

Holy Family Catholic Primary School and Nursery



Personal Development Programme

2023-2024

Personal Development at Holy Family

We aim to ensure that, over their time at Holy Family Primary, children receive a Personal Development programme that gives them the knowledge that they need to make decisions, to be resilient and to develop their character and personality. We provide these rich experiences in a coherently planned way – through our curriculum and extra-curricular activities.

We aim to prepare our children for the opportunities, responsibilities and experiences of life growing up in today's world. We recognise that our children are part of the wider British society, which is multi-cultural and multi-faith in its composition. We also understand that we have a crucial role to play in ensuring that our children become valuable and fully rounded members of society, who treat others with respect and tolerance and are fully prepared for life in modern Britain.

We aim to teach, reinforce and develop our inherent British values of Mutual Respect, Individual Liberty, Tolerance for those of different faiths and beliefs, The Rule of Law and Democracy - both within our school practices and within our curriculum coverage.

Our curriculum offer extends far beyond the academic to allow all pupils to develop in many diverse aspects of life. This is encapsulated in our Personal Development Programme.

Children leave Holy Family with the confidence to try new things and make mistakes, seeing the opportunity that lies within adversity. Our bespoke curriculum has been designed to get the best out of each and every learner. Children are resilient, hardworking and driven. They have been taught how to converse respectfully; how to value the responses offered by peers by celebrating ideas that aren't their own, and how to politely disagree, offering their own thoughts and ideas. They stretch their own thinking by asking questions of both their peers and themselves.

We believe it is our responsibility to show children that at there is a world of possibility awaiting them, outside of the school gates. We also strive to encourage a love of learning, and a metacognitive understanding of how we can best learn and self-regulate, that will continue into secondary school and beyond.

We also ensure that we teach the following key aspects of Personal Development:

Healthy & Safe Behaviours include our Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education (RSHE/Journey in Love), Physical Health, Mental Wellbeing and Wider Aspects of Safety.

Character Development includes development of children's own character and personality, our Holy Family values, children's behaviour following our Living the Values Behaviour Curriculum and wider, extra-curricular opportunities for children to engage with.

Holy Family Values and British Values includes Democracy, Rule of Law, Respect & Tolerance and Individual Liberty.

Relationships, Sex and Health Education

Our teaching of Relationships, Sex, Health Education (RSHE) is rooted in our aim to create a Christian ethos of love; an ethos of growth – personally, as a member of the Church family, and with God. Our aim is to ensure that all children 'let their light shine' now and in their future lives.

The human person, made in the image and likeness of God, underpins the approach to all education in a Catholic school. Our approach to RSE therefore reflects the Catholic Church's teaching of the human person. We will nurture human wholeness and embrace the spiritual, physical, intellectual, emotional, moral and social development of children and young people through 'Journey in Love' - an Archdiocesan recommended resource. We believe that we can promote the development of the whole child, so that children can grow in virtue, wisdom and stature, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

With an approach centred around the Gospel Values, we want all children and young people at Holy Family to have their spirituality, wellbeing, safety and emotional health enriched and supported by their experience at school. This includes promoting inclusivity within our communities, developing positive relationships, helping all children to feel safe and welcome in school and aiming to ensure that no child, young person, or family feels isolated.

At Holy Family, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Broadening our children's horizons and giving them the belief that they are capable of achieving great things drives our curriculum.

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on, and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE and RSHE curriculum gives the children the knowledge and understanding they need make informed choices and to be a positive influence in the communities to which they belong.

In addition to the statutory requirements, our PSHE curriculum also includes the strand 'Living in the Wider World'. This includes learning about economic wellbeing: ambitions, work and careers, economic wellbeing: money, media literacy and digital resilience, community and shared responsibility.

Our PSHE curriculum consists of three main strands:

- **Relationships**
- **Physical Health and Mental Wellbeing**
- **Living in the Wider World**

More information about the content of each strand and specific year group learning can be found in the PSHE curriculum section on the website document. <https://holyfamilycronton.co.uk/curriculum/pshe/>

RSHE

The Governors at Holy Family Catholic Primary School have adopted the developmental programme “A Journey in Love”. This is the recommended resource for the teaching of Relationship and Sex Education because it is compiled specifically to present a Catholic vision. In each Year group, an aspect of love is explored and developed starting from Reception to Year 6. Our pupils are encouraged to marvel at the wonder and beauty of God’s love reflected in each person under the components:

OVERVIEW of Themes

- Reception: God loves each of us in our uniqueness.
- Year 1: We meet God’s love in our family.
- Year 2: We meet God’s love in the community.
- Year 3: How we live in God’s love.
- Year 4: God loves us in our differences.
- Year 5: God loves me in my changing and development.
- Year 6: The wonder of God’s love in creating new life.

