



# Personal Development at Sacred Heart School



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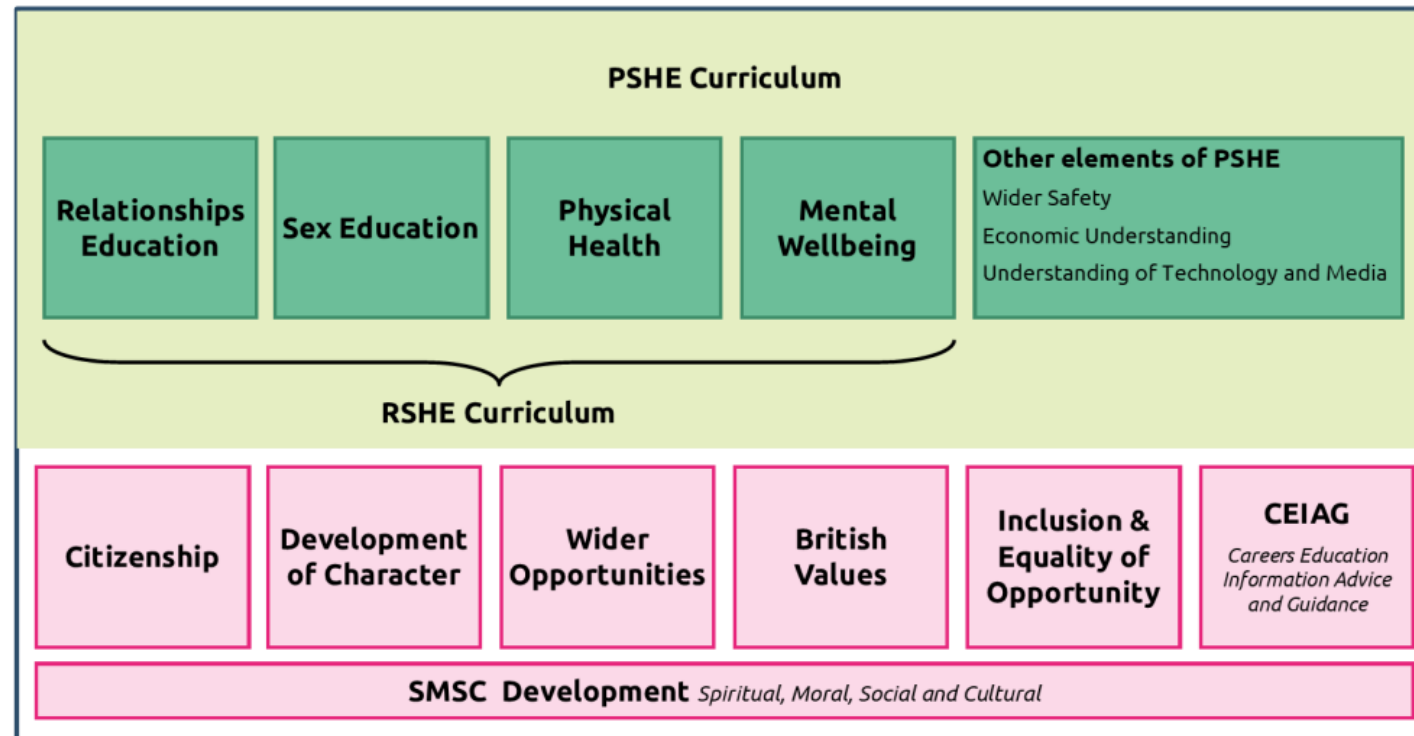
## Vision

As a Christian community, the vision of Sacred Heart School is:

- To empower all children to recognise and fulfil their unique potential
- To celebrate all God's children as individuals, respecting and valuing difference.
- To prepare the children to embrace and contribute positively to our ever-changing world.

Personal development is a broad term used to include a comprehensive list of elements, which include the **taught curriculum** as well as learning which takes place **beyond the classroom**.

The diagram on the right illustrates the different components that constitute personal development.





