

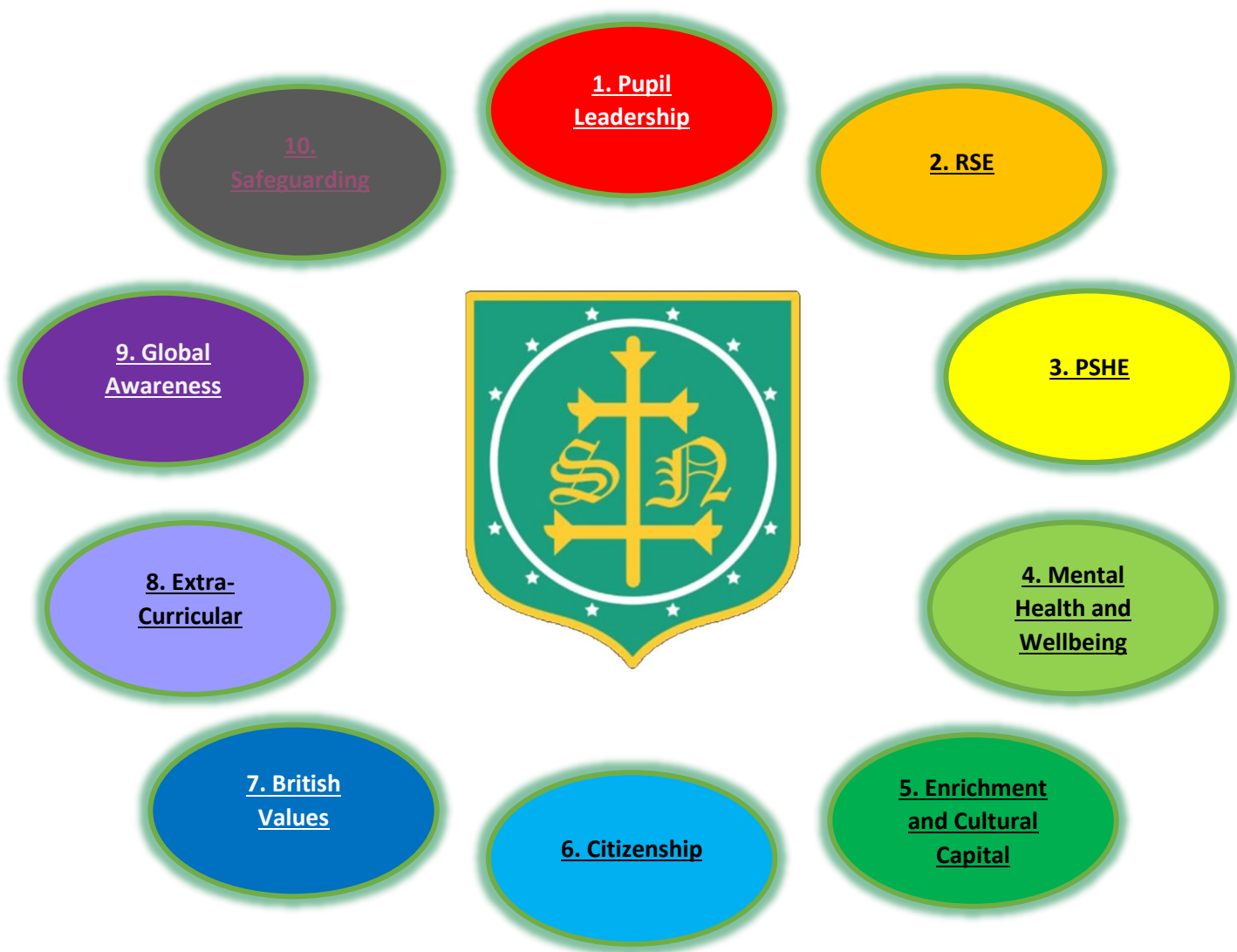


SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

Our 'Whole Child' Curriculum







Pupil Leadership

Rationale

Our aim is to develop the leadership skills of pupils so that in living out our mission statement - 'To Live, Love and Learn in the Footprints of Jesus' - they act as ambassadors for themselves, their families and for Crowle. Our aspiration is that children will become well-rounded young people with the confidence needed to take on responsibility.

Intent

At Saint Norbert's, we intend for our pupils to develop their leadership skills during their time with us. Through our promotion of Catholic Social Teaching, as well as the wider opportunities we offer, our pupils will learn that being a leader also means showing empathy for others as they help to 'build the kingdom'; they will exercise self-confidence and self-discipline as ambassadors for Crowle and they will learn to communicate better as they become citizens of the world.

Implementation

See below: Pupil Leadership Experiences by Year Group.

Impact

Alongside our Catholic Virtues to Live by, we encourage all pupils at Saint Norbert's to become citizens who demonstrate and understand the values of:

- ★ Good communication skills
- ★ Displaying empathy
- ★ Handling yourself and treating others 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

Progression in Pupil Leadership Experiences throughout school

Activity	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
School Council	Class representatives.	Contribute more; draw on previous experience; feedback to class.	More representation – increased collaboration and more active role in meetings. Wider contribution.	Lead – role model; strategic roles.
Wellbeing Ambassador			Taking a more active role in meetings. Wider contribution.	Lead – role model; work with 'With Me in Mind' team to promote wellbeing and mental health throughout the year.

Safe School Ambassador				Take a lead in establishing 'Good Buddy' rota; promote anti-bullying; work with School Council to ensure school is a safe place.
Sports Ambassador	Work with older Sports Ambassadors to experience the role from the perspective of end-users.	Work with older Sports Ambassadors to experience the role from the perspective of end-users.	Support older Sports Ambassadors with planning and leading – to ensure sustainability for the future.	Plan and lead enrichment / games / activities for other children at playtimes and lunchtimes.
In class job / table monitors	To encourage responsibility by getting the register. Carries the candle into assemblies.	As EYFS plus: To build self-confidence by always going to the front of the line. Handing out books and equipment.	To be responsible for the completion of jobs around the classroom and expected to be completed, when reminded.	To be responsible for the completion of jobs around the classroom and expected to be completed independently.
Leading Lights	To check correct items are on the Prayer Area / Sacred Space. To keep the Prayer Area / Sacred Space tidy. To plan liturgies after discussion/support from the class teacher.	To check correct items are on the Prayer Area / Sacred Space. To keep the Prayer Area / Sacred Space tidy. To lead liturgies after discussion/support from the class teacher. To plan liturgies after discussion/support from the class teacher.	To support UKS2 children organising and preparing for religious events in school (e.g. Rosary and Mass). To check the correct items are on the Prayer Area / Sacred Space. To keep the Prayer Area / Sacred Space tidy. To plan liturgies after some support, sometimes independently.	To lead the organisation and preparation of religious events in school (e.g. Rosary and Mass). To lead weekly Rosary sessions for other children. To independently lead liturgies and evaluate the quality thereof.
Mission Team				To organise fundraising or other activity across the school for purposes such as CAFOD. To launch and promote fundraising events whether this is in assemblies or going around classrooms.
Assembly Helpers (from the Leading Lights)				To independently prepare and operate the music and laptop in the hall.



RSE: Relationship and Sex Education

Rationale

We provide 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 of 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 therefore prepare pupils for life in modern Britain.

Intent

At Saint Norbert's, 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 provides 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 will 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.

