances for physical activity, freedom, and movement, as well as developing a sense of well-being. · There are opportunities for children to discuss what is important to them through show and Tell. · Children have regular opportunities to talk about things they have done at home. <p>Prayer time is a quiet time where children can have time to think.</p>
<p>Key Stage 1</p>	<ul style="list-style-type: none"> · Children have the opportunity to use the 'Worry Monster' if they have any worries or concerns. This provides pupils with a physical release for their worries, allowing them to avoid carrying them, as well as making them feel safer by holding their thoughts for them. · Pupils participate in the school's nativity production, which boosts their self-esteem and makes them more resilient and involved. · Children in KS1 have the opportunity to receive a 'Star of the Week' certificate. This can be for a variety of reasons, including good behaviour, exceptional performance, grasping a difficult concept, kindness, and lots more. · Children collect 'recognition points' that contribute to their team's total and also earn them certificates when certain amounts of Recognition Points have been achieved. · Prayer times offer regular times for quiet and reflection. · Children get regular exercise through PE. · Children get regular playtimes in the morning, lunch and afternoon. · Children have the opportunity to represent the school in sporting events. <p>Children have the opportunity to attend After School Clubs in activities that interest them.</p>
<p>Lower Key Stage 2</p>	<ul style="list-style-type: none"> · Children have an opportunity to use a 'Worry Box' if they have worries or concerns. This provides pupils with a physical release for their worries, allowing them to avoid carrying them, as well as making them feel safer by holding their thoughts for them. · Children gain independence by self-assessing in their learning. · The children in LKS2 have the opportunity to receive a 'Star of the Week' certificate. This can be for a variety of reasons, including good behaviour, exceptional performance, grasping a difficult concept, kindness, and lots more. · Children collect 'recognition points' that contribute to their team's total and also earn them certificates when certain amounts of Recognition Points have been achieved. · Prayer times offer regular times for quiet and reflection. · Children get regular exercise through PE. · Children get regular playtimes in the morning, lunch and afternoon. · Children have the opportunity to represent the school in sporting events. <p>Children have the opportunity to attend After School Clubs in activities that interest them.</p>
<p>Upper Key Stage 2</p>	<ul style="list-style-type: none"> · Children in Year 6 have many opportunities to discuss their feelings about SATs and how to manage their feelings and emotions about this stage in their education. · Year 6 children produce a Leavers' Assembly which boosts their self-esteem and makes them more resilient and involved. · Children have an opportunity to use a 'Worry Box' if they have worries or concerns. This provides pupils with a physical release for their worries, allowing them to avoid carrying them, as well as making them feel safer by holding their thoughts for them. · During the summer term, students in year 6 attend transition days at their new secondary school. This helps with the development of new friendships, the maintenance of good self-esteem and confidence, to the increase their interest in school, and help with the ease of adapting to their new routines and school organisation. Specialist transition plans are set up for children who may struggle with the move. · Working walls display examples of good pieces of learning which boosts children's confidence and self-esteem. · Children get regular exercise through PE. · Children get regular playtimes in the morning, lunch and afternoon. · Children have the opportunity to represent the school in sporting events. · Children have the opportunity to attend After School Clubs in activities that interest them. <p>Children take on more 'whole school' responsibilities to develop confidence and self-esteem.</p>
<p>Whole school</p>	<ul style="list-style-type: none"> · PSHE (Personal, Social, and Health Education) combined with RSE (Relationships and Sex Education) is an important part of the school's curriculum. PSHE and RSE helps students cope with puberty-related changes, introduces them to a larger world, helps them handle transitions, and allows them to contribute actively to their communities. Identity, managing feelings and emotions, relationships, change, resilience, and being healthy, which includes physical, emotional, and social well-being, are among the subjects taught in PSHE and RSE. · A counselling service is provided by the school and accessed as necessary. · The school has an 'inclusive' ethos that values all pupils. · SEND children have individual plans across the school, with appropriate SEMH targets and interventions. These are reviewed termly and shared with parents. · Every year, the entire school takes part in anti-bullying week, which includes whole-school assemblies and class activities. The week provides a chance for everyone to take action against bullying and to support young people in preventing and responding to it. In each class, each child is assigned to a house team, from which they might earn merits to put on the chart. · Star of the Week is celebrated across the school. · Pupils' motivation and behaviour increase as a result of the house merit system, which also fosters a sense of identity and belonging. · A member of the Inclusion Team is on duty at the school gate to address any concerns about coming into school as early as possible. · The Behaviour Policy emphasises positive behaviours. · Relationships between staff and pupils are strong. · Positive reinforcement is implemented across the school. We make our children feel good about themselves by using positive reinforcement, especially when they have done something correctly. · The school has two trained Emotional Literacy Support Assistants who work with children. · When necessary, pupils have the opportunity to have a 'named adult' with whom they wish to speak. · Staff understand the need to spend time listening to pupils. · During the summer term, all year groups have a transition day. This is to support the children in feeling safe and secure for the upcoming change they are about to experience. · Each class has a class book for 'reading for pleasure', which helps all students feel connected to people and stories while also teaching empathy and awareness of one's own and others' identities. · Pupils in KS1, LKS2, and UKS2 can participate in a variety of lunchtime and afterschool clubs. This encourages teamwork, cooperation, and collaboration, as well as opportunities to broaden interests, acquire new knowledge, and practise social skills. It also increases feelings of safety at school, reduces loneliness, and allows students to learn social cues and practise social skills. · In every classroom, there are prayer areas for all students. It encourages children to communicate their worries and concerns to God so that they can obtain understanding of the situation in a relaxed prayer setting. · Children who require it can nominate a 'safe space'. <p>The school actively takes part in Children's' Mental Health Week.</p>



Impact

Through our whole school commitment to pupils' mental health and well-being, children will enjoy coming to school and attendance is good. Pupils are happy, content and feel safe. When children leave St Augustine webster Catholic voluntary Academy, they have the knowledge and understanding of how to maintain a happy and healthy mental health and wellbeing condition. They understand where or who they may go for help and support if they need it.



