



ST RICHARD'S
VC ACADEMY

ST@R Character Curriculum

ST@R
Qualities

PSTE and
RSE

Global
Awareness

Physical
Health and
Wellbeing

Mental Health
and Wellbeing

Raising
Aspirations

Pupil
Leadership

British Values
and Protected
Characteristics

Experiential
Learning

Introduction to ST@R Character Curriculum

At St Richard's, we recognise that our children are ST@Rs who are bursting with talent and ready to shine. Our aim is to unlock the potential of every child, empowering them to know more, remember more and do more as they journey through our enabling school.

We achieve this through not only our academic curriculum, but through exceptional personal development too. This is underpinned by our ST@R Character Curriculum where we focus on ensuring that children are exposed to a wide range of experiential learning opportunities that will develop their cultural capital and give them an advantage in later life.



Our ST@R Character Curriculum encompasses both the taught PSHE and RSE curriculum, our ST@R values, British Values and protected characteristics as well as our 6 threads of personal development:

- Mental Health and Wellbeing
- Physical Health and Wellbeing
- Raising Aspirations
- Performing Arts
- Global Awareness
- Pupil Leadership



ST@R Qualities

As a school, we place a high emphasis on preparing children for their futures beyond St Richard's.

As part of this, each week we focus upon a different ST@R Quality.



These qualities are brought to life through connections to National and International events and inspirational individuals. Explicit links are also made to British Values and the protected characteristics as defined in the Equality Act (2010).

We believe this helps the children, over time, to develop a deeper understanding of how to embody these qualities and recognise their own place in British Society.

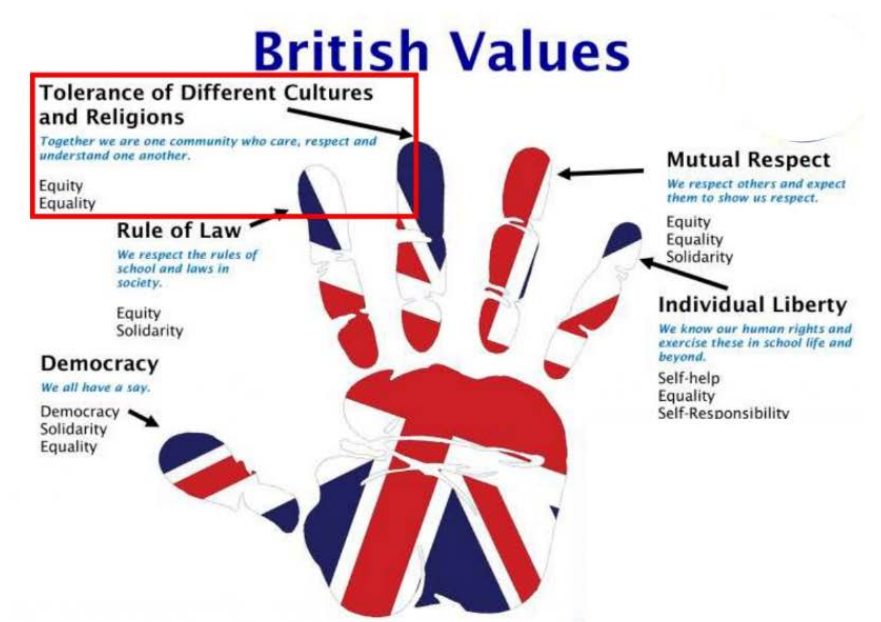
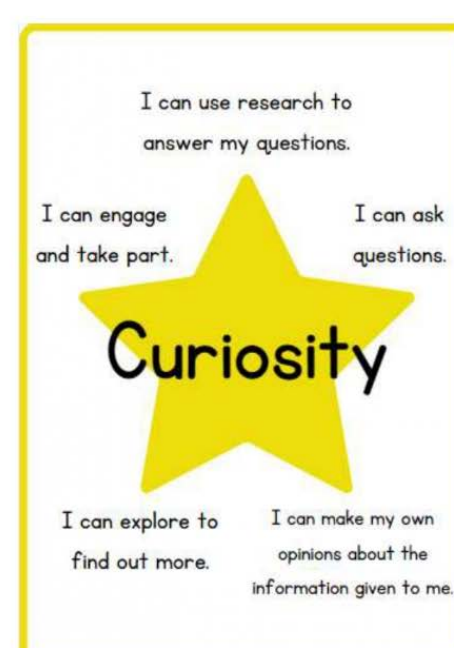
Protected characteristic of the week: religion or belief

There is a law called the Equality act 2010, which states it is illegal to discriminate against people who display certain characteristics. These are called '**protected characteristics**' as the law protects the rights of the people that identify with them.



Our focus characteristic this week is **religion/belief**. Individuals cannot be treated differently because they follow a different religion or have different beliefs. It is important to show respect to all people and treat everyone as an equal.

How can you show compassion this week?



Mental Health and Wellbeing

At St Richard's Academy, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We know that everyone experiences life challenges that can make us feel vulnerable and, at times, any one of us may need additional emotional support.

We recognise that positive mental health is everybody's responsibility and that we all have a role to play. This provision is strengthened by our Emotional Literacy Support Assistant who works with identified individuals and groups, as well as meeting the needs of the children as they arise.

Our popular lunchtime retreat provides further opportunities for informal check-ins, reflection and the development of positive relationships. The key adults present model respectful conversations, positive social interactions and a reassuring familiar face.

At St Richards we:

- Promote self-esteem and ensure children know that they are valued individuals. As we state in our Mission Statement: *"all are valued for their uniqueness"*
- Encourage children to be confident and 'shine like ST@Rs'
- Help children to develop emotional resilience and to manage setbacks
- Support children to understand their emotions and self-regulate their feelings
- Help children feel comfortable sharing any concerns or worries
- Promote the importance of being compassionate and working together
- Help children socially to form and maintain relationships and focus on teamwork to build community links.