Implementation

RSE is taught as explicit lessons through the PSHE and science curricula but is also embedded in other areas of the curriculum and day-to-day life of the school. Children are taught by familiar adults with whom they have a good rapport, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment. Staff have received in-house and online professional development (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.

Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our community and the wider world. Through our rigorous and progressive curriculum, children develop key skills and are prepared for the wider world beyond primary school, a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them.

Impact

We assess the implementation and impact of our RSE curriculum to ensure that we provide the support necessary for all children to understand the complexities of relationships and how their bodies will grow and change.

Through our RSE curriculum, we believe we can enhance other aspects of children's education and help them to become 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.

Learning will reflect each stage of the development of the person. It will be appropriate to the age and stage of children's development during the different phases of their education; it will also be continuous and build upon prior learning. It is a process which is planned systematically so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

Our well-planned programme does not just ensure that there is correspondence between phases and across disciplines but has also ensured 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.

Pupils benefit from the nurturing ethos of the school and from specific provision such as our 'named person'. They also benefit greatly as a result of the excellent pastoral care provided and are visibly happy and comfortable in school. DfE funding has been used to train the Headteacher as Mental Health and Wellbeing Lead to support both pupils and staff.

We make use of the skills of external professionals such as the School Nurse to deliver specialist health knowledge, and our Parish Priest - Canon Matthew - is always on hand to explain and deepen staff and pupils' knowledge of our Catholic faith.

Pupil Leadership and Relationship Development at Saint Norbert's

In addition to our RSE programme ('Life to the Full'), we continually enhance our curriculum offer to ensure that pupils leave us as well-balanced and rounded individuals, prepared for the outside world and able to live as beacons of Christ in whose image and likeness they were lovingly created. During a pupil's time at Saint Norbert's, they will have many opportunities to enjoy a variety of responsibilities, creative experiences and sporting extra-curricular activities. Pupils' awareness of local and global issues is nurtured, including the collection and distribution of food at harvest, fundraising efforts for CAFOD, carol singing in the local community and environmental campaigning.

Progression in RSE Curriculum Content throughout school

	Module One: Created and Loved by God	Module Two: Created to Love Others	Module Three: Created to Live in Community
Module Overview	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.	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.	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. 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.

EYFS	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; a basic exploration of Jesus's forgiveness; and growing up as God's plan for us.	In the Unit 'Personal Relationships', 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. In the Unit 'Keeping Safe': Children learn about practical ways to stay safe inside and out, including medicine safety and people who help us in emergencies.	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. 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.
Key Stage 1	That we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), 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.	In the Unit 'Personal Relationships', 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. In the Unit 'Keeping Safe', we explore the risks of being online, the difference between good and bad secrets, and teaching on physical boundaries (incorporating the PANTS resource from the NSPCC).	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. They learn about the various communities to which they belong: home, school, parish, the wider community, the nation and the global community; Children will know that God calls us to live in community with one another.
Lower Key Stage 2	Understanding differences, respecting our bodies, strategies to support emotional wellbeing including practising thankfulness, and the development of pupils' understanding of life before birth.	The sessions help children to develop a more complex appreciation of different family structures and there are activities and strategies to help them develop healthy relationships with family and friends. Here, they are also taught simplified Cognitive Behavioural Therapy (CBT) techniques for managing thoughts, feelings and actions. Once again, for the 'Keeping Safe' unit, there are some excellent NSPCC resources, as well as teaching on bullying and abuse through a series of animated stories.	Children 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. They learn that the Church family comprises of home, school and parish. They learn about Catholic Social Teaching and what it means to work for the Common Good.
Upper Key Stage 2	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, a more nuanced and scientific understanding of life in the womb and how babies are made, and menstruation	The sessions for UKS2 in the 'Personal Relationships' module aim to 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, and further teaching on how our thoughts and feelings have an impact on how we act.	Know that God is Trinity – a communion of persons; know that the Church is the body of Christ; develop a deeper and richer understanding of Catholic social teaching; learn how certain charities reach out to the wider community with love.



PSHE

Rationale

Children at Saint Norbert's all have different backgrounds and contextual factors which impact upon their lives in different ways. As such, our ambition is to provide all learners with opportunities through our PSHE curriculum which improve life prospects, regardless of starting point.

Children are encouraged to be aspirational; opportunities, experiences and skills provided by Saint Norbert's give all a chance to be happy and healthy, build strong relationships with peers and adults while developing transferable skills such as social interaction, confidence, problem-solving and oracy.

Intent

We intend for all children to leave Saint Norbert's with a wide range of skills, knowledge and experiences linked to PSHE. We believe that these opportunities will benefit all our children during their time with us and beyond. We encourage and support them to perform at their best through the opportunities, skills and knowledge we offer. Personal, Social, Health and Economic Education is crucial in helping our children becoming well-rounded individuals.

Implementation

We have created a diverse curriculum that encompasses many different areas and skills to benefit our children, including PSHE and give them opportunities and experiences to support this. Please see below for a breakdown of these opportunities and the skills that the children will benefit from.

Impact

We encourage our children to leave our school at the end of year 6 with the confidence and knowledge to be able to set their own personal goals and take responsibility of making their goals their reality.

Progression in PSHE by strand

Health and safety

- EYFS and KS1 have fruit snacks provided to them at breaktime, learning about healthy eating and diet.
- We provide children with lessons on water safety due to the proximity of our school to local waterways and large expanses of water.
- We use our outdoor learning environment to teach children how to manage risk, dress appropriately for the prevailing weather conditions and benefit from working outdoors.
- Our prayer garden is used to create opportunities for responsibility.
- Across the curriculum, children are taught to manage risk in accordance with their age and stage of development. In Design Technology, for example, they are taught to use equipment safely.