# Personal Development at Sacred Heart School

## Curriculum

RSHE  
Interventions  
PSHE (Citizenship)  
Physical Education  
Religious Education



## Mental Health and Wellbeing

Pastoral Support  
Mental Health  
Support  
Curriculum  
Behaviour & Learning  
Transition



## Safeguarding

DSLs  
Briefings and CPD  
Safeguarding SLT  
CPOMS  
Attendance



## British Values

Democracy  
Rule of Law  
Respect & Tolerance  
Individual Liberty



## SMSC

Spiritual  
Moral  
Social  
Cultural  
Assemblies  
School Values  
Character Education



## Nurture Provision

Interventions  
Trauma Informed  
Practice  
Childcare



## Extra-Curricular

Sports  
Music  
Spiritual  
Extended Hours



## Outdoor Activities

Residential Visits  
Biking Curriculum



## Careers and Aspirations

Curriculum  
Speakers, Visitors &  
Visits



## Enrichment Opportunities

Visits & Visitors  
40 things  
Charity Fundraising  
Enterprise  
Community Outreach



## Pupil Leadership

School Council  
Chaplaincy  
Sports Leaders  
House Captains  
Reading Buddies  
YR Buddies  
Reading Ambassadors  
Wellbeing Team



## Healthy, Sustainable Living

Healthy Eating  
Sustainability  
Anti-bullying  
Drugs  
Staying Safe  
Online Safety  
First Aid





# Personal Development at Sacred Heart School

## RSHE

Relationships education teaches children about healthy relationships, including how to communicate their own boundaries and recognise the boundaries of others, staying safe online and the differences between appropriate and unsafe contact. All lessons are age-appropriate and inclusive.

Health education includes a focus on the features of good physical health and mental wellbeing.

Sex education is taught to Y6, which includes anatomy, reproduction, consent, puberty, menstruation and how emotions develop.

Our RSHE teaching reflects the requirements of the DFE RSHE guidance.

## Interventions

A range of interventions support success for our pupils:

- Phonics
- Zones of Regulation
- Gross Motor Skills
- Fine Motor Skills
- Lego Therapy
- Talkabout
- Birmingham Toolkit
- Speech and Language
- Precision Teaching
- Rainbows
- Mighty Minds
- Attention Autism
- Comic Strip Therapy
- Intensive Interaction
- Trauma Informed Practice

## PSHE

PSHE is delivered via the TenTen Life to the Plus curriculum for Catholic schools.

In EYFS, PSHE is delivered through the prime area personal, social and emotional development (PSED), as well as through dedicated PSHE lessons.

The PSHE curriculum is structured around three recurring modules:

- Created and Loved by God (Me, My Body, My Health / Emotional Wellbeing / Life Cycles)
- Created to Love Others (Personal Relationships / Life Online / Keeping Safe)
- Created to Live in Community

Through repeated exposure throughout the curriculum, pupils develop a deeper comprehension of what it means to belong, how to establish and maintain healthy relationships, how to stay safe and the characteristics of a healthy lifestyle.

Leaders ensure curriculum plans reflect the current needs of our pupils and the community it serves. Additional lessons are planned in to address issues which arise, with long term plans amended as needed to ensure ongoing concerns can be tackled through repeated coverage. Pupils leave Sacred Heart ready for further learning at secondary school and beyond.

# Personal Development at Sacred Heart School

## Physical Education

The curriculum covers a broad range of physical activities with particular focus on fundamental skill development.

Pupils with an aptitude or interest in particular sports are signposted to further opportunities for development outside of school.

Break times and lunchtimes provide additional opportunities to develop core physical education.

There are a host of active opportunities available to pupils including racket sports, football, basketball and Gaelic football.

Our swimming curriculum aims to ensure all children, by the time they leave Sacred Heart, achieve the National Curriculum target of swimming 25 metres unaided using a recognised stroke. The programme is initially delivered to Year 3 pupils and includes learning and skills within water confidence, stroke development and water safety. Water safety is further consolidated within Keeping Safe units across school.



## Religious Education, Catholic Life and Catholic Social Teaching

Religious Education and Catholic Life are the foundation for everything we do at Sacred Heart. Our school mission statement is 'Love one another as I have loved you.' This mission statement influences all the work of our school and is most evident in the relationships that are present throughout our school.

Religious Education is an essential part of increasing our pupils awareness of diversity, tolerance and understanding about life in modern Britain. Other religions studied reflect those found in the local community, and across Sheffield. All classes visit a place of worship to enhance their understanding, or host a visitor, to allow for an exchange with members of each faith studied.

We have a focus on 'Virtues to Live By' throughout the year. These ensure children are given opportunities to experience a positive and purposeful ethos providing a sense of belonging to their school community, to appreciate the connection between biblical and practical wisdom and living, and to exercise the cognitive, affective and behavioural components of character: know it in your head, feel it in your heart and show it with your hands.