Physical Health and Wellbeing



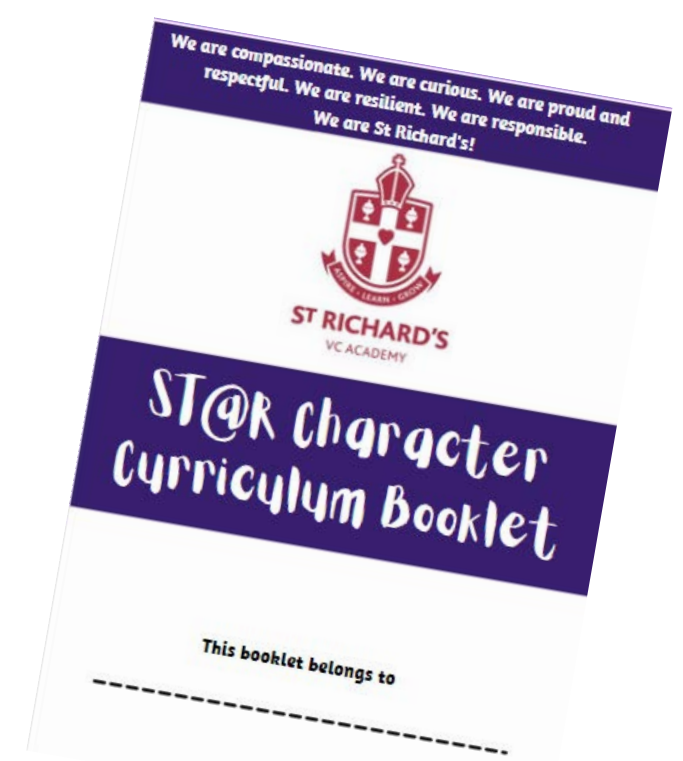
We also understand the importance that physical health has on the quality of life as well as the benefits that it has on mental and emotional wellbeing.

Some of the strategies and activities we use to support and develop this are:



- Providing high-quality curriculum physical education at least once a week
- Offering a range of sporting clubs both after school and during lunchtimes
- Providing pupils with the opportunities to compete against other schools
- Signposting pupils towards local clubs and physical activities which take place after school, at weekends and during the holidays
- Providing healthy and well-balanced school meals at lunchtime and within our breakfast club
- Educating pupils around taking responsibility for their health through our science and PSHE curriculum
- Providing pupils with the opportunities to plan, prepare and cook healthy meals through our DT curriculum
- Liaising with external providers to enhance teaching and learning, allowing knowledge to be embedded further.

Curriculum Enrichment and Cultural Capital



ST@R Character Curriculum

EYFS

Challenge	✓	Date
Experience another culture		
Visit East Park and explore our local area		
Look after my classroom		
Grow my own plant		
Help others in need		
Make a new friend		
Know how to write my name		
Perform in a nativity		
Prepare food and eat what I have made		
Compete in my first sports day		

Introducing the St Richard's spectacular ST@R Character Curriculum Passport

At St Richard's, we are passionate about making sure the children have the chance to explore and develop a wide range of experiences, opportunities and talents to further enhance their academic learning.

"You will shine like stars in the sky."
Philippians 2:15

ST@R Character Curriculum

Key Stage 1

Challenge	✓	Date
Experience another culture		
Conduct a scientific experiment		
Understand the basics of road safety		
Know how to stay safe online		
Raise money for charity		
Be a classroom helper		
Know about saints that are important to our school		
Attend mass in church		
Learn to play an untuned musical instrument		
Join an extra curricular club/event		

"Aspire, Serve, Learn and Grow in Christ"

For this reason, we have created our very own bespoke ST@R Character Passport where the children are encouraged to complete small challenges in school alongside their peers.

These challenges are all linked to our ST@R Qualities of Curiosity, Compassion, Resilience, Respect and Pride and Responsibility.

A space is also provided for the children to add any additional activities or achievements that they may have completed at home. For example, if they achieve something with a sporting or drama club outside of school; go to the theatre, a concert or an art gallery; volunteer in the community or at church; bake a cake; receive a badge at Brownies or Scouts; grow something at home; raise money for a charity; complete a sponsored run or walk - the list is endless!

ST@R Character Curriculum

Lower Key Stage 2

Challenge	✓	Date
Learn a modern foreign language		
Travel to a different city within Yorkshire		
Grow and eat a vegetable		
Act as a role model for KS1 pupils		
Care for the environment		
Plan and lead liturgies		
Present your achievements to others		
Represent the school		
Learn to swim		
Learn to play a tuned musical instrument		

"Know Jesus more clearly, love Him more dearly and follow Him more nearly"
Prayer of St Richard