Enrichment and Cultural Capital

Intent

At St Augustine Webster Catholic Voluntary Academy we aim to give our children the power to become successful and well-rounded individuals whatever their background and start in life. We want them to aspire to be the very best that they can be, by providing them with the knowledge, behaviours, and skills needed to be successful in society, their career and the world of work. We want them to experience a curriculum that develops the whole child and through our core virtues, we foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural development of each child is considered.

Implementation

At St Augustine Webster Catholic Voluntary Academy we have developed a curriculum which exposes children to a range of opportunities and experiences that they would otherwise not necessarily meet in their daily lives. Children develop confidence by participating in a range of cultural experiences, such as dancing and music, school trips, quizzes, performing arts, sporting activities. Embedding cultural capital into our curriculum is a way of closing the gap between children from differing socio-economic backgrounds by ensuring that children from all backgrounds have the same opportunities in society to achieve their full potential. We have therefore planned activities throughout the year for all pupils to participate and experience as individuals, classes, year groups, and as a whole school community.



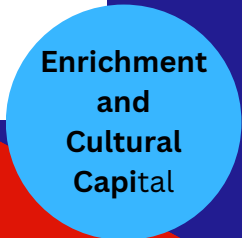
Key area	Key area breakdown	Evidence/teaching opportunities (What do we do in school to teach/promote each key area? Where might we find evidence?)	Impact
<p align="center">Personal Development</p>	<p>a. Personal Finance Education; b. Employability skills, including work experience; c. Citizenship, Personal, Social and Health Education provision; d. The school's wider pastoral framework; e. Growth mindset and metacognition - resilience development strategies; f. Transition support; g. Work to develop confidence e.g. public speaking and interview skills; h. Activities focused on building self-esteem; i. Mental health & well-being provision.</p>	<p>a - taught in PSHE as part of the economic wellbeing and living in the wider world curriculum b - maths curriculum and collaborative working supports pupils in developing life, and employability skills c - taught in PSHE as part of 'it's my body' topic and healthy relationships; RSE input by 'Big Talk Education'; RE curriculum promotes citizenship and personal development; health education taught in science; pupils are encouraged to be part of team games during Physical Education lessons and work together during these games and respond to each other. d- regular assemblies and collective worship, which links with school virtues; nurture support, counselling for vulnerable pupils; mental health and wellbeing taught as part of the PSHE curriculum; online safety, safety in the home and safety outside are part of the PSHE curriculum. EAL provision: opportunities to get to know the families are organised in EYFS, e.g. home visits, stay and play sessions. When possible, home language is used to communicate with the families. Communication over the phone in first languages, messages on the app and letters from school are translated into first languages, when possible. e - taught throughout the evaluate strand within the DT lessons; the maths curriculum promotes problem solving which develops pupils' resilience and allows them to be open-minded to new challenges; CUSP curriculum is structured to enhance metacognition; in art, pupils understand how ideas are developed through processes and build up resilience to getting things wrong and suggesting improvements to improve their work; within music lessons, pupils are taught about self-discipline; changes in living memory linking to aspects of changes in their lives. f - transition days in the Pentecost Term from year group to year group, with extended transitions from Y6 to Y7, and for pupils with SEN. EAL provision: structured induction process for pupils new to English (PAWS - prepare, alert, welcome, support) Pupils who are new to English are supported from day one through the range of suitable strategies. g - taught through the design strand within the DT lessons; think-pair-share builds confidence in answering questions in front of others; participation in the North Lincolnshire Speech and Drama Festival; plays and productions in school; class debates in English and PSHE. h, i- regular assemblies and collective worship, which links with school virtues; nurture support and counselling for vulnerable pupils; mental health and wellbeing taught as part of the PSHE curriculum i - pupils participate in the recommended amount of Physical Education per week in school. There is evidence suggesting that consistent participation in Physical Activity allows for an increase in mental wellbeing.</p>	<p>a - pupils' knowledge and understanding of handling money, making choices and paying for the things we need and want are embedded. They develop sound attitudes to managing our money effectively, developing an appreciation of needs and wants and an understanding that we can't always have everything we want. Pupils also how it is important to borrow money safely and manage money effectively. b - pupils' knowledge and understanding of handling money, calculation and problem solving enables them to become employable in many industries/professions. Enterprise enables pupils to create a product and sell these to see profitable gain, which allows them to understand the basic business model. c - pupils can confidently discuss personal development and RSE at an age appropriate level that is also in keeping with the catholic faith of the school. They are aware of the changes in humans, including puberty; pupils are able to talk confidently about what it means to be part of a healthy relationship and have a broad understanding of Catholic values and Christ's mission and how this impact upon their life choices. Pupils know how to lead a healthy lifestyle and why this is important for their bodies. They can discuss how a healthy diet can impact their life and what a healthy, balanced diet consists of and they show social etiquette during PE and utilise these during independent, unstructured play. d- pupils are safe, happy and content, and are respectful of others' views and differences. They also know how to look after their mental health and to recognise positive and negative mental health. They also know how to keep themselves safe and what to do if they feel unsafe. - families' experiences, cultures and languages are valued. This helps building positive and warm relationships with the families of pupils with EAL. e - pupils are reflective, evaluating their work and that of others, learning that mistakes/elements that don't function properly can help to make us stronger. They are able to tackle new challenges with enthusiasm and confidence developing resilience as a result, not only developing in academic terms but also as a life skill. They are also able to work as a team to build resilience and self-esteem through tasks, share ideas and resources, peer-assess and support each other. Pupils know that they can make independent and informed choices, within the parameters of the rules, when performing, improvising and composing music and they make progress through whole class music lessons and when learning individual instruments. Pupils also understand that change is part of life and is something to be embraced. f - pupils are prepared for the next step in their learning journey and can continue to flourish in their education without anxiety. Teachers are fully prepared for their new pupils and can meet the needs of all. EAL provision: This builds a positive experience of school and a new language environment, which has an impact on pupils' wellbeing and learning. g - pupils have developed skills in speaking and listening to enable them to be confident in sharing their ideas within groups/whole class, as well as speaking in public. h - pupils work with adults on a 1:1 basis to build self-esteem to enable them to access the curriculum and behave appropriately for a classroom setting. Pupils are settled in the classroom environment and are able to engage in learning. i - pupils are safe, happy and content, and are respectful of others views and differences. They also know how to look after their mental health and to recognise positive and negative mental health. - pupils are aware of how physical activity can benefit their mental wellbeing, embedding this into their lives as they progress through school. They also understand how exercise and diet supports our mental health.</p>