Catholic Social Teaching is rooted in Scripture, formed by the wisdom of Church leaders, and influenced by grassroots movements. It is our moral compass, guiding us on how to live out our faith in the world.



# Personal Development at Sacred Heart School

## Pastoral Support

Wellbeing interventions provide pastoral support. These include:

- Zones of Regulation
- Lego Therapy
- Talkabout
- Rainbows
- Mighty Minds
- Comic Strip Therapy
- Trauma Informed Practice

Children working with other agencies are monitored. All interventions are recorded through the provision map and are subject to half termly feedback reports. These are reviewed by SLT, who make recommendations about next steps. Families who require support are offered a FIS (Family Intervention Support) advice session, which can lead to additional support being put in place for the family.

## Mental Health Support

The Mental Health Support Team, along with the Learning Mentor, support a range of pupils in school through a mixture of 1:1 sessions and group work, focused on emotion skills and friendship groups. Sessions address emotional regulation and aim to equip pupils with the skills to be able to cope with difficult emotions and build healthy habits for life. Some pupils receive bespoke cognitive behaviour therapy (CBT) to support additional needs which have been identified.

Alongside this, all staff working with pupils have received training in Zones of Regulation and Trauma Informed Practice in order to better support vulnerable pupils.

Daily check ins take place as part of mental wellbeing over and children have access to named emotionally available adults.

## Curriculum

Health education teaches children about mental wellbeing, including that it is a normal part of daily life, in the same way as physical health.

Pupils learn about the wide range of emotions we can experience and strategies for managing them. Pupils consider different events which can put pressure on our mental health, including big life events such as loss, separation and bereavement.

Children are taught from YR-Y6 about how to manage and resolve conflict, which is reinforced at breaks and lunch time. It is also delivered as part of our behaviour curriculum and routines.



# Personal Development at Sacred Heart School

## Behaviour and Learning

Children at Sacred Heart are encouraged to make good choices, build positive relationships and accept responsibility for their behaviour. Encouragement, praise and rewards underpin our three school rules and children are taught how to develop as responsible members of society.

Acknowledging good behaviour encourages repetition and communicates everyone's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff members to reinforce the school's culture and ethos. Rewards are applied clearly and fairly and these reinforce the expectations, routines and the school's behaviour culture.

As a school we aim to respond predictably, promptly and assertively to any misbehaviour. We recognise that sanctions may not make an impact immediately but these are a deterrent and negative reminders are rarely required. De-escalation techniques are deployed to maintain a calm and positive school culture and prevent further behaviour issues arising.

At Sacred Heart, we encourage pupils to take responsibility for their actions and learn from these experiences. Restorative questions support this process and focus on the root of the problem by talking with those involved. Restorative questions allow everyone's voices to be heard and valued, but do not replace logical consequences.

## Transition

Our SEND team and Year 6 teacher work throughout the year to ensure effective support is in place for pupils transitioning to secondary school. All pupils engage in the transition activities provided to school, including taster lessons where pupils have the opportunity to ask questions of secondary school staff. All pupils attend the transition visits to their new school. Our most vulnerable pupils receive additional transition visits. Pupils leaving Sacred Heart in Y6 have the opportunity to complete an exit questionnaire, which is used to identify improvements to the transition offer as well as school more broadly. All Y6 pupils participate in transition lessons in class. This provides pupils with the opportunity to explore an anxieties they may have towards transition and learn coping strategies. A transition workshop is also arranged for parents.

All pupils starting YR receive a New Starter Book, which parents/carers can use at home to introduce their child to the staff working at Sacred Heart, as well as information about the routines. Children with identified needs or vulnerabilities receive an observation visit to their current setting ahead of transition to YR. This visit enables Sacred Heart staff the opportunity to better assess the needs of pupils joining the school. There is a comprehensive induction programme for new starters in YR including a number of visits, transition days and home visits.

Sacred Heart receives an increasing number of pupils transitioning mid-year. Pupils who join the school mid-year are at an increased chance of social disadvantage, or have EAL and/or SEND need. Staff across Sacred Heart are swift to build relationships with new families and put in place addition support as needed, such as through introducing technology to aid pupils with EAL, arranging addition interventions to address identified needs and support to develop friendships and social skills.

## Mental Health and Wellbeing



# Personal Development at Sacred Heart School

## Designated Safeguarding Leads

Lynsie Tuplin - Designated Safeguarding Lead supported by  
Claire Jessop - Deputy Designated Safeguarding Lead  
Steve Moran - Deputy Designated Safeguarding Lead

The work of the safeguarding team is scrutinized by the Chair of Governors and Safeguarding Governor Jayne Bonner, as well as by the Trust's Peer Safeguarding Review process.