Self	<ul style="list-style-type: none"> • We provide children with the opportunity to meet their new teacher before the start of each new academic year. • We teach a comprehensive programme of Relationships, Health and Sex Education. • As the children progress through Year 6, opportunities increase for activities with their new school to support the transition from KS2 to KS3. • Where applicable, we use 'Rainbows' to support children who may be dealing with different forms of grief. The children have opportunities to talk about how their grief makes them feel and, further up the school, they begin to think about why they feel this way and to talk more about their feelings and how they can learn to deal with these. • Drawing and talking sessions are offered to children who may benefit from sharing their worries but may also struggle to talk about their emotions. • Sessions are provided for children who may need support with their self-awareness, self-esteem and/or teamwork. They are able to discuss different strategies, play games to support their understanding and work with different children, further developing their social and emotional skills. • In EYFS the children are observed based on PSED and ELG's (self-regulation, managing self and building relationships). The children have a quiet space to allow them to take time out should they need it. • When appropriate, children have access to worry dolls which 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. • Classes will use circle time / class conversation time to facilitate discussion about worries and feelings, as well as things to celebrate. This gives the children opportunities to share their feelings which can help other children to feel less isolated in their feelings. • Social Stories are used throughout the school to help children gain better understanding (i.e. bullying, being different, family dynamics); the use of stories can lessen the focus on the individual enabling greater focus on key messages.
Relationships and Online	<ul style="list-style-type: none"> • Friendship and conflict resolution: throughout the school, children are encouraged to listen to others and to talk about their feelings when conflicts arise. This 'Restorative Justice' approach helps them to understand each other's feelings and to resolve different issues, should they arise. • Differences and similarities (Protected Characteristics): throughout the school, children are taught that being different is something to celebrate. From the Early Years, children focus more on celebrating what makes us special whereas higher up the school children are offered opportunities to talk about similarities and differences through class discussions and class Ten:Ten lessons. • Bullying: children are taught about bullying and its impact on people. They learn about internet safety and cyber bullying through Ten:Ten lessons, frequent class computing lessons, visitors/visits and Safer Internet Day. • Filtering and monitoring provide effective safeguarding from harmful or inappropriate content.
Community	<ul style="list-style-type: none"> • As a Catholic school, Gospel values and our mission statement underpin all elements of our self-curriculum at Saint Norbert's. The children benefit from a mixture of whole school, key stage and class assemblies, liturgies and Mass. Throughout the year, the whole school visit parish church, partaking in events and masses alongside parishioners and parents. This gives the children a huge sense of pride, responsibility and unity. • We are a Rights Respecting school. As such, we have developed Class and School Charters for which all members of our school community are responsible; these are always created with the children, giving them responsibility and helping them to understand why rights are important. We teach children about their status as 'rights holders' and about adults' responsibilities as 'duty bearers'. • We aspire to provide a warm welcome to any visitors, whether they be children or adults. Visitors frequently comment on how welcoming the children and staff are. All staff invest time and effort getting to know the children, modelling positive relationships and therefore helping children to feel safe and supported. • Alongside our wider promotion of British Values - particularly 'respect and tolerance' - we teach children about other faiths and cultures. • We frequently invite parents to attend school events, performances and collective worship to further strengthen the feeling of 'community'. • We celebrate children's achievements in many different ways, with pictures and examples of their work appearing across the school and on our website. Children also contribute towards displays and information boards found throughout the building. • The local priest makes visits to the school to lead and assist with assemblies, Masses and liturgies which affords children - who may not be able to attend church - opportunities they may not otherwise enjoy. The local priest also visits individual classes to support both teachers and children with their religious understanding, giving talks and answering questions. • In KS2, children are given the opportunity to prepare for Holy Communion and are supported with this in classes, outside of school hours, either by the Headteacher or someone from the parish. • Some KS2 children are part of the mission and chaplaincy groups within Saint Norbert's. These children contribute to the wider community by supporting groups, fundraising and advertising and spreading awareness of people who may need help. • Weekly whole-school assemblies allow children to celebrate the achievements of others, be these in-school or out-of-school achievements. This promotes self-confidence and is inclusive of protected characteristics.



Mental Health and Wellbeing

Rationale

Children's resilience, self-esteem, and confidence can all be enhanced when they take care of their mental health and acquire coping skills; this 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 should give opportunities for children to systematically embed health and wellness skills and understanding.

At Saint Norbert's, we are dedicated to promoting the emotional health and well-being of all children. Through the entire school curriculum and extra-curricular activities, we aim to provide our children with the skills and understanding to live happy and healthy lives.

Intent

At Saint Norbert's, we recognise that children's mental health and overall wellbeing can affect their learning and achievement. As a result, 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 academic progress - and believe that providing children with information about health, nutrition and wellbeing is critical in enabling them to make well-informed decisions throughout their lives.

Implementation

Our curriculum and wider school activities encourage positive mental health and wellbeing. Our children are supported to acquire the knowledge, skills and understanding required 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. Please see below a summary of the opportunities and skills development to which the children at Saint Norbert's have access.

Impact

Through our commitment to pupils' mental health and wellbeing, we are confident that children will enjoy coming to school. When children leave Saint Norbert's, they will have gained the knowledge and understanding required to maintain good mental health and wellbeing as well as understanding where or to whom they might go for help and support.

Progression in Mental Health and Wellbeing throughout school

Whole School	<ul style="list-style-type: none"> • PSHE is an important part of our curriculum; it helps children to cope with physical and emotional changes as they grow up, introduces them to the wider world, helps them manage 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. • Rainbows is a children's bereavement and loss programme for LKS2 and UKS2 students (children who have been referred by their parents/carers attend this session). Small group sessions are held to allow children to share their feelings and thoughts in a safe and supportive environment. When used, these sessions have a significant impact on children's mental health and well-being, allowing them to engage more fully in school and realise their full potential. This is managed by the Headteacher as Pastoral Lead. • Our Named Person is used to promote emotional literacy by assisting students in recognising their own and others' feelings, improving listening and focus skills, overcoming shyness, learning to make good decisions, and teaching social and teamworking skills. Children are referred by their class teacher. • Drawing and talking is a programme for children who are suffering from emotional trauma in some way. The aim of these sessions is for children to start talking, healing, and building trust in order to explore their feelings. The trusted person asks a series of non-intrusive questions regarding the picture, and over time, old tensions and trauma are resolved. • SEND children have Graduated Approach Plans across the school, with appropriate SEMH targets and interventions where necessary. These are reviewed termly and quality-assured by staff, before being shared with parents. • Every year, the whole school community engages with anti-bullying week, which includes whole-school assemblies and class activities. The week provides a chance for everyone to act against bullying and to support young people in preventing and responding to it. • 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. • When necessary, all students have the opportunity to check in with their class teacher or any other member of the school staff with whom they wish to speak. They also have access to our school Worry Box, which is checked by the Named Person. • During the summer term, all year groups have transition days. These are to support the children in feeling safe and secure about upcoming changes they are to experience. • 'Reading for pleasure' is used as a mechanism in all classes - usually via a class novel - to help all students feel connected to people and stories while also teaching skills of empathy and awareness. • Children throughout school can participate in a variety of lunchtime and after-school clubs. This encourages teamwork, cooperation, and collaboration, as well as providing opportunities to broaden interests, acquire new knowledge, and practise social skills. It also increases feelings of safety at school, reduces loneliness, and allows children to rehearse social skills. • In every classroom, as well as the entrance hall, there are prayer areas which encourage children to communicate their worries and concerns to God in a relaxed prayer setting. • Every Friday, we hold a celebration assembly during which we acknowledge special achievements, awards and events. Staff and children are invited to bring in any certificates, awards or news that they would like to share and celebrate.
EYFS	<p>Colour monster books are available to EYFS children, alongside a classroom display; this is to assist the children with discussing their own feelings and emotions as well as other people's feelings. This approach also teaches children to self-regulate. The children in Early Years have the opportunity to receive Good Behaviour, Good Work and Footprints badges each week, as well as merits. This can be for a variety of reasons, including good behaviour, exceptional performance, grasping a difficult concept, kindness, and lots more. The children are very proud when they receive awards. 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. Every year, EYFS children participate in the school's nativity production with KS1, which boosts their self-esteem and makes them more resilient and involved. Class collective worship – for parents and visitors – has a similar impact.</p>
Key Stage 1	<p>In KS1, children have the opportunity to participate in whole-class circle time activities on a regular basis. This allows the children to share their thoughts and ideas with their peers while also practising taking turns, learning to respect others' viewpoints, and comprehending the importance of regulations. Every year, KS1 children participate in the school's nativity production, which boosts their self-esteem and makes them more resilient and involved. The children in Key Stage 1 have the opportunity to receive Good Behaviour, Good Work and Footprints badges each week, as well as merits. This can be for a variety of reasons, including good behaviour, exceptional performance, grasping a difficult concept, kindness, and lots more. Children learn to manage feelings of pride and accomplishment when they receive awards. Children in KS1 have access to their own outdoor area; learning outside of the classroom encourages 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 wellbeing.</p>