Key area	Key area breakdown	Evidence/teaching opportunities (What do we do in school to teach/promote each key area? Where might we find evidence?)	Impact
<p align="center">Personal Development</p>	<p>a. Personal Finance Education; b. Employability skills, including work experience; c. Citizenship, Personal, Social and Health Education provision; d. The school's wider pastoral framework; e. Growth mindset and metacognition - resilience development strategies; f. Transition support; g. Work to develop confidence e.g. public speaking and interview skills; h. Activities focused on building self-esteem; i. Mental health & well-being provision.</p>	<p>a - taught in PSHE as part of the economic wellbeing and living in the wider world curriculum b - maths curriculum and collaborative working supports pupils in developing life, and employability skills c - taught in PSHE as part of 'it's my body' topic and healthy relationships; RSE input by 'Big Talk Education'; RE curriculum promotes citizenship and personal development; health education taught in science; pupils are encouraged to be part of team games during Physical Education lessons and work together during these games and respond to each other. d - regular assemblies and collective worship, which links with school virtues; nurture support, counselling for vulnerable pupils; mental health and wellbeing taught as part of the PSHE curriculum; online safety, safety in the home and safety outside are part of the PSHE curriculum. 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There is evidence suggesting that consistent participation in Physical Activity allows for an increase in mental wellbeing.</p>	<p>a - pupils' knowledge and understanding of handling money, making choices and paying for the things we need and want are embedded. They develop sound attitudes to managing our money effectively, developing an appreciation of needs and wants and an understanding that we can't always have everything we want. Pupils also how it is important to borrow money safely and manage money effectively. b - pupils' knowledge and understanding of handling money, calculation and problem solving enables them to become employable in many industries/professions. Enterprise enables pupils to create a product and sell these to see profitable gain, which allows them to understand the basic business model. c - pupils can confidently discuss personal development and RSE at an age appropriate level that is also in keeping with the catholic faith of the school. 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<p>Social Development, including political and current affairs awareness</p>	<p>a.Citizenship, Personal, Social and Health Education provision; b.Student responsibilities and charitable works; c.Student Voice – Year Group and School Council; d.Nurture Group Access; In school and wider community engagement programmes</p>	<p>a – PSHE democracy week and Y5 Ancient Greece, which explores history of democratic systems. Opportunities to vote for School council members and Class Novel. School Council work. b – pupils regularly contribute to house charities, as well as local and national charities by fundraising at various points throughout the year. Lots of opportunities for pupil responsibilities across the school. c –School council, Eco Council and Sports Leaders. d – teacher referral for nurture groups: anger management, social skills, resilience, Lego therapy. Sensory rooms available for regular use by pupils. e – pupils participate in after school competitions and events, giving them an opportunity to engage with other pupils/people in society, away from the realms of the school; visitors to the school are encouraged; Church services and Mass in school; using of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</p>	<p>-a – pupils understand what it means to be a British citizen and be a part of a democratic society. Pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. They also develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain. b – pupils recognise the importance of following the call of Jesus to live their lives with a commitment to the greater good. Through being committed to works of charity, they develop their understanding of the responsibility that has been placed upon them to do what they can to show their support and solidarity with all members of God's family. Their commitment to helping those in need develops compassion and empathy. c – pupils' opinions are valued and acted upon in school to make a positive contribution, and pupils are able see the impact of their opinions and choices. They have a deeper understanding of what it means to live in a democratic society where all opinions are listened to and valued. d – pupils are listened to and worries are shared confidentially. This develops their self-worth and self-esteem and helps them to be ready to learn and focussed. e – pupils understand the correct ways to behave when outside of the school realms and boundaries, and aware of correct and incorrect behaviours. Pupils are tolerant and respectful of people from different cultures religions and socio-economic backgrounds.</p>
<p>Moral Development</p>	<p>a.The Religious Education and Philosophy Curriculum; b.The behaviour and justice framework underpinning the school's behaviour Management policies; c.Contributions to local, national and international charitable projects.</p>	<p>a – RE curriculum: Come and See. b – school behaviour policy provides clear sanctions and provides an opportunity for restorative practice; studying the lives of significant individuals in history. c – pupils regularly contribute to house charities, as well as local and national charities by fundraising at various points throughout the year. School actively takes part in local Speech and Drama Festival. School representatives take part in the local civic Holocaust Memorial Day service.</p>	<p>-a – pupils have a clear understanding of the Catholic life of the school and how faith shapes their decisions. Pupils are able to link their actions and moral values to their faith. They can develop the use of their imagination and creativity in their learning, and a willingness to reflect on their experiences. -b – pupils have the ability to recognise the difference between right and wrong, readily applying this understanding in their own lives and, in doing so, respect the school rules and the civil and criminal law of England, understanding of the consequences of their behaviour and actions. They also act appropriately with a clear understanding the school values which are covered in depth through collective worships and emphasised in all aspects of school life. Also, by looking at the achievements of famous British people, pupils develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work. Pupils can comment on moral questions and dilemmas from the past, empathise with the decisions which ordinary people made at the time, based on their historical situation and develop open mindedness when considering the actions and decisions of people from the past. c – pupils recognise the importance of following the call of Jesus to live their lives with a commitment to the greater good. Through being committed to works of charity, they develop their understanding of the responsibility that has been placed upon them to do what they can to show their support and solidarity with all members of God's family. Their commitment to helping those in need develops compassion and empathy.</p>