As part of the Trust, the DSL attends half termly Safeguarding meetings in order to liaise with colleagues across the Trust, as well as provide opportunities for the CEO to share important updates, training and information, including updates from the Sheffield Safeguarding Hub.

A half termly Safeguarding team meeting takes place to share key information relating to Safeguarding issues in school, along with attendance information. The DSL also complete a Safeguarding and Inclusion report termly, which is shared with the Local Academy Committee, CEO and Trustees.

## Briefings and CPD

All staff working in school receive regular safeguarding updates from the DSL. These include updates to national guidance as well as information pertinent to the local area e.g. such as those issued by the police or from the secondary schools in the area.

All staff working in school attend safeguarding training in line with statutory guidance, and receive annual updates regarding Keeping Children Safe in Education. All members on the safeguarding team attend training annually.

Governors undertake Safeguarding training and have an annual minuted discussion about the training received. Members of the safeguarding team have attended Safer Recruitment training, as well as admin staff; they have a clear understanding of the processes for recruitment which are rigorously followed.

All staff working in school attend annual Prevent training, in line with statutory guidance.

## Safeguarding SLT

Lynsie Tuplin - Designated Safeguarding Lead supported by  
Claire Jessop - Deputy Designated Safeguarding Lead  
Steve Moran - Deputy Designated Safeguarding Lead

The DSLs hold dedicated Safeguarding SLT meetings every half term to inform leadership of current status, incl. number of CIN/ CPP etc. Bespoke training is delivered to the team, as well as updates from the Trust. There is the chance for professional challenge and problem solving within the team. The Safeguarding and Inclusion report is also shared. The team also spend time exploring different safeguarding scenarios as a group.

## CPOMS

Child Protection Online Monitoring System

CPOMS is an online safeguarding platform used at Sacred Heart to log information relevant to the safeguarding of our pupils.

This includes safeguarding concerns, meeting notes, behaviour incidents, parental contact, actions and attendance information.

The DSL, along with the DDSLs, monitor this system and ensures that all safeguarding concerns are promptly actioned.

CPOMS monitoring shows a wide range of staff report incidents.



## Attendance

Attendance is monitored by a team of staff including teachers, admin staff, school leadership, and the Learning Mentor.

Attendance data is rigorously tracked and analysed at both pupil and group level. Targeted early intervention and support is available to all pupils, with a clear focus on those that are disadvantaged. Clear and robust procedures are in place for day-to-day management of attendance, including speaking with parents on the 1st and subsequent days of absences.

Weekly monitoring is carried out, with concern letters being issued to those where a decline in attendance or lateness is identified. Where attendance has improved, and pupils have been removed from the monitoring list, congratulatory letters are sent.

There are also half-termly Attendance meetings held by the senior leadership team, which focus on whole school attendance targets, caseload and attendance data. Where pupil attendance is a concern and needs escalating, the Access and Inclusion Officer from the Local Authority provides additional support.



# Personal Development at Sacred Heart School

## Democracy

All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.

Children also have the opportunity to have their voices heard through pupil questionnaires and Pupil Voice sessions.

The principle of democracy is explored in the curriculum as well as during assemblies and special days.

The development of our Behaviour policy involved consultation with pupils.

Sacred Heart pupils have had active involvement in the selection processes of house captains, council members and in some cases appointment of staff.

## Rule of Law

We explore:

- Why we have rules and laws.
- Protected characteristics.
- Institutional racism.

Our three school rules are integral to our learning and ethos every day. School rules and expectations are clear, fair and regularly promoted.

Pupils are always supported to distinguish right from wrong, in the classroom, during assemblies and on the playground.

Pupils are encouraged to respect the law understanding that it used to protect us and keep us safe.

Pupils are taught about religious laws through Religious Education lessons.

The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff, parents and carers.

## Respect and Tolerance

Respect and Tolerance is woven through the curriculum.

In our curriculum, we explore:

- Prejudice and discrimination
- Racism
- Bias
- What makes a community
- Different beliefs and faiths
- Conflict resolution
- Inclusion
- Disabilities Act

Pupils understand that we are all God's children and are made in His image and likeness, all of equal value.

Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life. Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.

## Individual Liberty

We promote Individual Liberty through our curriculum.