ST@R Character Curriculum

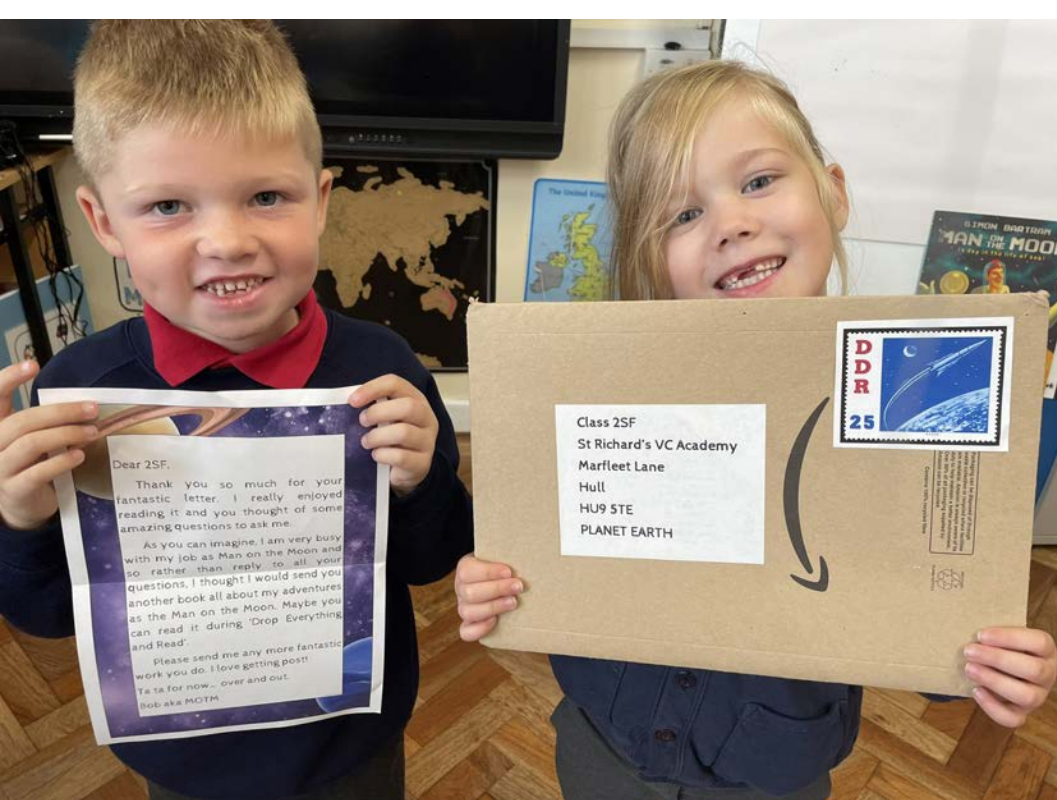
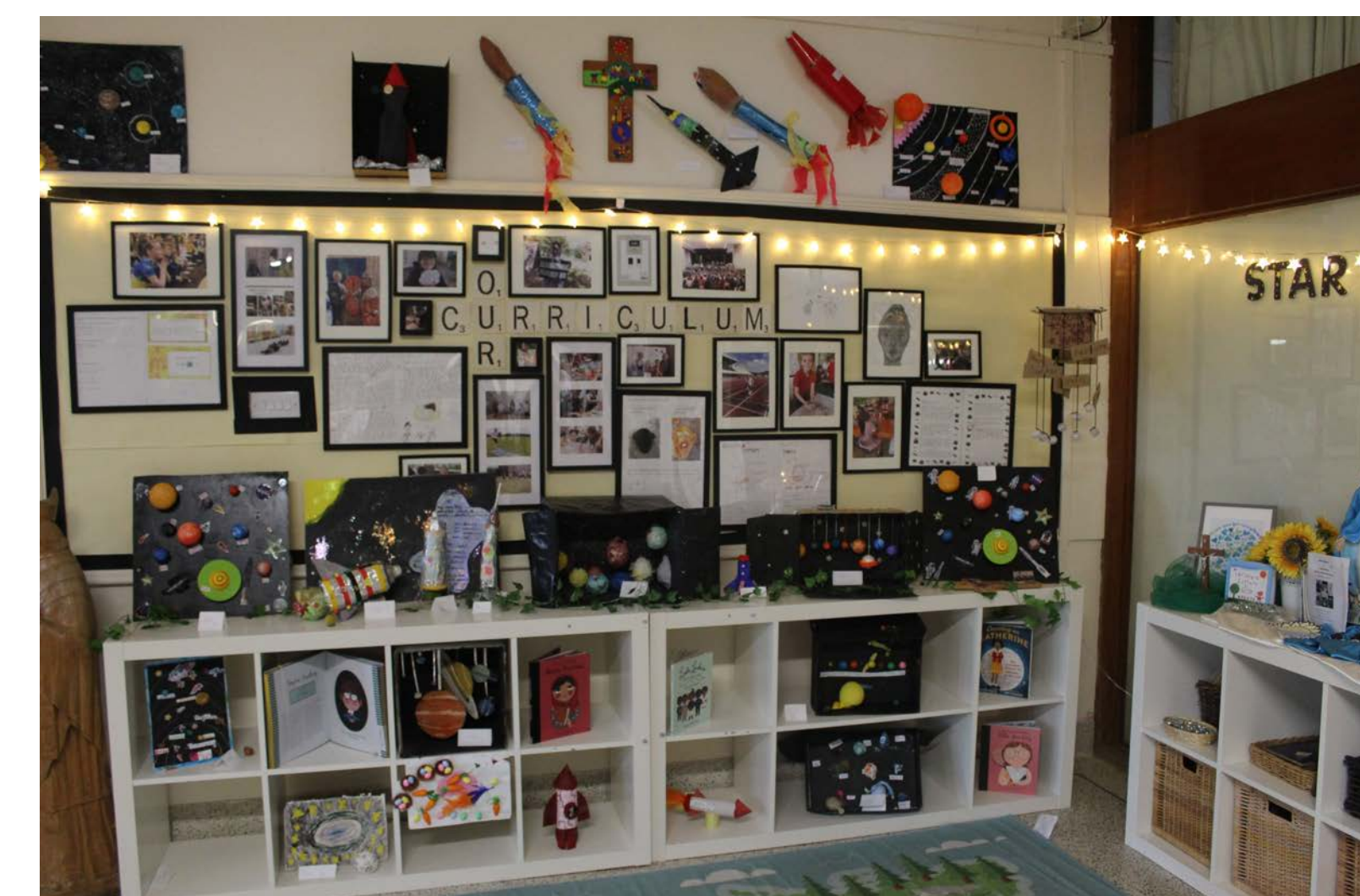
Upper Key Stage 2

Challenge	✓	Date
Try to break a world record		
Stay overnight somewhere far from home		
Take ownership for the needs of an animal as it evolves		
Know basic first aid		
Host our own fundraising event		
Help members of the local community		
Perform on stage		
Attend a secondary school open day		
Learn to ride a bike (Bikeability)		
Learn to cook a meal for my family		

"Aspire not to have more, but to be more."
Oscar Romero



Take a look at just a snapshot of the amazing ways we enhance our academic curriculum for our ST@RS!



St Richard's ST@R Character Curriculum

Extra Curricular Enrichment

We pride ourselves on offering a wide range of extra-curricular enrichment activities that provide our pupils with the opportunity to learn a variety of new skills outside of the classroom environment. We actively seek pupil voice to help us adapt our clubs each term.



Take a look at some of the wonderful enrichment opportunities we offer:

Art	board games	chess	choir	pottery	Lego
Cricket	computing	retreat - lunchtime	Scripture doodle	French	TimesTable Rockstar
wellbeing	British Sign Language	Football	puzzle club	NAPA Performing Arts	Calligraphy
yoga	film club	sewing club	Liturgical dance	Table tennis	Spanish



Look at all the experiential learning opportunities available to St Richard's pupils!



St Richard's ST@R Character Curriculum

Pupil Leadership



At St Richard's we place high emphasis on nurturing pupil leadership as we recognise that experiences of leadership play a pivotal role in equipping students with the skills they need to be successful citizens later in life. Through pupil leadership opportunities we actively encourage our pupils to 'find their voice'.