Key area	Key area breakdown	Evidence/teaching opportunities (What do we do in school to teach/promote each key area? Where might we find evidence?)	Impact
Physical Development	<p>a.The Physical Education curriculum; b.Healthy Eating policies and catering provision; c.Anti-bullying and safeguarding policies and strategies; d.The Health Education dimension of the CPSHE programme, including strands on drugs, smoking and alcohol; e.The extra-curricular programme related to sports and well-being; f.The celebration of sporting achievement including personal fitness and competitive sport; g.Cycling proficiency training and Cycling to School Safely protocol; h.Activities available for unstructured time, including lunch and break times; i.Activity-based residential; j.The curricular programme related to food preparation and nutrition; k.The promotion of walking or cycling to school</p>	<p>a – 2-hour Physical Education Curriculum provided by the UK Government; pupils are provided with a progressive scheme of work that allows for physical development (gross and fine motor skills, fundamentals, etc) and techniques, as well as competition and resilience which develops and prepares them for the Physical Education Curriculum within Secondary Schools. Opportunities at lunch to take part in PE activities and lunchtime activity club. b – Pupils school meals are healthy and provide a balanced diet; pupils are taught what makes a healthy pack up and are not allowed to bring chocolate bars, sweets or fizzy drinks as part of this; pupils bring fruit or vegetables as healthy snack. c – PSHE curriculum teaches pupils about what bullying is - both face to face and cyberbullying - and how to address if they feel they are being bullied or someone they know is being bullied; anti-bullying and safeguarding policies are up to date and robust. d - in PSHE, pupils are taught the importance of a healthy diet and how Drugs, Smoking and Alcohol can affect a person's lifestyle. e – range of extra-curricular activities offered e.g. colour run, 780 football, representing the school in inter-school sporting events; pupils of all ages and abilities are invited and encouraged to participate in PE After School Clubs; pupils with Pupil Premium are offered free use of these clubs if needed. f –sports day; inter-school events; g, Bikeability cycling proficiency course offered to UKS2. h – sports leaders to run activities at breaks and lunch times; lunchtime supervisors trained in appropriate outdoor games to engage pupils; skipping challenges and skipping ropes provided for all pupils. j - get-going programme teaches pupils about appropriate portion size and healthy balanced diet; nutrition in DT and science. i – pupils are offered the PGL residential at the end of Year 6.</p>	<p>a – pupils are active and engage in regular physical activity. Pupils understand what being active and healthy means to them. Pupils also know the importance of an effective warm-up and cool-down. Pupils' skills are progressed during their Primary School Years and techniques and skills are at the correct level for moving onto Secondary School Physical Education. b – pupils are provided with healthy food and snacks in school which encourage healthy eating as part of a healthy lifestyle. c – pupils are able to identify incidents of bullying and report these appropriately. Pupils understand the school behaviour policy and sanctions linked and how to demonstrate the school values in their daily actions. All stakeholders are aware of the school's anti-bullying and safeguarding policies. d – pupils have a clear understanding of the harm that can be caused by drug and alcohol misuse and understand reasons why they shouldn't start smoking, drinking or taking drugs in the first place. e – pupils build self-esteem, team work skills, collaborative skills, enjoyment in physical activities and development of listening skills. Pupils are also given the opportunity to develop a deeper range of techniques and skills in addition to what they would gain within Physical Education Curriculum hours, allowing for further development in these areas. f – pupils understand healthy competition and how to behave and manage their feelings when they don't win. They also understand how important personal fitness is to their lifestyle and positive mental wellbeing. h – pupils are using unstructured time for exercise to achieve the Government guideline of being active for 30 minutes a day, which in turn also improves positive mental well-being. g, l – pupils are able to confidently ride their bikes on local roads, following rules and the law to keep themselves safe. Pupils receive certificates. j - children understand the importance of a healthy, balanced diet. Through the teaching and learning of food units, pupils learn about creating healthy food plates with links to how foods can be combined, how foods can be substituted to create similar taste, and where foods originate from. i – the PGL residential allows the pupils to put skills and techniques they have gained over years at Primary School into practice. It also encourages children to challenge themselves and promotes positive self-esteem, team work and resilience.</p>