Lower Key Stage 2	<p>Children gain independence by self-assessing their confidence in classes by putting their thumbs up or down. The children in LKS2 have the opportunity to receive Good Behaviour, Good Work and Footprints badges each week, as well as merits. This can be for a variety of reasons, including good behaviour, exceptional performance, grasping a difficult concept, kindness, and a Growth Mindset. Children have access to a worry box which the Named Person checks and which enables any child to access emotional support. 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. Circle time and Statements to Live By give children the opportunity to share their feelings and opinions in a safe, low-threat environment. Children are encouraged to engage with the Five Ways to Wellbeing - connect, give, take notice, keep learning, be active - to help them achieve a healthy body and mind. Fostering a growth mindset is embraced and encouraged to teach children the skills of resilience (one of our Catholic Virtues to Live by) and learning how to learn.</p>
Upper Key Stage 2	<p>The children in UKS2 have the opportunity to receive Good Behaviour, Good Work and Footprints badges each week, as well as merits. This can be for a variety of reasons, including good behaviour, exceptional performance, grasping a difficult concept, kindness, and a Growth Mindset. Children have access to a worry box which the Named Person checks and which enables any child to access emotional support. 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. Circle time and Statements to Live By give children the opportunity to share their feelings and opinions in a safe, low threat environment. Children are encouraged to engage with the Five Ways to Wellbeing - connect, give, take notice, keep learning, be active - to help them achieve a healthy body and mind. Fostering a growth mindset is embraced and encouraged to teach children the skills of resilience (one of our Catholic Virtues to Live by) and learning how to learn. Children in Year 6 have many opportunities to discuss their feelings about SATs and learn how to manage their feelings and emotions about this stage of their education. During the summer term, pupils in year 6 attend transition days at their new secondary schools; this helps with the development of new friendships, self-esteem and confidence, increasing their interest in school, and helping to ease the pressure of adapting to new routines and school organisation.</p>



Enrichment and Cultural Capital

Rationale

We believe that it is imperative for our children to benefit from a range of experiences at Saint Norbert's. We seek to enrich time spent with us, to spark interests and to help children develop a strong sense of both their own identity and the person they would like to become in the future.

Our aim is to open our children's eyes to the endless possibilities and opportunities that their futures could present and that - with hard work and effort – they too can achieve and succeed.

Intent

At Saint Norbert's 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 values - foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural development of each child is considered.

Implementation

At Saint Norbert's we have developed a curriculum which exposes children to a range of opportunities and experiences that they would not otherwise enjoy in their daily lives. Children develop confidence by participating in and enjoying a range of cultural activities, such as performing arts; visitors to school and trips; and 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 all have the same opportunities to achieve their full potential. We have therefore planned activities throughout the year for all pupils to experience as individuals, classes, year groups and as a whole-school community.

Impact

Children will leave Saint Norbert's with the knowledge and confidence that - with hard work and dedication - they are more likely to achieve the goals they set for themselves. They will aspire to make the most of their lives and have a strong awareness of what the world has to offer them.

Progression in Enrichment and Cultural Capital throughout school

The Performing Arts	<ul style="list-style-type: none"> • The whole school participate in our Harvest Celebration performance which benefits the local community in some way on an annual basis (Catholic Mission). • Children in KS2 are invited to join an after-school drama club providing them with opportunities to develop their theatrical and creative skills. • Early Years and Key Stage 1 children perform a Nativity to the school and to their families. This allows them to experience being on stage and performing to an audience. • Key Stage 2 children hone their performance skills in a more elaborate Christmas production with a greater number of performances for larger audiences. • From the Early Years onwards, all children experience being an audience member in a pantomime. They learn how to listen and respond to shows in school. All children have the opportunity to watch performances by visiting theatre companies. • Children in KS2 perform carols to people in the local care home, Greenacres, providing the opportunity to perform to people who are not known to them. • Speech and Drama are prominent features of our curriculum, with all children offered the opportunity to perform in the Scunthorpe Speech and Drama Festival. • Children from Early Years onwards are given singing lessons from a singing teacher. They learn techniques to warm their voices and how to make the best of their skills. Children are given the opportunity to perform taught songs in the Scunthorpe Music Festival. • All children are given the opportunity to lead class acts of worship for their peers on a regular basis. • Two class collective worships are performed by all classes to families each year. • Year 6 perform in our annual Leavers' Mass for families and members of the local community.
Literature	<ul style="list-style-type: none"> • All children have access to a range of books in their classroom. These provide children with the opportunity to read independently and to develop their knowledge of particular authors. • From the Early Years, children are introduced to particular authors and texts through our core literature spine so they can begin to recognise that a reader may choose a book because of its author, and that authors have individual styles and genres. • From the Early Years onwards, children have opportunities to engage with real authors; this gives them access to authors who discuss their work and how they create their books. This gives children aspirations for their future, as the possibility of being an author becomes more tangible. • On World Book Day the whole school community celebrates the joy of literature. This may be achieved by children dressing as their favourite book characters, or through children creating reviews of their favourite texts to share with others. The whole school celebrates reading for pleasure.
Local and National Cultural Identity	<p>Alongside our planned curriculum intent and other activities, children will - by the time they leave Saint Norbert's - have learned about:</p> <ul style="list-style-type: none"> • The history of Saint Norbert's School and the Norbertines in North Lincolnshire • The history of Crowle • Guy Fawkes, the Gunpowder Plot and Bonfire Night • The history of the Plowright Theatre • Albert 'Lal' Wright (North Lincolnshire Olympic Cyclist) • The Great Fire of London • The Blitz, World War 2 and our culture of Remembrance • British Values and British Heritage/Culture
Sports	<ul style="list-style-type: none"> • Our whole-school Physical Education curriculum is further enhanced by our work with First Step Sports. Coaches lead enrichment sessions with each class to give children the chance to work with other professionals and to see young adults who have made a career through their sporting ability. Coaches are positive role models for our children, rewarding those who demonstrate positive growth mindset, regardless of ability. • Over the school year our children have access to specialist coaches for a variety of sports. These include golf, tennis, rugby, swimming and cricket. They participate in taster sessions and are then given information about how they can pursue these sports further. • We work with our local secondary school to participate in a range of extra-curricular sports opportunities, including cross-country and orienteering. • Children are encouraged to share their out-of-school sporting achievements in assemblies. This allows the school to celebrate with them, and also shows other children what is available to them in their local area.