We ensure that the children's thoughts, feelings, views and opinions shape both their learning experiences and the wider opportunities we offer at St Richard's. This helps our pupils to develop the school's core values in a meaningful way, promoting a sense of belonging and pride.



This year more pupils than ever wished to take up pupil leadership roles and help shape the experiences of all pupils at St Richard's!

The youth of today are
the leaders of tomorrow.

Nelson Mandela



Compassion Crew



ST RICHARD'S
VC ACADEMY



Time Traveller
Ambassadors



School Council

Pupil
Leadership



Star Ambassadors



Digital Leaders



Junior Chaplaincy Team



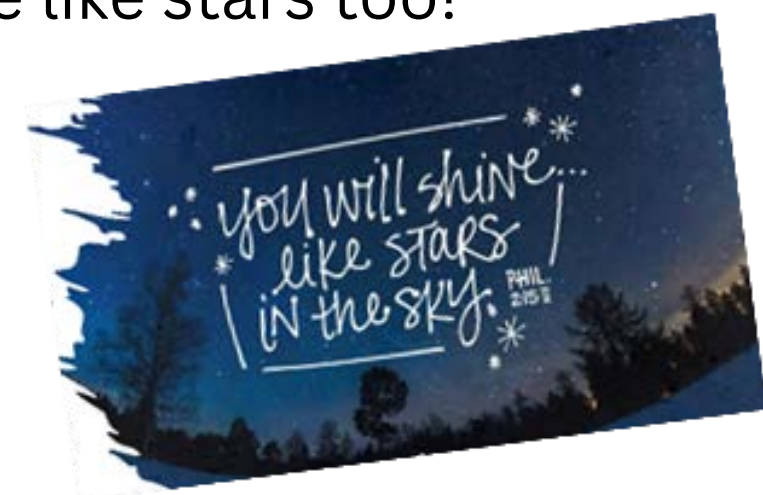
Mini Winnies, Eco Council

St Richard's ST@K Character Curriculum

ST@R Ambassadors

Each class at St Richard's has a ST@R Ambassador. They stand out around school because of their bright red ambassador hoodies and their positive attitude. Each star ambassador was chosen by their previous class teacher because they model and promote the school values at all times. The ambassadors are pupils who embody what it means to be a pupil at St Richard's – hardworking, kind, respectful, engaged and determined. They are passionate learners, they endeavour to do their best at all times and they are proud members of our school community. They have a positive influence on those around them; other children see the respect and positive praise they receive and it helps them to follow in their footsteps.

All of our ambassadors gently support their fellow pupils to shine like stars too!



Role of the ST@R Ambassador

The primary role of a ST@R Ambassador is to be a consistent role model to other children; modelling and living out the school ST@R values of compassion, curiosity, respect and pride, responsibility and resilience. The ambassadors live out the school values through their desire to learn and achieve their potential; through their interactions with peers, staff and visitors; through their positive attitudes; through their ability to face challenges with resilience and through their unending kindness and compassion. All of our ambassadors were chosen by their class teachers because they shine like stars!

Meet our 2022/23 ST@R Ambassadors who are blazing a trail everywhere they go!



St Richard's School Council

The school council have one of the most important leadership roles in school as they represent the 'voice' of their class. They meet fortnightly with Mrs Vernon and have a very jam-packed agenda! During this meeting, they have the opportunity to put forward the views and ideas of their peers for discussion. They organise school events such as Children in Need day and Odd Socks day. As well as finding ways to support national charities, such as selling poppies for the British Legion, this entrepreneurial group also think of dynamic ways to raise money for the school.

In September of every year, the new class councillors are voted in through a democratic process. First those who wish to be candidates must prepare a small speech outlining the reasons why they should be nominated. Then on 'election day' the votes are cast secretly and posted into the ballot boxes. Finally, after all of the votes have been counted and ratified, the new councillors are announced in a special assembly.



The 2022 -
2023 St
Richard's
School
Council

Compassion Crew

Our 2022 - 2023 Compassion Crew members



Our Compassion Crew are a very special group of children who dedicate their time to spreading friendship and joy at break times each day. Working closely with Mrs Griffin, our DSL and Mrs McWatt, our ELSA, their mission is to ensure that everyone always has a friend to play with and no one is ever left out.

They are our daily champions for compassion - our most important core value - and thus they ensure that any form of unkindness that could lead to bullying is not tolerated. Wearing their bright orange high-visibility jackets so they are easy to spot, they are beacons of kindness, always modelling respectful relationships to their peers and supporting others to play positively.

To become a member of this caring crew, an interview must first take place with Mrs Griffin and Mrs McWatt to ensure suitability for this role of responsibility.

Mini Vinnies

Our Mini Vinnies help to lead their peers in supporting the charitable life of our school. Following in the footsteps of St Vincent de Paul, the children look for opportunities to put concern into action by promoting weekly 'Acts of Kindness' linked to the Gospel and planning & leading fundraising activities to help those in need.



On 17th November our Mini Vinnies joined other teams from across the trust to share in a 'Formation Day'. This provided us with a wonderful opportunity to learn more about the role of Mini Vinnies in our schools. We learnt about the lives of St Vincent de Paul, Rosalie Rendu and Frederic Ozanam. Then, using prayer, scripture, song and games, we explored how 'kindness is the key to all hearts'.



Junior Chaplaincy



Like Martin de Tours, the first chaplain, our Junior Chaplains help to support the Catholic Life of our school by sharing God's Word in liturgies and Masses; notably supporting their peers in planning and leading class liturgies, leading prayer clubs and monitoring sacred spaces.

On November 10th, our Junior Chaplains joined other teams from across the trust to share in a 'Commissioning Day'. This provided us with a wonderful opportunity to learn more about the role of junior chaplaincy in our schools.

Then, using prayer, scripture, song and games, we explored the qualities we will need to be the 'hands and feet' of Christ before we are sent out into the world to do His work.



Pupil Leadership

Pupil leaders are a fundamental part of the school, working in liaison with staff to ensure that St Richard's is an exciting place to learn.

The table below outlines what each role entails within each phase.