Key area	Key area breakdown	Evidence/teaching opportunities (What do we do in school to teach/promote each key area? Where might we find evidence?)	Impact
Spiritual Development	<p>a.The Religious Education and Philosophy Curriculum;</p> <p>b.Our collective acts of worship and reflection;</p> <p>c.Support for the expression of individual faiths;</p> <p>d.Inter-faith and faith-specific activities and speakers;</p> <p>e.Visits to religious buildings and centres;</p> <p>f.School-linking activities – locally, nationally and internationally;</p> <p>g.The Assembly programme.</p>	<p>a – RE curriculum: Come and See.</p> <p>b – Collective worship rota; staff have shared responsibility to deliver high quality worship for all pupils; pupil led Class Act of Worship</p> <p>c – RE curriculum, teaching mission of Christ.</p> <p>d – links with EAL celebration days/weeks celebrating other faiths and cultures.</p> <p>e – visit local parish Church to celebrate Mass as a school and with local parishioners; inviting local parishioners to school Masses.</p> <p>g – collective worship programme; SLT lead weekly assemblies to cover values and significant celebrations and good work.</p>	<p>·a – Pupils have a clear understanding of the Catholic life of the school and how faith shapes their decisions. Pupils are able to link their actions and moral values to their faith. They can develop the use of their imagination and creativity in their learning, and a willingness to reflect on their experiences.</p> <p>b – pupils take an active role within a collective worship and therefore recognise there is a time for reflection and calm to communicate with God.</p> <p>·c – pupils develop the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p>d – pupils have a developing understanding of different faiths and cultures and have a tolerance of people's differences and backgrounds.</p> <p>e – Pupils are given an opportunity to worship and show reverence and respect and worship as part of the local community.</p> <p>·g- pupils have an awareness of British values and significant national events and initiatives. Pupils gain sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>
Cultural development	<p>a.Citizenship Education;</p> <p>b.Access to the Arts;</p> <p>c.Access to the languages and cultures of other countries through the curriculum and trips and visits;</p> <p>d.Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.</p>	<p>a – taught through the PSHE curriculum which is supported by the RE curriculum.</p> <p>b – in art, pupils learning about a range of well-known artists and study their work and their lives; visiting artists are invited for collaborative projects; art competitions are entered and artwork produced at home is shared and displayed; artists from different cultures are studied. Within music, pupils learn about different types of music from differing cultural backgrounds and the music of differing composers; every year KS2 pupils have opportunity for music lessons through which they learn to play an instrument: violin, cello, guitar, flute, clarinet and learn to understand musical notation; pupils take part in weekly singing assemblies to have opportunity to sing as a larger group; the school operates a choir who perform at locally; school has taken part in The Big Sing and Young Voices; musical genres from different cultures are studied. Children get chance to perform in Nativity, Local speech and Drama Festival, Leavers' Concert. School Library open at lunchtimes for pupils to use.</p> <p>c – diverse school intake meaning pupils are exposed to many languages and cultures on a daily basis; enhancement days; every year three different topic are chosen by Language Specialists, where pupils are exposed to d different cultures through a range of activities, exploring the different beliefs, traditions, languages and cultural and family heritage. (EAL provision) materials and artefacts representing the different cultures, including books, games and magazines in different languages, dual language books, books with characters from different cultural backgrounds, learning platforms supporting home language and providing bilingual translations, signs and labels using home languages, multicultural displays, in EYFS play materials representing the different cultures and languages.</p> <p>d – French; history; through school values, PSHE and RE curriculum, behaviour policy addresses that racism is not tolerated in school, school mission statement recognises importance of equality for all. Music taught weekly. Choir Music Lessons. Black History section available in the Library.</p>	<p>a – pupils understand how to be a valuable citizen in society and make valued contributions to their school and local communities.</p> <p>·b – pupils are aspirational in their desire to develop life experiences outside their academic experiences. They show a willingness to participate in and respond positively to artistic and cultural opportunities, as well as interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>·c – pupils are aware of a wide range of cultures and languages and what it means to be a part of a culturally diverse society and how to respect others. The diversity of pupils' home experiences are recognised and valued. Home language is seen as an asset. Beliefs and family heritage is valued, which further impacts positively on pupils' well-being, self-esteem and therefore their learning and progress. Pupils also develop</p> <p>·understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</p> <p>·d – pupils are taught about Martin Luther King, Rosa Parks and the Windrush generation, and as a result, understand the importance of racial equality. They are racially tolerant and respect differences. Pupils are able to stand up for cultural diversity and who to turn to if they have worries about someone being treated disrespectfully due to their race. Pupils also develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p>



Impact

Children leave St Augustine Webster Catholic Voluntary Academy with the knowledge and confidence that with hard work and dedication they can achieve any goal that they set for themselves. They will aspire to make the most of their lives and have a strong knowledge of what the world has to offer them.



Enrichment
and
Cultural
Capital

CITIZENSHIP

Intent

Our aim is to give the children at St Augustine Webster Catholic Voluntary Academy an opportunity to become a good citizen and gain a strong understanding of how important good citizenship is within society. We aim to set children up for the rest of their lives and help them grow into responsible citizens who understand and support a variety of cultural differences.