Environmental Learning	<ul style="list-style-type: none"> Children in our Early Years unit have continual access to the outdoor learning environment. They learn about creatures and plants, developing an understanding of the importance of caring for God's creation. They play outdoor games and experience wildlife in the hope that they might then encourage their families to further explore nature in Crowle and the surrounding area. We use Papal Encyclicals throughout the school - Laudato Si and Fratelli Tutti - to teach and inspire children to look after the earth for their own benefit and that of and future generations. Through promoting the principles of Catholic Social Teaching and Justice, children are encouraged to not only learn about environmental protection, but to act to change the way in which they and the school behave. They are encouraged to aspire to be eco-friendly and caring citizens of the world. Through participating in events such as Lincolnshire Show, children in the upper school learn about their carbon footprint and how to be proactive in reducing their impact upon the environment.
Visitors to School and School Trips	<p>By the time children leave Saint Norbert's, they will have enjoyed:</p> <ul style="list-style-type: none"> Multiple visits to the Scunthorpe Christmas Pantomime at the Baths Hall. This is a really enjoyable visit, taking place annually following our own school Christmas performances, and is a great opportunity to engage with and celebrate performance arts in our own locality. Multiple visits to Crowle Library. Multiple visits to our local secondary school – the Axholme Academy. Multiple visits to our parish church – Saint Norbert's. A visit to Crowle Fire Station and multiple visits from firefighters to the school site, enabling exploration of a fire engine. At least one visit to Normanby Hall – Regency Mansion and museum in the care of North Lincolnshire Council. At least one visit to explore the flora and fauna of Crowle Moors. A visit to the living museum and re-enactment at Murton Park, York. Multiple opportunities to engage with the Scunthorpe Speech and Drama Festival and Music Festival. At least one visit to Crucial Crew at the Lifewise Centre, Rotherham. This provides children with invaluable PSHE, including scenarios which explore: anti-social behaviour; knife crime; loneliness and isolation; substance abuse; online safety; hoax calls to the emergency services; fire safety; road safety; the role of magistrates (courtroom drama); bus safety and etiquette. At least one residential visit to PGL in Key Stage Two. This involves spending a few nights away from home and provides children with opportunities to participate in outdoor and adventurous activities. They return to school with a sense of achievement and confidence for challenges that they will face in the future. Multiple competitive and non-competitive sporting events on an inter and intra school basis. At least one visit to participate in the Lincolnshire Show Schools' Challenge on a chosen environmental or local theme. At least one NSPCC workshop in upper KS2. Multiple visits from an online safety expert. At least one visit to the local coast at Cleethorpes where staff can interact with the children on the beach, and share experiences with them which families might subsequently continue to access. Annual 'Vocations Week' activities, enabling children to meet with a variety of adults from different professions to further explore possible post-16 pathways. A visit to an outdoor challenge centre at the end of Year 6 with a focus on team-building and resilience. Multiple opportunities to engage with the Nottingham Diocese and our family of Trust schools throughout the liturgical year. Additional visits to settings which further enhance our classroom curriculum work. <p>We also seek to give our children the inspiration to develop specific interests in topics they find especially interesting. To do this - and in addition to other activities - we:</p> <ul style="list-style-type: none"> Invite experts and museum visitors who share interesting information about certain topics, and who can provide children with artefacts and resources to immerse themselves in a subject. Facilitate online interactions with visitors such as those willing to talk about their jobs or businesses.
Future Aspirations	<ul style="list-style-type: none"> From Early Years onwards we aim to inspire children with the idea that they can pursue a wide variety of potential future career pathways, inclusive of protected characteristics. Children are encouraged to challenge stereotypes; negative misconceptions about particular jobs are reshaped where possible. Children are shown images depicting all members of society performing aspirational roles. Our annual 'Vocations Week' aims to inspire children and give them a sense of opportunities available in later life. Our focus on Virtues to Live by, Rights Respecting and the principles of Catholic Social Teaching equips children with the cultural capital needed to participate in a 21st Century workplace.



Citizenship

Rationale

Our aim is to give the children at Saint Norbert's an opportunity to become good citizens and gain a strong understanding of how important good citizenship is within society. We aim to prepare children for the rest of their lives and help them to become responsible citizens who understand and respect a variety of cultural differences.

Intent

At Saint Norbert's we value citizenship highly, aiming 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. Underpinned by our work on the UN Convention on the Rights of the Child, we focus on helping children understand their rights - and those of others - within society.

Implementation

From Early Years, up to the end of Year 6, children are given the opportunity to make their own choices and to take on responsibility. Throughout each year group, children experience specific roles/responsibilities in the classroom or throughout school to contribute towards their own citizenship.

Impact

We strive for children to leave Saint Norbert's with the skills required to recognise the difference between positive and negative behaviours and have the ability to choose the 'good' over the 'bad'. Children should understand and respect other people's points of view and take into consideration the different values and attributes of other cultures. We motivate children to be independent and take responsibility for their actions, their belongings and others.

Progression in Citizenship throughout school

EYFS	<ul style="list-style-type: none">• Children take the register to the office in the morning and afternoon. This gives them responsibility and also enables them to be trusted to walk to the office to collect the register.• By showing excellent behaviour and hard work, children collect merits which contribute to school awards.• Children are encouraged to take turns, share and show kindness to others in and out of school.• Children are encouraged to join in with collective worship.• The learning environment in the Early Years provides opportunities for children to develop skills relating to communication and interaction; they learn how to share and take turns.
Key Stage One (Years 1 & 2)	<p>Further building upon prior learning and experience from the Early Years:</p> <ul style="list-style-type: none">• Children are encouraged to take turns, share and show kindness to others, both in and out of school.• Children sometimes work as part of a group, listening to one another and supporting different opinions.• Children continue to collect merits in recognition of effort or success.• Children start to learn about their own identities and cultures, and understand a few of the differences from cultures other than their own.

<p>Lower Key Stage Two (Years 3 & 4)</p>	<p>Further building upon prior learning and experience from the Early Years and Key Stage 1:</p> <ul style="list-style-type: none"> • Children continue to deliver and collect the register in the morning and afternoon. This allows the children to keep hold of a responsibility and also to be trusted to walk to the office to collect the register. • Children are given other roles within the classroom such as: <ul style="list-style-type: none"> - cloakroom monitor - bookshelf monitor - prayer area / sacred space monitor - book and / or worksheet monitor • Children are rewarded with merits in recognition of effort or success. • Children are sometimes given the opportunity to self-mark or peer mark their work. • Children in LKS2 are also given Pedestrian training and receive swimming lessons. • Children are developing a sense of their individual and cultural identities, knowing how this affects the way they see the world. With guidance, they are learning to understand and respect other worldviews.
<p>Upper Key Stage Two (Years 5 & 6)</p>	<p>Further building upon prior learning and experience from Lower Key Stage Two:</p> <ul style="list-style-type: none"> • Children are given opportunities to take on a variety of key leadership roles. • Children in Year 5/6 are given the chance to be a Lunchtime Monitors and can reward younger children if they have shown excellent behaviour. • Children show that they genuinely care about the planet and its people, showing active concern for the other people they share it with. They have an open-minded curiosity about different cultures and worldviews that is rooted in a strong awareness of their own. • Children take part in discussions and debates on social and moral dilemmas affecting themselves and others. They present and develop ideas and views, establish a plan of action where necessary.
<p>Ten:Ten</p>	<ul style="list-style-type: none"> • Ten:Ten is a Catholic educational organisation which we use at Saint Norbert's 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 differing opinions from their own and understand the values that a multicultural society brings for us.



British Values

Rationale

Our mission statement is 'To Live, Love and Learn in the Footprints of Jesus', who - we believe - taught us all that everyone should be treated equally and fairly. Our Catholic ethos, along with our fervent belief in promoting children's rights, underpins our approach to promoting British Values. At Saint Norbert's, our aim is to prepare our pupils for life in modern Britain by teaching them how British Values equip them to be responsible, respectful and active citizens who contribute positively to society.

Intent

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. At Saint Norbert's, these values are promoted and reinforced regularly through our Mission Statement, our curriculum and enrichment activities.

Implementation

At Saint Norbert's, we aim 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 (both core and foundation subjects) and are also taught discretely through our RE and RSE programmes of study. Leaders encourage pupil voice, promoting our children's right to be heard and to express their views. We value the opinions of all stakeholders and work together with the community and parish to make a positive difference at every opportunity.