In our curriculum we learn about:

- Bullying, both on and offline
- Different family and relationship models
- Different beliefs and faiths
- Human Rights Act

Individual Liberty is also woven through our Personal Development offer, for example anti-bullying learning, road safety, Remembrance day and assemblies.

Pupils are actively encouraged, and given the freedom to make choices.

Pupils know it is their responsibility as children of God to look after and care for His creation.

Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices. Pupils have key roles and responsibilities in school.



# Personal Development at Sacred Heart School

## Spiritual

We encourage our pupils to appreciate the world around them with awe and wonder, to know that they are made in the image of God and to reflect on their own spiritual journey.

Pupils are encouraged to pray, meditate, reflect and celebrate.

We explore the beliefs and values of others people around the world, and we reflect on our own personal beliefs, values and identity.

We explore human feelings and relationships with others.

We understand our position as part of our worldwide community as people of faith.

## Moral

We encourage our pupils to investigate and discuss ethical issues and debate different viewpoints and concepts.

Through appreciating our school values we recognise right and wrong, and encourage our students to apply them.

We encourage our pupils to understand the consequences of their actions, and encourage self-reflection and restorative conversations wherever possible.

Our Virtues to Live By provide a framework to develop moral character including a focus on virtues such as honesty, trust and courage.

## Social

We provide opportunities for our pupils to develop personal qualities and social skills. We encourage our students to participate in extra-curricular activities, to cooperate and resolve conflict.

Pupil leadership helps our pupils to understand how communities and societies function in modern Britain today. We debate and discuss current topics and keep up to date with current news.

Pupils develop positive relationships with others and recognise and respect difference in others. Pupils develop effective communication and teamwork skills, learn to manage conflicts and disagreements and develop an understanding of different cultures and beliefs.

## Cultural

Diversity is woven through our entire curriculum. We explore our understanding of diversity and encourage empathy, tolerance and understanding. We learn about different cultures around the world, and respect our differences. Where possible, we expose our pupils to cultural activities and experiences which enhance their cultural capital. We encourage exploration of our personal and cultural influence on the world around us.

Pupils learn about different cultures, traditions and celebrations and they understand the importance of diversity. Pupils develop a sense of identity and belonging, exploring how culture impacts our daily lives.

School assemblies play a vital role in promoting SMSC amongst pupils. These gatherings serve as a platform to discuss and reinforce core values and principles, fostering an environment that encourages responsible decision-making. Assemblies provide moments of reflection on personal beliefs and spirituality, as well as opportunities to celebrate diversity and build positive character traits such as honesty, integrity and kindness. They are also a vehicle to reflect local and national issues that may be relevant.



# Personal Development at Sacred Heart School

## Motivation

The ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered.

Effort is recognised and rewarded. Attention is drawn to the link between effort and achievement. Staff model this in their own professional lives. We promote a culture of learning from mistakes and a positive culture of constructive feedback. Desiring and acting upon feedback in order to improve is promoted.

Children are provided with regular opportunities to reflect and set goals.

## Positive Moral Attributes

The learning and habituation of positive moral attributes.

Through appreciating our school values we recognise right and wrong, and encourage our students to apply them.

We encourage our pupils to understand the consequences of their actions, and encourage self-reflection and restorative conversations wherever possible.

Our Virtues to Live By provide a framework to develop moral character including a focus on virtues such as honesty, trust and courage. Children are recognised for living out these virtues in celebration assembly.

## Social Confidence

The acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience.

We debate and discuss current topics and keep up to date with current news.

Pupils develop effective communication and teamwork skills, learn to manage conflicts and disagreements and develop an understanding of different views.

Pupils have planned opportunities to speak to an audience through plays, performances and poetry recitals.

Courtesy and manners is always a focus (both ongoing and as one of our virtues).

## Long Term Commitments

An appreciation of the importance of long-term commitments which frame the successful and fulfilled life. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours.

Children learn about vocations as a long-term commitment to role or faith.

They understand that commitment to faith and relationships takes dedication and effort.

There is an expectation that commitments in school are 'see through' e.g. to a role or a club.

## Character Education

SMSC



# Personal Development at Sacred Heart School

## School Values



Our school values provide a shared language for relationships across school and are a key part of our character education.