We highly value giving each child an education on citizenship. We aim for children to develop their social skills by enabling them to engage with others, to develop understanding of their communities and society, and providing them with opportunities to gain responsibility. We focus on helping children understand their rights and responsibilities within society and also recognising and accepting multicultural societies. We give the children lots of opportunities to see things from another person's point of view and there are opportunities to take part in class debates.

Implementation

As part of our curriculum, we promote citizenship within core and foundation subjects, and also throughout other parts of the timetabled week. Starting from Early Years right up to when the children leave St Augustine Webster Catholic Voluntary Academy, children are given the opportunity to make their own choices based on their preferences and also to have some responsibility. In each year group, children experience being given specific roles/ jobs in the classroom to contribute towards their own citizenship. Citizenship is highlighted as a huge part of school life and by starting to implement this as soon as children start school, it allows the children to develop these skills throughout their time at school and have a secure understanding of what makes a positive citizenship.



Citizenship opportunities

<p>EYFS</p>	<p>Children can make choices about snack. Class responsibilities – making a contribution. Tidying up and looking after resources. Voting for story time.. working together to come up with compromise. Children can talk about how they feel about this. Take it in turns in all activities across the provision and curriculum.</p>
<p>Whole School</p>	<p>Children continue to choose their own lunches, allowing them to make their own decisions each day. There are a range of pupil responsibilities available to them. These a class based at first and then build towards supporting the whole school. Catholic virtues are embedded more into the classroom. Children are encouraged to take turns, share and show kindness to others in and out of school. Children sometimes work as part of a group, listening to one another and supporting different opinions. Children are given a 'Star of the Week' certificate which recognises a positive contribution to school life. Children continue to recognition points to contribute towards their whole school team colour. Children vote for School Council members and class novels.</p>
<p>TEN:TEN</p>	<p>Ten:Ten is a Catholic educational organisation which St Augustine Webster Catholic Voluntary Academy uses to teach RSE. During these lessons, all children in the school learn the importance of being aware of the society around us and also about global communities. Children are encouraged to listen and support those with other opinions to them and understand the values that a multicultural society brings for us.</p>

Impact

Children to leave St Augustine Webster with the skills to recognise the difference between good and bad behaviours and are able to choose the good over the bad. They value community and working as a team. Children understand and respect other people's points of view and recognise the different values that various cultures have. We motivate Children are motivated, independent and take responsibility for their actions, their belongings and the belongings of others.



BRITISH VALUES

Intent

Jesus taught us all that everyone should be treated equally and fairly. This ethos is at the root of British Values. At St Augustine Webster Catholic Voluntary Academy our aim is to prepare our pupils for life in modern Britain by teaching them British Values which equip them to be responsible, respectful and active citizens who contribute positively to society.

The Department for Education states that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”. The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At St Augustine Webster Catholic Voluntary Academy, these values are promoted and reinforced regularly through our curriculum and enrichment activities

Implementation

At St Augustine Webster Catholic Voluntary Academy our curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent and responsible citizens. These skills are embedded into all aspects of the curriculum (core and foundation subjects) and are also taught discretely through our RE and RSE program



British Value	Statement	Evidence/teaching opportunities (What do we do in school to teach/promote value? Where might we find evidence?)	Impact
Democracy	Democratic values are an explicit part of the ethos in St Augustine Webster. Debate and discussion are regular activities across the curriculum. All adults listen to the views of pupils and value their opinions. Pupils have further opportunity to have their voices heard through our school council, pupil questionnaires and pupil interviews.	School Parliament member elections Head Boy and Girl elections House Captain elections Eco Council elections Pupil Questionnaires Pupil Interviews Teaching and Learning Reviews Democracy week in PSHE Involvement of children in the recruitment process Year 5 - History - Ancient Greek Democracy Voting for a story Circle time – taking turns Learning through choosing Child led work and play in EYFS Virtues to live by linked with democracy in PSHE Children have input into setting school rules, sanctions and rewards.	Children understand the process of casting votes. Pupils have a broad general knowledge of, and promote respect for public institutions and service. Children are consulted on many aspects of school Life and demonstrate independence of thought and action. Children are given a 'pupil voice' and make a positive impact on the direction of the school. Children understand about taking turns. Children can articulate their views using the language of respect 'I agree with/I don't agree with...'. Children understand about the importance of accepting responsibility and of their right to be heard in school. Children feel safe and valued. Children can see how democracy has developed from ancient civilisations. Applying democracy to real life situations Children learn their own views are valued and to value the views of others. Children have played a part in the recruitment of new teachers and head teacher.
Rule of Law	The importance of laws and rules are consistently reinforced in the classroom, as well as school assemblies. The school council had input into Pupils are taught to understand the need for laws and rules – they are for individual protection, the responsibilities that this involves and the consequences of when laws are broken. Pupils follow a positive behaviour policy and clearly understand the rewards and sanctions that are used	School rules are visible around school. Children have input into setting school rules, sanctions and rewards. Discussion around rules and why these are important in real life scenarios when issues arise. Learning through choosing, establishing rules for games and following them. Creating rules on entry to school, consider how you want to be treated in class. Introduce children to school rules (during the summer term) using their good behaviour as positive examples. Statements to live by linked with rule of law in PSHE Visitors in school- PCSO and police – to talk about issues surrounding the law Y6 Parliament virtual tour in PSHE to see how laws are made Links with law in Y6 The Windrush Generation Cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) in PSHE in Y6	Behaviour in and around school is at least good. Children know the difference between right and wrong. Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. Children are able to discuss and debate topical issues in relation to these – e.g. In Year 6 children can argue for 'Should there be censorship?' Children can talk about reconciliation and forgiveness. Children can show acts of reconciliation and forgiveness Children understand how modern laws are made and why we have them Children understand why laws in this country may differ to other countries Apply their awareness to real life situations as they arise Children become increasingly aware of their place within the wider school community. Children understand they are to follow the same rules as all the children in school.
Tolerance of those with different Faiths and Beliefs	The St Augustine Webster curriculum aims to develop knowledge and understanding of the world. The RE and PSHE schemes of work provide opportunities for pupils to develop tolerance and empathy towards those from different faiths, beliefs and cultures. As a Catholic community, pupils are reminded of their place in a culturally diverse society.	Different faiths planning. Different faiths weeks Work Scrutiny of RE books. School Displays A range of stories to demonstrate the tolerance and respect for other faiths and beliefs Learning through choosing. Stories from other faiths, constructing a range of buildings using a variety of materials, small world figures representative of community. Y6-Fairness and Justice for all Y6-The Diversity of the World/Universal Church In history children learn about beliefs and cultures of ancient civilisations – Y5 The Mayans, Y5 Ancient Greece, Y4 Ancient Egypt Y6 history The Windrush Generation Class novels chosen to reflect main characters from a different faith Statements to live by linked with tolerance in PSHE	Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions. Children can identify similarities and differences between different faiths. Children can explain how a loss of tolerance can lead to extreme actions. Applying through story book work. Through invitations to play children are free to discuss the differences they observe. Children have learned that individual freedom to express and explore beliefs and self-image are the rights of everyone. They develop an understanding that we should all be fair and just in our opinions and treatment of fellow human beings. Children recognise that from the earliest people around the world to the present beliefs and customs inform how people live. Children understand that we live in a diverse country where people live freely regardless of race or religion and that these are to be respected