Impact

We encourage all children to leave Saint Norbert's 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 differing faiths or beliefs from oneself (or having none) should be accepted and tolerated, and that this 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;
- are able to challenge justice;
- make informed choices;
- can manage conflict;
- have enquiring minds;
- can communicate well;
- are able to 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, 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 consider the needs of present and future generations when making choices.

Progression in British Values throughout school

<p>Democracy: A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Children are taught school rules and the importance of following the rules to protect the rights of others. Pupils are always listened to by adults and are taught to listen carefully and with concern for each other. • Making decisions and choices within the provision and during adult or child-led activities. • Each day, children vote to select the book used during story times. <p>Key Stage One (Year 1 and 2)</p> <ul style="list-style-type: none"> • Continued opportunities to earn merits by making good choices. • Working together as teams/groups to earn rewards. • More focus on understanding the need to support others and protect others' rights. <p>Lower Key Stage Two (Year 3 and 4)</p> <ul style="list-style-type: none"> • Democracy is also promoted through additional PSHE lessons and assemblies. • Children are taught more in depth about how their actions, roles and responsibilities bring about rewards and how working together as a team supports this. • Questionnaires and surveys provide pupils with the opportunity to air their opinions and ideas and voices heard. <p>Upper Key Stage Two (Year 5 and 6)</p> <ul style="list-style-type: none"> • Whole class debates and listening to others' opinions and interests • Elections for School Council and Leading Lights are based solely on pupil votes, reflecting our British electoral system. • The beginnings of democracy are taught through historical research of the Ancient Greek civilisation.
<p>Rule of Law This is the need for rules to make a happy, safe and secure environment to live and work.</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Children establish and agree their Class Charter (Rights Respecting). • All children from EYFS up are expected to follow both the Class and Lunchtime Charters. <p>Key Stage One (Year 1 and 2)</p> <ul style="list-style-type: none"> • Children establish and agree their Class Charter (Rights Respecting). • Children learn that there are specific rules for particular lessons – e.g. DT, cooking, Science (to keep us safe). • Children learn that there are rules or traditions which people follow depending on their beliefs (e.g. during Other Faiths week when children learn about routines or practices in other faith traditions). <p>Lower Key Stage Two (Year 3 and 4)</p> <ul style="list-style-type: none"> • Children establish and agree their Class Charter (Rights Respecting). • Children learn that there are specific rules for particular lessons – e.g. DT, cooking, Science (to keep us safe). • Children learn that there are rules or traditions which people follow depending on their beliefs (e.g. during Other Faiths week when children learn about routines or practices in other faith traditions). <p>Upper Key Stage Two (Year 5 and 6)</p> <ul style="list-style-type: none"> • Curriculum links – i.e. references to crime and punishment through History topics. • How the government works; how the court system works. • Children learn that there are specific rules for particular lessons – e.g. DT, cooking, Science (to keep us safe). • Children learn that there are rules or traditions which people follow depending on their beliefs (e.g. during Other Faiths week when children learn about routines or practices in other faith traditions). • The importance of rules and laws - whether they be those that govern our school or our country - are referred to and reinforced frequently, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class establishes its own Charter and class routines. These play a fundamental role in our sanctioning of behaviour and our rewards system. • The school has high expectations of behaviour for all the children in school. • Through whole-school, key stage and class assemblies - as well as the RSE curriculum - children are taught how to earn trust and respect; they are supported to develop a strong sense of morality, knowing right from wrong and doing the right thing even when this proves difficult.

Individual Liberty

This is the protection of your rights and the rights of others around you

EYFS

- As a Rights Respecting School, children from EYFS are taught about their rights and the rights of others.
- Children are taught how to maintain friendships.
- Children from EYFS are taught how to care for their world/environment.
- Children are taught to share and negotiate with others whilst being given opportunities to exercise choice.

Key Stage One (Year 1 and 2)

Further building upon prior learning from the Early Years, children benefit from:

- Internet Safety lessons (tailored to age group).
- Internet safety assemblies.
- RSE lessons.

Lower Key Stage Two (Year 3 and 4)

Further building upon prior learning from KS1, children benefit from:

- Internet Safety lessons (tailored to age group).
- Internet Safety assemblies.
- RSE lessons.

Upper Key Stage Two (Year 5 and 6)

Further building upon prior learning from lower KS2, children benefit from:

- Internet Safety lessons (tailored to age group).
- Opportunities to organise and undertake Internet Safety assemblies for the rest of the school.
- RSE lessons.
- Residential visit to PGL.
- Additional opportunities to make choices and exercise some personal freedom in a safe and secure environment.

Mutual Respect

This is understanding that we do not all share the same beliefs and values - respecting those values, ideas and beliefs of others whilst not imposing our own onto them

EYFS

- Our Early Years Curriculum Literature Spine incorporates texts which are deliberately selected to be both meaningfully diverse and language rich. Titles include 'Standing Up to Racism', 'Celebrations Around the World', 'What Makes Me a Me?'
- From EYFS staff teach children that everyone has special gifts given to them and they are expected to use them Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.
- Relevant curriculum related to other faiths week (Islam and Judaism)

Key Stage One (Year 1 and 2)

- Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.
- Relevant curriculum related to other faiths week (Islam and Judaism)

Lower Key Stage Two (Year 3 and 4)

- Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.
- Relevant curriculum related to other faiths week (Islam and Judaism)

Upper Key Stage Two (Year 5 and 6)

- Children in the School Council are able to choose new texts for classroom bookshelves. There has been a particular focus on texts which focus on protected characteristics, which children have ordered and are now available to borrow.
- Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.
- Relevant curriculum related to other faiths week (Islam and Judaism).
- Children are given key roles and responsibilities to work alongside younger children; this helps to promote mutual respect across the age phases (e.g. Reading buddies, Lunchtime Helpers, School Council).
- Our Year 5/6 class prepare a whole-school act of worship for Remembrance Day – sharing with the school community what they have learnt.

Whole School

- Key Stage and whole-school assemblies mark and celebrate significant religious festivals such as Christmas, Ramadan, Diwali, Chinese New Year.
- Visits are made by local religious leaders and children have the opportunity to visit places of worship. Knowledge, understanding and tolerance of different faiths and beliefs is promoted through our Religious Education programme of study. Children learn about different religions, their beliefs, places of worship and festivals. Through this work, our pupils gain an enhanced understanding of their place in a culturally-diverse society.
- Key moments in British history are studied through curriculum topics alongside significant historical figures.
- Through Geography, we ensure that children have a better understanding of what Britain is - learning more about both physical and human features.
- As a Catholic school, children learn that not everyone enjoys the same opportunities they do and opportunities are used to raise money/donate to charities across the world (e.g. CAFOD, Macmillan Cancer Support, Trussel Trust Foodbank).



Extra-Curricular

Rationale

Extra-curricular activities provide the opportunity for children to be more socially mobile, perhaps through seeing places they may not get the chance to visit typically. Children's experiences of their local area are enhanced 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 what we refer to as 'tier 3' (subject-specific) language.

Intent

We aim for children at Saint Norbert's to enjoy opportunities which develop skills and participation through our wider curriculum offer.

Implementation

Throughout their time at Saint Norbert's, children have the opportunity to participate in a variety of extra-curricular activities which allow them to further develop skills and knowledge across the curriculum. They may choose to participate in many of the extra-curricular activities available to them, leading to high levels of engagement and enjoyment. Children may visit other settings when participating in a range of events, especially those involving sport.