SMSC

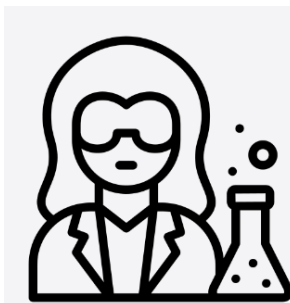
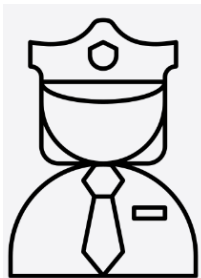
## Curriculum

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

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

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

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



## Speakers, Visits and Visitors

Teachers regularly enrich the curriculum through visits and visitors. Children meet a wide range of people, representing a broad range of professions and backgrounds during their time at Sacred Heart.

Examples include:

- A range of sports coaches across school.
- Emergency Service personnel
- A range of professions during residential visits, e.g. chefs, instructors, programme planners, health and safety experts etc.

During the Y6 Careers Week, visitors from our community are invited in to talk about their career journey.

During Science Week, children have the opportunity to work with scientists from our community and local universities.

Volunteers share their skills including playing musical instruments.



# Personal Development at Sacred Heart School

## Intervention

Please see the curriculum page for a full list of interventions offered.

Those with particular reference to nurture include:

- Zones of Regulation
- Lego Therapy
- Talkabout
- Rainbows
- Mighty Minds
- Comic Strip Therapy
- Trauma Informed Practice
- Mental Health Support

## Trauma Informed Practice

Trauma-informed practice is an approach to health and care interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development.

At Sacred Heart, staff are aware of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships.

Trauma-informed practice acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What does this person need?' rather than 'What is wrong with this person?'

## Childcare

Sacred Heart offers a breakfast club and after school club every day, which are a paid service open to all children. Vulnerable pupils may be allocated a short-term place in order to support families, and provide opportunities for socialisation. Targeted support is also offered to families with attendance concerns.



# Personal Development at Sacred Heart School

## Sports

The school offers a wide range of sports clubs and events over the year, including:

- Cross Country
- Badminton
- Gaelic football
- Dance

Children take part in a range of inter-school competitions through Sheffield School

Sports and Arches School Sport Partnership.

All pupils take part in a sports day at Hillsborough Arena.



## Music

Peripatetic music teachers offer:

- Violin
- Guitar
- Brass

Children are invited to perform at end of term concerts and assemblies to showcase their skills and develop confidence in performing to an audience.

Children can enter the Sacred Heart Young Musician of the Year competition to celebrate their efforts.

All children attend a weekly singing session.

We offer whole class instrument learning for 1 year group.



## Spiritual

The Chaplaincy Team offers opportunities for all pupils to connect with one another and grow in their knowledge of the Christian faith in a fun and engaging way through Friday prayers, Adoration of the Eucharist and specific sessions during Advent and Lent.



## Extended Hours

Sacred Heart offers an after school club (ASC) and a breakfast club to support families with wrap around care. Both services are open to all pupils, and provide them with opportunities to further develop their social skills, cooperation skills and confidence.



## Residential Visits

Pupils have the opportunity to attend two residential visits during their time at Sacred Heart

Each residential is planned in order to focus on key aspects of personal development, based on the needs of the cohort, for example resilience, teamwork and independence.

Additional residential trips are targeted at disadvantaged pupils through the HAF (Holiday activities and food) programme.



## Biking Curriculum

Pupils in YR access balance bikes as part of outdoor provision.

In KS1, pupils take part in a balance bikes workshop delivered by Arches Sports Partnership.

In UKS2, pupils have the opportunity to take part in externally run Bikeability sessions to further develop their biking skills. All disadvantaged pupils are targeted first, before non-riders and then others.

Pupils also have the opportunity to take part in BMX Pump Track sessions, the aim being to learn practical life skills as well as supporting positive mental wellbeing.



# Personal Development at Sacred Heart School

## Visits and Visitors

Teachers regularly enrich the curriculum through visits and visitors.

Examples include:

- Meeting religious leaders and other people of faith
- Trips to museums, galleries and theatres.
- Library visits
- A range of sporting events in and out of school
- Meeting Emergency Service personnel
- Y6 Crucial Crew trip
- Residential visits
- Fieldtrips in the local area to support learning in Geography

## 40 Things

We have developed the '40 Things before you leave Sacred Heart' list which aims to enrich our curriculum offer with a promise for all children to have the opportunity to take part in a range of experiences. These include activities such as:

- Make a den
- Go on a residential
- Raise money for charity
- Campaign about an issue
- Represent the school
- Perform on stage

## Charity Fundraising

Pupils raise money for a range of local and national causes across the year, including:

- Cafod
- Good Shepherd
- Bethlehem Hospice Trust
- S6 Foodbank
- Sheffield Children's Hospital

As part of this work, children learn about the cause and what their donations aim to do.