British Value	Statement	Evidence/teaching opportunities (What do we do in school to teach/promote value? Where might we find evidence?)	Impact
Individual liberty	<p>Pupils are encouraged to be independent learners, constantly making choices with a safe supportive environment. The development of self-esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and taught how to use their rights to best effect. All pupils are encouraged to support charities which may be local, national or international. They are taught consideration for others through our Religious Education curriculum and Circle time lessons. E Safety training enables them to make choices in a safe manner. Through our Catholic ethos and values, children are aware of how to treat people as individuals with dignity and compassion. We invest heavily in meeting the needs of all of our children, by creating equality of opportunity, by knowing and understanding the needs of all of the children.</p>	<p>Internet Safety Day Road Safety Week Anti Bullying week (Healthy Eating week) CAFOD Donations Enterprise project for Christmas Fayre Children are encouraged to take part in fund raising activities and see the impact this has made. Encouraged to be independent learners in their everyday classroom activities – resources and activities can be self chosen to some degree Discuss successes and share achievements to develop a positive sense of self. Promoting independent skills across all areas eg, self-care and self-initiated learning. Learning through choosing. All activities available to all children, not restricted by gender stereotypes. Y6-The Diversity of the World/Universal Church Y6-Fairness and Justice for all Modern day slavery and FGM in PSHE in Y6 Rights of children in PSHE in Y6 Individual identity in PSHE in Y5 Statements to live by linked with individual liberty in PSHE</p>	<p>Children can independently make safe choices due to PSHE weeks Attitudes to learning are at least good – Ofsted Needs of all pupils are met Children have raised money for charities Children can see the impact their fund raising has made. Children have an understanding of how individual liberty can be removed. Encouraging independence through self selected activities. Children are proud of their achievements, all areas of development to be valued not only academic learning. Children develop a positive sense of themselves, freely choosing a broad range of activities. Children understand that they have rights and know what these rights are Children understand that all humans have basic rights and that some practices go against human rights Children have learned that individual freedom to express and explore beliefs and self-image are the rights of everyone. They develop an understanding that we should all be fair and just in our opinions and treatment of fellow human beings. Children recognise how their freedom to use the earth's resources has an impact on themselves and other people in the world. Children are self-confident and are ready for their next year group, or secondary ready when leaving Year 6.</p>
Mutual Respect	<p>Everything we do is based on Gospel values, with the important commandment being 'Love one another as I have loved you'. The ethos of the school aims to constantly promote respect for others and the importance of good manners. All pupils are taught the importance of self-respect, honesty and open communication with others and fair play. The catholic ethos of the school promotes individual made in the image of God. Human dignity is central to this teaching. PHSCE/Circle time discussions include discussion about the self, e.g. self – respect and self-worth in relation to the individual value so that children see that they are important in their own right. Children are strongly encouraged to develop independence in learning and to think for themselves. Respect is a school value that is discussed deeply, including, self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.</p>	<p>Lesson observations especially behaviour and pupil/pupil, pupil/teacher relationships. Collective Worship Pupil Surveys Parent Surveys Remembrance Day Civic Service Holocaust Memorial day Service Free flow activities in Early Years. School Rules. Discussions and activities – social stories to discuss mutual respect and how our actions can impact others in real life situations Small group games both planned and during choosing time, with adult support where needed to ensure each child is listened to. Y6-The Diversity of the World/Universal Church Statements to live by linked with mutual respect in PSHE Class novels chosen to reflect diverse main characters Eco Council SRE - how we change and develop as we grow</p>	<p>Children are able to work co-operatively and collaboratively in a range of groups and situations. Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. Children's behaviour demonstrates their good understanding of this value in action. Children support each other throughout school for instance older pupils help younger ones at lunchtime. Children take a responsible role in the Remembrance Day Service and can articulate why we respect those who sacrifice their life for us in war. Children can explain the consequences when mutual respect is lost. Children to apply this in real life situations Children will develop skills to communicate respectfully with their peers. Children understand that we live in a diverse country where people live freely regardless of gender identification or disability and that these are to be respected Children have learned that individual freedom to express and explore beliefs and self-image are the rights of everyone. They develop an understanding that we should all be fair and just in our opinions and treatment of fellow human beings. Children recognise and talk about how their feelings and bodies change as they grow; respecting their similarities and differences</p>