	EYFS	KS1	LKS2	UKS2
School Councillor		Represent their peers and their views.	Represent their peers and their views. Organise school events with support from staff and older school councillors.	Represent peers and their views. Organise school events in liaison with school staff. Support younger school councillors in their roles.
St@r Ambassador		To be a role model to the other children in their class by always demonstrating the school's ST@R values. To support the teacher with any jobs such as giving out resources and taking messages. To support other children with friendships and games, especially on the playground.	To be a role model to the other children in their class and the younger year groups by always demonstrating the school's ST@R values. To support the teacher with any jobs such as giving out resources and taking messages. To show visitors around the school accompanied by an adult/ older child. To support other children with friendships and games, especially on the playground.	To be a role model to the other children in the whole school by always demonstrating the school's ST@R values. To support other children with friendships, modelling and facilitating reconciliation where necessary. To provide peer support during lessons if needed, providing reassurance and modelling resilience and perseverance. To support the teacher with any jobs such as giving out resources and taking messages. To independently show visitors around the school giving them a good impression of our wonderful school! To represent the school at important Trust and citywide events.
Compassion Crew		To model respectful relationships to their peers. To support others to play positively.	To support children on the playground who may not have a friend to play with. To model kindness and compassion.	To ensure that any form of unkindness that could lead to bullying is not tolerated. To invite children to play with them/ find them a friend if they are alone. To model kindness and compassion.

Pupil Leadership

Junior Chaplain			<p>To attend the Chaplaincy commissioning day and pledge to be the hands and feet of Christ</p> <p>To support Mrs Collinge in preparing resources to be taken home or to the parish - advent in a bag/ Christmas cards.</p> <p>To prepare and lead on whole school liturgies supported by RE leads and SLT.</p>	<p>To attend the Chaplaincy commissioning day and pledge to be the hands and feet of Christ</p> <p>To support Mrs Collinge in preparing resources to be taken home or to the parish - advent in a bag/ Christmas cards.</p> <p>To lead the organisation and preparation for whole school liturgies and religious events in school.</p> <p>To lead weekly Rosary sessions for the other children.</p>
Minnie Vinnie/Eco Warrior			<p>To put concern into action by sharing weekly acts of kindness linked to Gospel messages; making our school a happier and more loving place.</p> <p>Leading and supporting charitable endeavours within school and across the trust.</p> <p>Supporting events in the local community and parish.</p> <p>Caring for our common home by leading the school in meeting our 'Live Simply Award' targets.</p>	
Time Traveller Ambassador		<p>To inspire their classmates through their passion for learning about the past.</p> <p>Taking the role of an 'expert' during their class showcase.</p>	<p>To inspire their classmates through their passion for learning about the past.</p> <p>Taking the role of an 'expert' during their class showcase.</p> <p>To support the History Lead and class teachers in planning and preparing the Time Traveller Showcase.</p>	<p>To inspire their classmates and the whole school through their passion for learning about the past.</p> <p>Taking the role of an 'expert' during the whole school showcase.</p> <p>Role playing key historical figures for the younger pupils - Mary Seacole, Florence Nightingale.</p> <p>To support the History Lead and class teachers in planning and preparing the Time Traveller Showcase.</p> <p>To work with the History Lead to plan and deliver</p>

Pupil Leadership

				whole school enhancement days and whole school Liturgies with a historical link.
Pe Leaders			<p>To support the teacher in demonstrating techniques in PE when required.</p> <p>To support with the running of Sports Day.</p>	<p>To support the teacher in demonstrating techniques in PE when required.</p> <p>To be an active Sports Leader, offering a variety of different games to all children at breaks and lunch times.</p> <p>To liaise between children and the school council when new PE resources need ordering.</p> <p>To support other children's interests in sports by liaising with Miss Robinson about what sporting clubs the children at St Richard's would like the opportunity to participate in.</p> <p>To play a vital role in the organising and running of Sports Day.</p>
Sacred Space Monitor	<p>To check the correct items in on the Sacred Space.</p> <p>To keep the Sacred Space tidy.</p>	<p>To check the correct items in on the Sacred Space.</p> <p>To keep the Sacred Space tidy.</p> <p>To plan and lead class liturgies supported by the class teacher.</p>	<p>To check the correct items in on the Sacred Space.</p> <p>To keep the Sacred Space tidy.</p> <p>To plan liturgies with some support</p> <p>To independently lead class liturgies.</p>	<p>To ensure that the Sacred Space reflects the liturgical year.</p> <p>To keep the Sacred Space tidy.</p> <p>To independently plan and lead liturgies.</p>
Librarians	<p>To give help tidy the reading area at tidy up time.</p> <p>To model what a good reader does.</p>	<p>To tidy the reading area in the classroom.</p> <p>To model what a good reader does.</p>	<p>To tidy and organise the reading area in the classroom.</p> <p>To model what a good reader does.</p> <p>To be able to discuss their favourite book</p>	<p>To tidy and purposefully organise the reading area in the classroom.</p> <p>To model what a good reader does across the whole school.</p> <p>To tidy and purposefully organise the school library.</p>

Pupil Leadership

			recommendations with their peers.	<p>so that it is accessible to all children in school.</p> <p>To support Miss Ransley in choosing a weekly reader of the week using each classes reading charts around school.</p> <p>To be able to act as a reader expert, advising children across the school what books they may want to read next.</p>
Snack Monitor	<p>To give out fruit and milk during snack time.</p> <p>To model good manners and turn taking to their peers.</p> <p>To support the adults in preparing for and tidying up after snack time.</p>			



This vast array of opportunities available to our pupils sets them up with skills that support both their academic and social learning. We see children grow in confidence, demonstrate resilience and become important members of their local community.

Raising Aspirations

The school places a high emphasis on Future Aspirations. The St@r culture encourages pupils to think about and discuss their future aspirations and this is celebrated in merit every week.



The St Richard's Alumni give the children 'live models' of people who attended St Richard's as pupils and have gone on to have hugely successful futures across a wide range of careers, spanning sports stars and musicians, to foster carers and business people!



This year we are fortunate enough to participate in the incredible IntoUniversity project, which enables pupils from Year 4 upwards to take part in a series of interactive and immersive workshops that introduce pupils to careers and university.

In December, the Year 6 children completed a degree in Medicine in a week. Their graduation took place at York University with many proud parents in attendance to celebrate this positive experience. What an achievement!