Parents/carers also have the opportunity to take part in clothes swaps each year as a chance to donate outgrown school uniform and swap if for bigger sizes.

## Enterprise

Pupils have the opportunity to develop enterprise skills and work as part of a team. During Lent, each class works together to develop a fundraising activity for the Good Shepherd collection. Pupils run stalls at the Christmas and Summer Fairs as part of our 'Grow £5' initiative.

## Community Outreach

We regularly support local community organisations including

- S6 Foodbank
- Carmel Care
- Rivelin Valley Conservation Group

## Enrichment Opportunities



# Personal Development at Sacred Heart School

## School Council

The School Council is a group of pupils who meet fortnightly to work collaborative on a range of projects across school.

Pupils are selected by their classmates following an election process, which includes writing and presenting a manifesto. Current project work is focused on improving break times and lunch time. As part of this, councilors have developed their understanding of money management, democracy, rule of law, communication skills and contributing to group goals.

Addition project work includes:

- Contributing to the wider school community
- Litter picks

## Chaplaincy Team

The Chaplaincy Team support the Catholic Life of the school and support the RE lead in their role. They do this by leading prayers, planning and leading collective worship and liaising with the parish. They work towards the Faith in Action award by carrying out acts of service. They support the wider community through fundraising and awareness raising.

## Sports Leaders

Sports Leaders act as role models, raise the status of PE and Sport and help to encourage engagement. Pupils are selected based on enthusiasm, experience and as an opportunity for character development. They provide support in lessons through the delivery of sports sessions/activities and coaching, and beyond lessons such as on Sports Day. They support active breaks by setting up activities and encouraging participation.

## House Captains

House Captains are role models for their house team. They lead team activities, motivate their team to participate in school life and support during events such as sports day.

## Reading Ambassadors

Our reading ambassadors champion our reading for pleasure culture. They monitor the library, make recommendations, write reviews, and contribute to the reading for pleasure newsletter.

## Reading Buddies

Pupils in UKS2 offer support to younger pupils through Reading Buddies. Younger children get support and guidance with reading whilst older children develop skills such as volunteering, social skills, empathy, record keeping and organisation.

## YR Buddies

Pupils in UKS2 offer support to YR pupils when they first start Sacred Heart. They support them to learn and follow school routines, help them during social times, and support the formation of friendships.

## Wellbeing Team

Our wellbeing team take a lead on pupil mental health and wellbeing working alongside the Mental Health Support Team under the Healthy Minds programme.

## Pupil Leadership

# Personal Development at Sacred Heart School

## Healthy Eating

Pupils are taught about healthy eating through PE, PSHE, Science and Design Technology lessons.

This learning is reinforced at break and lunchtime through the school's approach to healthy snacks.



## Anti Bullying

Anti-bullying is addressed through our PSHE and computing curriculum, as well as through the Behaviour policy. CPOMs tracks all bullying incidents which are monitored by SLT. All incidents are then reported to the Local Academy Committee and the Trust.



## Sustainability

Pupils learn about sustainability through our geography, science and RE curriculums as well as through a focus on Care for Creation and Stewardship as part of Catholic Social Teaching.



## Drugs

Pupils learn about drugs as part of the PSHE offer in KS2. Pupils learn about prescription and illegal drugs, the affects of drug misuse including addiction and the reasons people may take drugs. Pupils also learn about the effects of peer pressure on decision making, and the develop strategies for overcoming this pressure.



## First Aid

Through PSHE lessons, as well as trips such as Crucial Crew, pupils learn basic first aid, including common injuries such as head injuries. Pupils know how to make a clear and efficient call to emergency services and understand the importance of not making hoax calls.