Impact

Through the use of extra-curricular activities, children develop many lifelong skills such as resilience, teamwork, leadership, ownership and responsibility.

Provision of extra-curricular activities throughout school

Drama Club	<ul style="list-style-type: none">• Available to all children in Key Stage 2• Provides opportunities for children to show creativity in response to a wide variety of stimuli• Takes place during the Advent term
SATs Booster	<ul style="list-style-type: none">• Available to all children in Year 6• Reinforces and revisits the curriculum taught during the school day to improve pupil confidence• Takes place from September to May
Gardening Club	<ul style="list-style-type: none">• Available to all children in Key Stage 2• Children work to develop the school's outdoor environment under the guidance and supervision of a Class Teacher• Takes place during the Advent term
Homework Club	<ul style="list-style-type: none">• Available to all children in school• Provides an opportunity for children to tackle some of their homework tasks under the guidance and supervision of a Class Teacher• Takes place all year round
Library	<ul style="list-style-type: none">• Available to all children in school• The library area is accessible throughout the school day; children are able to borrow books under the guidance of their Class Teacher• There is a weekly 'Reading for Enjoyment' club led by the Headteacher
Inter and Intra-School Sports	<ul style="list-style-type: none">• Available to all children in school• Fixtures often facilitated by local secondary school, the Axholme Academy• Take place throughout the year• Annual School Games Day is intra-school competitive in nature (to compliment personal competitive element of our annual Sports Day)
KS2 Residential	<ul style="list-style-type: none">• Available to all children in Years 5 and 6• Challenges children to show resilience and fortitude, alongside teamworking skills• Takes place at the end of the first Pentecost half-term

Speech and Drama Festival	<ul style="list-style-type: none"> • Available to all children in Key Stages 1 and 2 • Encourages children to learn poetry for choral speaking as 'one voice'; provides opportunities for children to perform solo or with others (e.g. mime, duologue, monologue) • Takes place during the Lent term
Music Festival	<ul style="list-style-type: none"> • Available to all children in school • Enables children to work with a signing coach to learn solo and group pieces • Takes place during the Lent term
Sports Ambassadors	<ul style="list-style-type: none"> • A role available to all children in Years 4, 5 and 6 • Gives children the opportunity to plan and lead physical activities with other pupils during playtimes and lunchtimes throughout the year



Global Awareness

Intent

At Saint Norbert's we endeavour to think beyond our relatively small setting and locality, placing high value on children developing a good knowledge and understanding of the world around them. Our approach is rooted in our belief in promoting children's rights through the UN Convention on the Rights of the Child. We focus on learning about different cultures, religions and ways of life, both in our country and around the world. We also focus on knowledge about places: where they are, what they are like and their 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. We seek to dispel stereotypical views about the world and different cultures by challenging children's pre-conceived ideas and encouraging them to think more deeply.

Implementation

We integrate 'Global Learning' into our curriculum in many different ways, making this relevant to our children. Please see below for further details.

Impact

We encourage all children to leave Saint Norbert's as caring and responsible global citizens who:

- understand 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;
- will leave us with a sense of self-worth, self-esteem and the emotional resilience to ensure that they can live both safely and respectfully;
- will have a good awareness of the current issues which people face both within their own community and beyond, showing an understanding of the different ways these issues can be addressed;
- will have a good knowledge of cultures from around the world and show respect for others' beliefs and traditions;
- will take a pride in themselves and show their understanding of right from wrong.

Integration of 'Global Learning' activities throughout school

Curriculum	<p>Early Years</p> <ul style="list-style-type: none">• People, Culture and Communities• The Natural World <p>KS1 & KS2</p> <ul style="list-style-type: none">• Literacy: through the careful selection of meaningfully-diverse texts• Religious Education: through studying other faiths and cultures• Geography: through learning about physical and human geography in contrasting localities• History: through learning about how historical contexts have produced the world we see today• Science: through learning about how empirical truths help us to explain our world• Ten:Ten: through developing our understanding of human wholeness and positive relationships• Music: through learning about musical culture and its significance• Art and Design: through learning about cultural expression through creativity
National and Global Initiatives	<ul style="list-style-type: none">• Laudato Si and Fratelli Tutti: papal encyclicals• World Book Day• Fairtrade Fortnight• COP26• Anti-Bullying Week

Environmental Learning	<ul style="list-style-type: none"> • Pentecost RE theme: stewardship of our Earth (CAFOD topic) • Geography curriculum • Harvest
Visits or Visitors to School	<ul style="list-style-type: none"> • Vocations Week visitors • Online resources and video clips • Crowle Moors
Giving to Others (Catholic Mission)	<ul style="list-style-type: none"> • The school actively engages with the local and wider community, supporting and fundraising for a number of charities including CAFOD, MacMillan Cancer Support and our local food bank. • As a Rights Respecting School, we undertake an ambassadorial role and continue to promote children's rights both within and beyond our school community.
Within School	<p>Our school environment promotes respect and curiosity of other cultures through:</p> <ul style="list-style-type: none"> • Displays • Books and images which show the world in different contexts • First News (current events) • Real-life examples of people and places to bring learning to life • Social justice explored through the principles of Catholic Social Teaching and Rights Respecting work



Safeguarding

Intent

At Saint Norbert's, the rationale which underpins our Safeguarding Curriculum is based on our commitment to creating a safe and supportive environment in which every child can thrive, free from harm. Rooted in our Catholic values – including respect, dignity and care for all – our curriculum aims to equip children with the knowledge, skills and understanding needed to recognise risks, stay safe and seek help when needed. It fosters emotional, physical and online safety whilst promoting wellbeing, resilience and positive relationships.

Implementation

By integrating safeguarding into daily learning, we ensure that children grow in an environment which reflects the teachings of the Church and the importance of protecting all God's children. Please see below for further details.

Impact

We encourage all children to leave Saint Norbert's as individuals who nurture the spiritual, moral and emotional growth of both themselves and others. By embracing Catholic values of love, compassion and respect, our school fosters a safe and inclusive environment where children feel valued and empowered. Our approach ensures that pupils build strong foundations in faith, wellbeing and resilience, preparing them to become responsible, compassionate individuals who contribute positively to their communities and the wider world.