Dress as your future self day!



Global Awareness

At St Richards, we understand the importance of giving our children opportunities to learn about the world they live in. We strive to raise pupil awareness and understanding about key people, places and events within their city, country and the wider world. We believe in giving children a voice and encouraging them to impact upon things they are inspired by or feel passionately about. One aspect of this is 'Map it and Mark it'.

Map it and Mark it is a thought-provoking weekly event which enables our children to explore current local, national and global events through 'mapping' them on a map and 'marking' them on a timeline. In addition to increasing their understanding of the physical and human world, it also gives them opportunity to participate in debates, democratic votes and to share their views and opinions. We believe this strengthens the children's understanding of not only the world around them, but the fundamental British Values too.



The Minnie Vinnies are our leaders in Earth Stewardship. They are working towards achieving the "Live Simply" award which strives for us all to care for our common home as set out by Pope Francis in his letter: "Laudato Si"

British Values

Jesus taught us all that everyone should be treated equally and fairly. This ethos is at the heart of our Mission Statement and at the root of the British Values. At St Richard's, we prepare our pupils for life in modern British society by teaching the British Values which enable them to be responsible, respectful and active citizens who contribute positively to society.



Each week, during our Values Assembly we focus on a specific British Value. This familiarises children with the different British Values which are made age- appropriate, relevant and relatable through links to real-life events and individuals. We pride ourselves on providing opportunities to embed these values through both the taught curriculum and enrichment opportunities. See page 22 for examples.

Our St@r Value of the week is:

Resilience

Aspire

Learn

Resilience

Curiosity

Responsibility

Respect & Pride

Compassion

Serve

Last week marked the start of the season of Lent, a time when many people give something up. In itself, this can take a lot of resilience. As we begin to make our Lenten promises, we ask God to give us the strength to persevere and not to give up.

We think about Christians who did not give up on helping others because of the strength of their faith such as Blessed Mother Teresa and Oscar Romero.

We take inspiration from the American athlete, Wilma Rudolph, the perfect example of resilience despite being affected by many illnesses that led to her becoming disabled for a time.

British Value Link: Democracy
Protected Characteristic Link: Disability

Week commencing: 27th February 2023

As part of our commitment to preparing pupils for life in Modern Britain, we share our postcards with parents and carers to enable families to continue these important discussions beyond the classroom.

British Values

We ensure children have ample opportunities to explore British Values in real life contexts.

Often, we link a value to a significant individual or event. British Values are explored both through our academic curriculum, as well as through this - our ST@R Character Curriculum.

The Celebrations Commemoration of Key British Events:

The Life of Prince Philip (2021)

Remembrance Day

VE Day

The Queen's Platinum Jubilee

The Olympics

St George's Day, William Shakespeare's Birthday

Rule of Law

Creation of the Class Charter
Behaviour Systems in school

Visits from members of the wider community - Police,
Fire Brigade

Bikeability and Pedestrian Skills

RE - the rules of world religions

ST@R Value: Responsibility

Democracy

Pupil voice
Elections for school council
Visit to Parliament
Parliament Day
Opportunities to apply for leadership roles.
Pupil leaders to inform decisions
The Big Vote
Big Questions
History - Ancient Greece the origins of Democracy
ST@R Values: Resilience, Responsibility

Mutual Respect

Underpinned by the Catholic Ethos of the school - treat others
as you wish to be treated.
Lived through Mission Statement - all are valued for their
uniqueness.
Culture of the school revolves around the ST@R Values. Values
are mutual and are modelled to pupils by all members of staff.
Parents are encouraged to reinforce ST@R Value of the week
through weekly posters.
ST@R Value Assembly re-inforces mutual respect through links
to Protected Characteristics.
ST@R Values: Respect and Pride

Individual Liberty

The rights of the child (class charter)

Positive culture - choice and freedom encouraged.

Choices at lunchtime.

Self-assessment

Children trusted to challenge themselves in their learning.

Using choices and freedoms wisely.

E-Safety, Anti-bullying, RSE, PSHE - drug awareness. Healthy
choices. NSPCC -Pants are Private. Speak out. Stay safe.

History- learn about when individual liberty was restricted.

BHWWWI and II: Conflict. Remembrance.

RE- Significant individuals: MLK, Oscar Romero, Maximilian Kolbe

Map it and Mark it - social justice.

ST@R Values: Curiosity, Responsibility, Respect and Pride, Resilience

RE - studying of different faiths
ST@R Assemblies linked to key festivals

Theme Days

Workshops, visitors

Map it and Mark it

Inspirational people

History- golden thread of belief in world cultures

ST@R Values: Compassion, Respect and Pride

ST@R Values: Compassion Curiosity, Respect and Pride

Tolerance of other faiths and cultures

Protected Characteristics

Nine characteristics were identified in the Equality Act 2010 as Protected Characteristics. Individuals who identify with these protected characteristics have a right lead a life free from discrimination.

At St Richard's our mission statement is

"Our school is a place where all learn and grow knowing that Christ's love surrounds them, and all are valued for their uniqueness".



We believe that each of us is made in God's image, and made just as we should be.. We are all valued, loved and accepted for who we are.

Each week, as part of our Values assemblies a 'Protected Characteristic of the Week' is chosen, so children can know more about each characteristic at an age-appropriate level.

We also link these teachings to significant individuals. We endeavour to teach about equality and discrimination through the curriculum.

From page 24 onwards, many of the ways that we address protected characteristics in each key stage have been presented.

These diagrams are not exhaustive and are being added to in real time as we respond to address real world events.

*Twinkle Twinkle little star
You are loved for who you are
age, sex, disability
religion and equality
race, marriage, pregnancy
We're part of God's family*

**Our Protected Characteristics
Song**

Protected Characteristics

Eyfs

These lists are not exhaustive and are constantly being added to and edited.

Jigsaw PSHE

- Being pregnant - Celebrating Difference
- Ages 3-4/4-5 Piece 3: Families

Wider Curriculum

- Within provision – modelling inclusive behaviour and language (race, sex, age, disability etc.)
- Marriage/civil partnerships – Mother's and Father's days
- White Ribbon Day

Catholic life of the School

- Protected Characteristic of the week as part of the values assemblies - addressed at an age-appropriate level.
- Acts of Worship - both adult and pupil led
- Raising money for to support our global neighbours – Ukraine, Turkey, Save the Children etc.