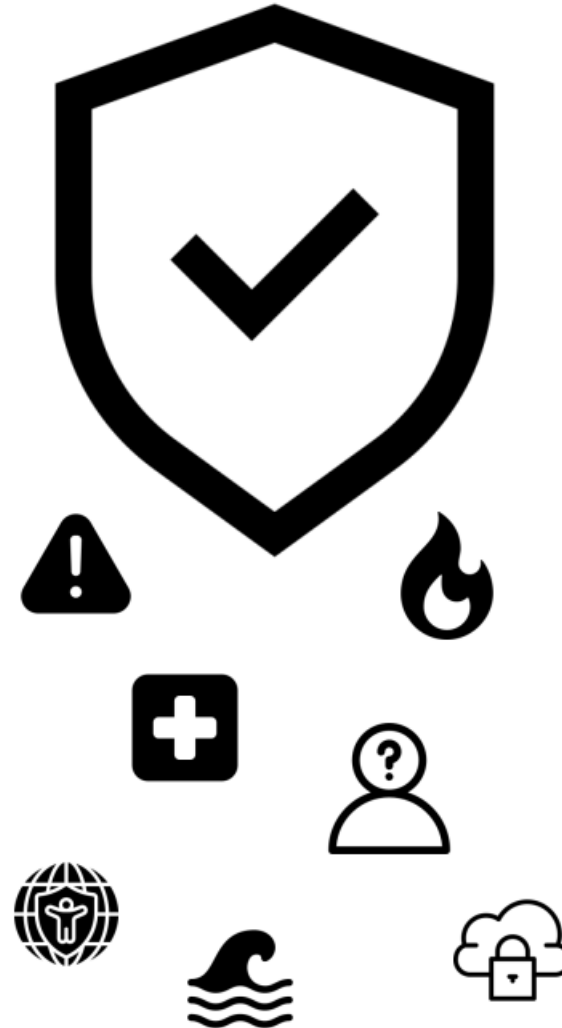


## Staying Safe

Safety is a core theme of the PSHE curriculum at Sacred Heart.

Pupils are taught about:

- Road and rail safety
- Water safety
- Hazards in the home
- Fire
- Internet safety
- Stranger danger and trusted adults
- Animal handling
- Bike safety
- Weather safety
- Healthy relationships
- First Aid
- Medicines and drugs
- Peer pressure



## Online Safety

Online safety is taught as part of the computing and PSHE offer, the aim of which is to ensure our pupils can navigate a digital world securely.

Topics include the importance of safeguarding personal information, understanding the risks associated with sharing details online, recognizing and avoiding potential online dangers, healthy and unhealthy mobile phone use, and the significance of obtaining permission from parents or guardians before engaging in online activities. Children are taught about cyberbullying, the concept of consent in online interactions, recognising and reporting inappropriate content and understanding the impact of their digital footprint. Pupils also learn about the distinction between reliable and unreliable online sources, the basics of safe browsing and searching, and the importance of creating strong passwords. Lessons often stress the significance of responsible digital behaviour, including being kind and respectful while communicating online. These teachings are designed to empower children to make informed decisions and develop critical thinking skills when using the internet.



# Personal Development at Sacred Heart School

## Equality and Inclusion

At the heart of our personal development offer at Sacred Heart is equality and inclusion. We ask ourselves regularly "How do we ensure that all our pupils benefit equally from what we offer?"

We aim to understand and reduce barriers to participation including costs, timings, and logistics. We work hard to ensure our pupils from all backgrounds feel as if they belong and are valued. We regularly review our provision so that it both suits and challenges the pupils we serve.

We use coaching circles to support personal development which involves all adults in the school being responsible for a small group of 8-12 children across year groups. Groups meet regularly which ensures that they are known well. This is a place of support, encouragement and peer mentoring. Circles create a secure base that increases the resilience of individuals and the relationships within the school.

We know that vulnerable pupils benefit from 'over-teaching' of aspects of personal development and this is built into individual plans.



# Personal Development at Sacred Heart School

## What makes personal development great at Sacred Heart?

Personal development at Sacred Heart is great for several reasons.

First and foremost, our curriculum goes beyond traditional education, embracing a holistic approach that nurtures not only **academic ability** but also **mental health and wellbeing**. We prioritize the **safety and safeguarding** of our students, instilling fundamental **British values** and promoting spiritual, moral, social, and cultural education (**SMSC**). Furthermore, we believe that personal development extends far beyond the classroom, which is why we offer a diverse range of **extra-curricular activities, outdoor pursuits**, and exciting **biking adventures**. Our **residential** and **enrichment** opportunities challenge students to expand their horizons and fuel their ambitions, providing invaluable experiences that shape their futures. **Pupil leadership** is encouraged, instilling qualities like responsibility and confidence. We also emphasize **healthy, sustainable living**, both for our students and staff, ensuring that everyone is well-equipped to thrive in an ever-changing world.

**At Sacred Heart, personal development is not just a concept but a way of life, fostering well-rounded individuals who are prepared for success in all aspects of their journey.**