Provision of 'Safeguarding Curriculum' activities throughout school

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	Termly theme: 'Understanding Personal Safety and Wellbeing'		Termly theme: 'Online Safety'		Termly theme: 'Healthy Relationships and Safeguarding'	

Early Years	<p>Introduction to Safeguarding:</p> <p>What is safeguarding?</p> <p>Who can you trust? (Recognizing trusted adults: teachers, parents, school staff)</p> <p>Who are the “Safe Adults” and how to get help when you feel unsafe?</p> <p>Importance of speaking out and telling someone if you’re worried</p> <p>Personal Boundaries and Respect:</p> <p>Understanding personal space and boundaries</p> <p>Types of touch (appropriate vs inappropriate)</p> <p>Understanding consent (what it means to say “no”)</p> <p>Practising saying “no” and understanding how to express personal feelings respectfully</p>	<p>Anti-Bullying Week</p> <p>Emotional Wellbeing and Mental Health:</p> <p>Understanding emotions and mental health</p> <p>How to express feelings safely</p> <p>When and how to ask for help (recognizing when something feels wrong or makes you upset)</p> <p>Building resilience and coping skills (e.g., deep breathing, talking to a trusted adult)</p>	<p>Safer Internet Day</p> <p>Who to talk to about worries</p> <p>What is the Internet?</p>		<p>Healthy Relationships and Friendships:</p> <p>What is a good friendship?</p> <p>Respecting boundaries in friendships</p> <p>Recognizing and dealing with conflicts in friendships</p> <p>How to support friends and get support when needed</p> <p>How to identify and protect yourself from unhealthy relationships (physical and emotional abuse)</p>	<p>Transition</p>
Class 3	<p>Introduction to Safeguarding:</p> <p>What is safeguarding?</p> <p>Who can you trust? (Recognizing trusted adults: teachers, parents, school staff)</p> <p>Who are the “Safe Adults” and how to get help when you feel unsafe?</p> <p>Importance of speaking out and telling someone if you’re worried</p> <p>Personal Boundaries and Respect:</p> <p>Understanding personal space and boundaries</p> <p>Types of touch (appropriate vs inappropriate)</p> <p>Understanding consent (what it means to say “no”)</p> <p>Practising saying “no” and understanding how to express personal feelings respectfully</p>	<p>Anti-Bullying Week</p> <p>Emotional Wellbeing and Mental Health:</p> <p>Understanding emotions and mental health</p> <p>How to express feelings safely</p> <p>When and how to ask for help (recognizing when something feels wrong or makes you upset)</p> <p>Building resilience and coping skills (e.g., deep breathing, talking to a trusted adult)</p>	<p>Safer Internet Day</p> <p>Introduction to Online Safety:</p> <p>Understanding the internet and digital technology (computers, tablets, phones)</p> <p>What information is safe to share online?</p> <p>Understanding online privacy and passwords</p> <p>Who to talk to about online worries</p> <p>Screen time</p>	<p>Cyberbullying and Digital Behaviour:</p> <p>What is cyberbullying? Recognizing it in online and digital forms</p> <p>What to do if you see something online which worries you</p>	<p>Healthy Relationships and Friendships:</p> <p>What is a good friendship?</p> <p>Respecting boundaries in friendships</p> <p>Recognizing and dealing with conflicts in friendships</p> <p>How to support friends and get support when needed</p> <p>How to identify and protect yourself from unhealthy relationships (physical and emotional abuse)</p> <p>Keeping Safe in the Community:</p> <p>Stranger danger (safe vs unsafe people in the community – i.e. strangers who help us)</p> <p>Road safety and using public transport safely</p> <p>How to behave safely in parks, shopping areas, and at events</p> <p>What to do if you’re lost or separated from an adult</p>	<p>Transition Day</p> <p>Keeping Safe in the Community:</p> <p>How to say “no” and walk away from unsafe situations</p> <p>What to do if you feel unsafe (contacting parents, teachers, or trusted adults)</p> <p>Reporting abuse (what is abuse and who to talk to)</p> <p>How schools support students who are being harmed or hurt</p>

Class 4	<p>Introduction to Safeguarding:</p> <p>What is safeguarding?</p> <p>Who can you trust? (Recognizing trusted adults: teachers, parents, school staff)</p> <p>Who are the “Safe Adults” and how to get help when you feel unsafe?</p> <p>Importance of speaking out and telling someone if you’re worried</p> <p>Personal Boundaries and Respect:</p> <p>Understanding personal space and boundaries</p> <p>Types of touch (appropriate vs inappropriate)</p> <p>Understanding consent (what it means to say “no”)</p> <p>Practising saying “no” and understanding how to express personal feelings respectfully</p>	<p>Anti-Bullying Week</p> <p>Different types of bullying</p>	<p>Safer Internet Day</p> <p>Introduction to Online Safety:</p> <p>Understanding the internet and digital technology (computers, tablets, phones)</p> <p>What information is safe to share online?</p> <p>Understanding online privacy and passwords</p> <p>Who to talk to about online worries</p> <p>Screen time</p>	<p>Being a Responsible Digital Citizen:</p> <p>How to stay safe on social media (age restrictions, privacy settings)</p> <p>The importance of thinking before sharing photos, videos, or information</p> <p>How to deal with inappropriate content (e.g., reporting to a trusted adult or using reporting features)</p> <p>Recognizing inappropriate contact (e.g., stranger danger online)</p> <p>Game ratings</p>	<p>Healthy Relationships and Friendships:</p> <p>How to identify and protect yourself from unhealthy relationships (physical and emotional abuse)</p> <p>Coping strategies: stress and anxiety</p> <p>Keeping Safe in the Community:</p> <p>Stranger danger (safe vs unsafe people in the community)</p> <p>Road safety and using public transport safely</p> <p>How to behave safely in parks, shopping areas, and at events</p> <p>What to do if you’re lost or separated from an adult</p> <p>Water safety</p> <p>Fire safety</p>	<p>Transition Day</p> <p>Keeping Safe in the Community:</p> <p>How to say “no” and walk away from unsafe situations</p> <p>What to do if you feel unsafe (contacting parents, teachers, or trusted adults)</p> <p>Reporting abuse (what is abuse and who to talk to)</p> <p>How schools support students who are being harmed or hurt</p>
Class 5	<p>Introduction to Safeguarding:</p> <p>What is safeguarding?</p> <p>Who can you trust? (Recognizing trusted adults: teachers, parents, school staff)</p> <p>Who are the “Safe Adults” and how to get help when you feel unsafe?</p> <p>Importance of speaking out and telling someone if you’re worried</p> <p>Personal Boundaries and Respect:</p> <p>Understanding personal space and boundaries</p> <p>Types of touch (appropriate vs inappropriate)</p> <p>Understanding consent (what it means to say “no”)</p> <p>Practising saying “no” and understanding how to express personal feelings respectfully</p>	<p>Anti-Bullying Week</p> <p>Different types of bullying</p>	<p>Safer Internet Day</p> <p>Introduction to Online Safety:</p> <p>Understanding the internet and digital technology (computers, tablets, phones)</p> <p>What information is safe to share online?</p> <p>Understanding online privacy and passwords</p> <p>Who to talk to about online worries</p>	<p>Being a Responsible Digital Citizen:</p> <p>How to stay safe on social media (age restrictions, privacy settings)</p> <p>The importance of thinking before sharing photos, videos, or information</p> <p>How to deal with inappropriate content (e.g., reporting to a trusted adult or using reporting features)</p> <p>Recognizing inappropriate contact (e.g., stranger danger online)</p> <p>Online kindness and our digital footprint</p> <p>Being alert to bias and misinformation</p>	<p>Healthy Relationships and Friendships:</p> <p>How to identify and protect yourself from unhealthy relationships (physical and emotional abuse)</p> <p>Keeping Safe in the Community:</p> <p>Knife crime</p> <p>Road safety and using public transport safely</p> <p>How to behave safely in parks, shopping areas, and at events</p> <p>Anti-social behaviour</p> <p>The judicial system</p> <p>Water safety</p> <p>Fire safety</p>	<p>Transition Day</p> <p>Keeping Safe in the Community:</p> <p>Resisting peer pressure</p> <p>What to do if you feel unsafe (contacting parents, teachers, or trusted adults)</p> <p>Reporting abuse (what is abuse and who to talk to)</p> <p>How schools support students who are being harmed or hurt</p> <p>Basic first aid</p>