Protected Characteristics: Eyfs

Religious Education

- CAFOD – our world topic
- Children from across the world with different races
- Celebrating topic – exploring other faiths and religion.

Literature

- Using a range of texts that show a variety of protected characteristics –
- Julian is a Mermaid (themes of gender reassignment), Chapati Moon (race), The Pirate Mums (sex)
- Innovations in T4W to include cultural diversity



Protected Characteristics

Key Stage 1

These lists are not exhaustive and are constantly being added to and edited.



Jigsaw PSHE

- Gender Reassignment - Celebrating Difference Ages 5-6 Piece 6: Celebrating Me.
- Sex - Celebrating Difference - Ages 6-7
- Pieces 1 & 2: Boys and Girls

Wider Curriculum

- Race - Chinese New Year
- Black History Week
- Sex – Black History Week – female representation – Mary Seacole, Mae Jemison
- VE Day - Age -older generations
- Diwali – religion/faiths/cultures
- Marriage/civil partnerships – mother's and father's days/white ribbon day
- Class scientists chosen to be diverse and promote equality.

Ten: Ten Life to the Full (RSE)

- Being married / in a civil partnership - KS1, Module 2, Unit 2: Special People

Protected Characteristics: KS1

Literature

- Sex – fair representation of both male and female protagonists. Age – variety of ages within the stories.
- Little Red Riding Hood, Jack and the Beanstalk (Y1)
- Amazing Grace, Man on the Moon (Y2)
- Hansel and Gretel, Rumpelstiltskin (Y1)
- Drop everything and read
- Whole school lending library

Catholic life of the School

- PC of the week as part of the values assemblies discussed at an age appropriate level.
- Representations of many protected characteristics when exploring significant individuals - disability - Stephen Hawking, Marie Curie (sex), Mary Anning (age and sex)
- Raising money for to support our global neighbours – Ukraine, Turkey, Save the Children etc.

Religious Education

- Religion - World faiths – Judaism and Islam as part of programme
- Race – represented in RE topics – CAFOD units



Protected Characteristics

Lower Key Stage 2

These lists are not exhaustive and are constantly being added to and edited.

Jigsaw PSHE

- Gender Reassignment - Celebrating Difference Ages 7-8 Piece 5: Gender diversity
- Ages 8-9 Piece 1: Judging by appearances
- Being married / in a civil partnership - Celebrating Difference, Ages 7-8, Piece 1: Families
- Being pregnant - Celebrating difference - Ages 7-8 Piece 1: Families

Wider Curriculum

- Race - Chinese New Year
- Black History Week - The Bristol bus boycott
- Sex - Black History Week - representation of sexes - Rosa Parks, Paul Stephenson
- VE Day - Age - older generations
- Diwali, Hannukah, Holi - religion/faiths/cultures
- Marriage/civil partnerships - Mothers and Fathers days
- White Ribbon Day
- Class scientists - carefully selected to include a range of races, sexes and disabilities.

Ten: Ten Life to the Full (KSE)

- Being married / in a civil partnership - LKS2 Module 1, Unit 2: We Don't Have To Be The Same
- LKS2 Module 2 Unit 2: Family, Friends and Others.

Protected Characteristics: LKS2

Literature

- Range of both sexes as protagonists
- Fantastic Mr Fox (Y3)
 - Stone Age Boy (Y3) (Age)
 - Stone Girl Bone Girl (Y3) (Age)
 - The Firework Maker's Daughter (Y4) (age and race)
 - Drop Everything and Read
 - Whole school lending library

Catholic life of the School

- PC of the week as part of the values assemblies discussed at an age-appropriate level.
- Representations of many protected characteristics when exploring significant individuals - disability - Stephen Hawking, Marie Curie (sex), Mary Anning (age and sex)
- Raising money for to support our global neighbours - Ukraine, Turkey, Save the Children etc.

Religious Education

- Religion - World faiths - Judaism and Islam as part of programme
- Race - represented in RE topics - CAFOD units



Protected Characteristics

Upper Key Stage 2

These lists are not exhaustive and are constantly being added to and edited.



Jigsaw PSHE

- Age - Celebrating Difference
- Ages 10-11 Piece 3: Power Struggles
- Disability- Celebrating Difference
- Ages 10-11 Piece 5: Celebrating difference
- Race - Celebrating Difference
- Ages 9-10 Piece 2: Racism
- Religion - Celebrating Difference
- Ages 9-10 Piece 1: Different Cultures
- Sexual orientation - Celebrating Difference
- Ages 10-11 Piece 4: Boyfriends and girlfriends
- Gender reassignment - Ages 10-11 Piece 2: Understanding difference

NB. In Jigsaw the focus is on accepting all people as unique individuals, not on transitioning itself

Wider Curriculum

- Into University - Science focus (race)
- Black History Week – Race
- Art Week – artists of varying sexes, ages and races
- Diwali , Hannukah, Holi – religion/faiths/cultures
- Marriage/civil partnerships – mothers and fathers days/white ribbon day
- Class scientists - selected to expose chn to
- Boccia -sports competition - disability

Protected Characteristics: UKS2

Ten: Ten Life to the Full (RSE)

- Being married / in a civil partnership - UKS2 Paradise Street series - discussion around 'two mums and two dads' etc
- Sexual orientation - UKS2 Paradise Street series - discussion around 'two mums and two dads' etc

Literature

- Journey to Jo'berg
- The Boy at the Back of the Class
- Journey
- Wonder
- Holes
- There's a Boy in the Girl's Bathroom
- Eagle in the Snow
- Drop Everything and Read
- Whole school lending library

Religious Education

- Religion -other faiths – Judaism and Islam as part of programme
- Race – represented in RE topics – CAFOD units
- Marriage – Y5 Churches/beliefs
- Significant individuals – Maximillian Kolbe, Desmond Tutu (race), Captain Sir Tom Moore (age)

Catholic life of the School

- PC of the week as part of the values assemblies discussed at an age-appropriate level.
- Representations of many protected characteristics when exploring significant individuals
- Raising money for to support our global neighbours – Ukraine, Turkey, Save the Children etc.