Impact

We encourage all children to leave St Augustine Webster Catholic Voluntary Academy as caring and responsible citizens who:

- understand how citizens can influence decision-making through the democratic process
- understand that the freedom to hold other faiths and beliefs is protected in law
- accept that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- understand the importance of identifying and combatting discrimination
- are secure in their values and beliefs
- respect others
- recognise responsibilities as a global community
- have a sense of worth, purpose and personal identity
- can challenge injustice
- make informed choices
- can handle conflict
- have enquiring minds
- can communicate well
- can learn independently and with others
- have essential learning skills in English, Maths, science and computing
- are creative and resourceful
- work co-operatively
- develop problem solving skills
- use and apply and transfer skills to differing situations
- are confident individuals who are able to live safe, healthy and fulfilling lives
- relate to others and form good relationships
- know how to sustain and improve the environment and take into account the needs of present and future generations when making choices.



EXTRA-CURRICULAR

Intent

Extra-curricular activities provide the opportunity for children to be socially mobile, visiting places they may not get the chance to typically. Children's experiences of their local area are heightened through extra-curricular activities and they develop a sense of belonging and ownership of their learning. Children's oracy is developed through the use of teamwork, following instructions and using subject familiar language.

We aim for children at St Augustine Webster Catholic Voluntary Academy to have opportunities to develop life skills, leadership skills and participate in competitive sports through our wider curriculum.

Implementation

Throughout their time at St Augustine Webster Catholic Voluntary Academy children have the opportunity to participate in a variety of extra-curricular activities which allows them to further develop skills and knowledge across the curriculum. Children have the choice of participating in any of the extra-curricular activities available to them, meaning high levels of engagement and enjoyment is in evidence throughout.

Extra-curricular opportunities on offer:

A range of sports clubs (Over the past two years pupils have had the choice of Football, Netball, Cross Country, Multi-skills, Table Tennis, Bench.)
Art and Craft Club
Dance Club
Cooking Club
Peripatetic Music (Violin, Guitar, Cello, Flute, Clarinet)
Choir
Maths Club



School Trips 2021-2023

EYFS	Library, The Deep, Local Walk
Year 1	Normanby Park
Year 2	Normanby Hall
Year 3	Boston Park Farm
Year 4	Yorkshire wildlife Park
Year 5	Go Ape
Year 6	PGL (Residential)

Impact

Through the use of extra-curricular activities children develop many lifelong skills such as resilience, teamwork, leadership, ownership and responsibility. Children and parents value the opportunities given to them as uptake for all clubs and opportunities is high.



GLOBAL AWARENESS

Intent

At St Augustine Webster Catholic Voluntary Academy we place a high value on the children developing a good knowledge and understanding of the world around them that takes them beyond the local area. We focus on learning about different cultures, religions and ways of life in our country and around the world. We also focus on knowledge about places, where they are, what they are like and similarities and differences compared with where we live. We teach our children about the world around them and about global issues both past and present linked with our whole school themes. We seek to dispel stereotypical views about the world and different cultures by challenging the children's pre-conceived ideas and encouraging them to think deeply.

Implementation

We integrate Global Learning in many ways into our curriculum and make it relevant to our children.



Curriculum	Early Years People, Culture and Communities The Natural World KS1 & KS2 Literacy Religious Education Geography History Science Ten:Ten Music - cultural music Art and Design
National and Global initiatives	Laudato Si World Book Day Earth Day British Science Week Day of Colours Developing of lessons on the Sustainable Development Goals (SDGs) Fairtrade Fortnight COP26
Environmental Learning	Eco club, Tractors in School, Wildlife Area, Science Day
Visits or Visitors to School	CAFOD Visit. Stella Maris (Apostleship of the Sea) Visit
Giving to others (Linked to SDGs)	The school actively engages with the wider community and supports and fundraises for a number of local charities including Stella Maris (Apostleship of the Sea), 'The Forge' and local food bank. Mission Together - The Catholic Church's children's charity and CAFOD, (The Catholic Agency for Overseas Development).
Within School	Our school environment promotes respect and curiosity of other cultures through displays around school. Books + photos to show the world. Use of Newsround. Whole class discussions - What is going on in the world? We nurture a sense of global citizenship by sharing awareness of events happening around the world. Real life examples of people and places to bring learning to life Social justice

Impact

Children leave St Augustine Webster Catholic Voluntary Academy as caring and responsible global citizens who:

- will have developed into a Global Citizens
- who have an understanding of their place within the wider world.
- will have the confidence, social skills, values and knowledge to form opinions and the language to justify, reason and explain them.
- leave us with a sense of self-worth, self-esteem and the emotional resilience to ensure that they can live both safely and respectfully.
- have a good understanding of the current issues which people face both within their own community and beyond, and show an understanding of the different ways these issues can be addressed.
- have a good knowledge of cultures from around the world and show respect for others' beliefs and traditions.
- take pride in themselves and show their understanding of right from wrong.