PSHE

Personal, Social and Health Education

At St Richard's we are passionate about the development of the 'whole child', recognising that social, emotional, moral and cultural development is as fundamental as academic progress.

Lessons begin with a recap of the Jigsaw Charter which should be displayed in a prominent place in the classroom. Mindfulness techniques are incorporated through 'Calm Me' time.



What a PSHE (Jigsaw) lesson looks like at STR

Connect us: An engaging activity to ensure all pupils are ready to learn

Calm me: Using mindfulness techniques to help pupils relax their bodies and calm their minds.

Open my mind: Helping the brain to focus on specific learning intentions.

Tell me or show me: This is the teaching part of the lesson, where new information is shared, or a new skill is taught.

Let me learn: the learning activity, which comes in a variety of forms

Help me reflect: A time to reflect on what has been learnt and how pupils feel.

Intent

At St Richard's children will be equipped with the knowledge, understanding and emotions to succeed and contribute to today's diverse, modern society. We want our children to have high aspirations, self-belief and to know they can achieve anything they can imagine. In a world that is vastly changing, we intend to educate our children about the different factors which will affect their world and how to manage their mental health and wellbeing at an age-appropriate level.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education (Ten:Ten – Life to the Full) enables our children to learn how to be safe and to recognise and develop healthy relationships, both now and in their future lives.

Implementation**PSHE in Early Years**

In the Foundation Stage, PSHE and citizenship is an integral part of and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Jigsaw Scheme of Work materials.

Key Stage 1 and Key Stage 2

At Key Stage 1 and 2, PSHE is taught through a concise, comprehensive scheme of work in line with the National Curriculum, as well as ensuring coverage of the statutory Health Education and Relationships Education guidance.

Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong focus on emotional literacy, building resilience and nurturing mental and physical health. It includes elements of mindfulness to allow children to advance their emotional awareness, concentration and focus.

Furthermore, additional to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. We teach about different kinds of relationships, including same sex relationships, and gender identity as children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain.

PSHE is taught through Jigsaw's five half termly themes with each year group studying the same unit at the same time (at their own level):

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

It also identifies links to British Values, protected characteristics and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of St Richard's.

PSHE

Personal, Social and Health Education

Implementation (cont.)

PSHE as part of the wider curriculum

- PSHE, including SMSC and BV, is an integral part of the whole school curriculum and is therefore often taught within another subject area.
- Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning.
- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our pupil leadership opportunities support PSHE learning further.
- Assemblies and acts of worship are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links

Impact

By the time our children leave St Richard's, children will:

- Be able to make decisions about situations they come across in everyday life.
- Understand the importance of being a healthy, respectful and responsible member of modern society.
- Celebrate difference and diversity.
- Recognise and appreciate the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Be able to recognise and manage their emotions, wellbeing and mental health.
- Be able to develop positive, healthy relationships with others, recognising where relationships are unhealthy.
- Understand the physical aspects involved in RSE at an age-appropriate level.



PSHE

Personal, Social and Health Education

We follow the Jigsaw PSHE scheme of learning, which is personalised to meet the specific needs of our children. We also enhance our PSHE teaching to respond to local issues and needs. Additionally, external visitors support the academic curriculum across the school.

	FS1/2 Ages 3-5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	Hopes and fears for the year Rights and responsibilities Safe and fair learning Valuing contributions Choices Recognizing feelings	Setting personal goals Self identity and worth Positivity Rules, rights, responsibilities Consequences Responsible choices Seeing things from others' perspectives.	Being a school citizen Rights, responsibilities, Rewards and consequences Having a voice (democracy) What motivates behaviour Group decisions	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Identifying goals for the year, Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour
Celebrating Differences	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others New friends Gender diversity	Celebrating difference and remaining friends Families and differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it The power of hurtful words Giving and receiving compliments	Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Challenging assumptions Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
Dreams and Goals	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goal	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Difficult challenges Achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising/overcoming obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments

Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping Clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing Food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including Vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' Gang culture Emotional and mental health Managing stress
Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Taking responsibility with technology use

RSE - Relationships and Sex Education

Intent

At St Richard'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 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.

Implementation

RSE is taught as explicit lessons through the PSHE and science curriculums 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 'Relationships' with other elements interwoven throughout Being Me in My World, Celebrating Difference and Healthy Me.

Additionally, our science curriculum areas of 'Animals including Humans' and 'Living Things and their Habitats' also cover the statutory requirements; other elements are also covered in the Religious Education curriculum.

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.

RSE - Relationships and Sex Education

Implementation (cont.)

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. 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

The impact of our curriculum will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. 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.

Through our RSE curriculum, we believe we can enhance 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. The learning will reflect each stage of the development of the person. It will be part of both the Primary phase of education and it will be appropriate to the age and stage of development of children and young people during the different phases of their education.

RSE - Relationships and Sex Education

Impact (cont.)

It will also be continuous and developmental. It will be a process which is planned from beginning to end with one phase of education informing the work of the next 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.

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 schoolwork to integrate the teaching of RSE.

Our pupils benefit by the nurturing ethos of the school and from specific opportunities provided such as our Smile Squad, Compassion Crew, Elsa Rainbow Room and lunchtime retreat. We are proud of the excellent pastoral care at St Richard's, with visibly happy and comfortable pupils in school.

We also utilise the skills of external professionals such as the school nurses to deliver specialist health knowledge and our Parish Priest, Canon Loughlin is always on hand to explain and deepen staff and pupils' knowledge of our Catholic faith.



RSE - Relationships and Sex Education

Ten:Ten's programme for Catholic Primary Schools - Life to the Full.

	Module 1: Created and Loved by God	Module 2: Created to Love Others	Module 3: Created to Live in the 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. In these sessions, we explore:	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.

RSE - Relationships and Sex Education

Ten:Ten's programme for Catholic Primary Schools - Life to the Full.

KS1	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 by incorporating the 'Smartie the Penguin' resources from Childnet, 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; Learn about the various communities they belong to: 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.
LKS2	Understanding differences, respecting our bodies, strategies to support emotional wellbeing including practicing 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.	. 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; Catholic Social Teaching on what it means to work for the Common Good.
UKS2	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.



St@R Character Curriculum

ASPIRE • LEARN • GROW