More information about the content of each strand and specific year group learning can be found in the RSHE curriculum section on the website document.

<https://holyfamilycronon.co.uk/catholic-life/relationships-and-sex-education-rse/>

Spiritual, Moral, Social and Cultural Development

Spiritual, Moral, Social and Cultural development (SMSC) is about everything we do at Holy Family Primary, to help pupils build their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports pupils to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles.

Further details can be found here <https://holyfamilycronon.co.uk/wp-content/uploads/2023/09/Spiritual-and-Moral-Development-Policy-2023.pdf>

Our provision for pupils' Spiritual, Moral, Social, Cultural and Emotional development (SMSC), builds on our values of our education. An important part of SMSC is to support our pupils to engage with British values of democracy, the rule of law, individual liberty and respect for different faiths and beliefs.

We want our pupils to be reflective about their own beliefs, but also show interest and respect for the beliefs and faiths of others. We encourage pupils to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning.

Some assume spiritual development is about religious exploration or faith, but this is not the case –the spiritual in SMSC is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Creativity and imagination is important, as is a sense of fascination, awe and wonder.

Moral Development

The moral element is largely about choices, behaviour and how you live your life. It also focuses on personal and societal values, understanding the reasons for them and acknowledging and understanding disagreements. Discussions in class or assemblies, might explore the consequences of decisions, other people's needs, and ways of learning from experience. Moral development at Holy Family Primary enables pupils to build a framework of moral values, which regulates their personal behaviour. It is also about the development of understanding of society's shared and agreed values.

Social Development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. This element of SMSC includes a significant area of personal growth, ranging from engagement with society's institutions to the skills for successful personal relationships.

Cultural Development

Cultural development is about understanding and feeling comfortable in a variety of cultures. Schools might create opportunities for pupils to experience art, theatre and travel. Valuing cultural diversity and challenging racism is important.

Our creative curriculum allow the pupils the opportunity to learn all about different lifestyles, backgrounds and beliefs other young people have.

British Values

We promote fundamental British values and mutual respect and tolerance of those with different faiths and beliefs. We reflect the religious backgrounds represented in our community in collective worship and actively promote British values, encouraging our pupils to regard people of all faiths, races and cultures with respect and tolerance.

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy. At Holy Family Primary these values are reinforced regularly and in the following ways:

Democracy

Democracy is embedded throughout our school curriculum. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our Pupil Council and regular pupil questionnaires. The elections of the Pupil Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has 3 core values – Respect, Responsibility and Resilience, which are deeply embedded in our work every day. Each class also discusses right from wrong and talks about the choices we make.

We follow a STAR behaviour code in class and children are taught from their first days in school about our behaviour expectations and why rules are in place so that every class member is able to learn in a safe and ordered environment. Our pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and PSHE lessons. Whether it is through choice of challenge; of how they record; of participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices and are encouraged to act responsibly and show initiative.

Mutual Respect

As a school that holds values at the core of its ethos, our school values and behaviour policies have evolved around Core Values such as 'Respect'. The pupils have been part of discussions and collective worship related to what this means and how it is shown. Respect is one of the values that is taught explicitly within lessons, collective worship, enabling pupils to contribute positively to the lives of those living and working in the locality of our school. It is shared with home through newsletters and website information. Adults throughout the school model, demonstrate and promote respect for others as do older children who have suitable, age related, tasks and responsibilities and this is reiterated throughout classroom and learning rules, as well as our behaviour.

Tolerance of Those with Different Faiths and Beliefs

One of our core values is Respect, which ensures tolerance of those who have different faiths and beliefs. Holy Family enhances pupils' understanding of different faiths and beliefs through focused weeks as part of the RE curriculum when children learn about different religions. Also, through PSHE work; our own Aspire/Inspire programme and welcoming visitors/organising visits, in order to celebrate differences. Beliefs, traditions and customs from around the world are studied, with visitors being invited into our school to enrich and extend understanding. Through these activities, our pupils gain an enhanced understanding of their place in a culturally diverse society and an understanding of the importance of identifying and combatting discrimination.

Personal Development Whole School Teaching

Some areas of our personal development approach are taught through subjects with their own curriculum, e.g. our PSHE/RSHE and RE curriculum, or the online safety strand of our Computing curriculum. Other aspects are taught discretely. The following table illustrates which aspects are taught through which approach.

Aspect of Enhanced Personal Development	Integrated in our wider school curriculum	Discrete personal development programme
<p style="text-align: center;">Healthy and Safe Behaviours</p> <p style="text-align: center;"><i>Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education (RSHE), Physical Health, Mental Wellbeing and Wider Aspects of Safety</i></p>	<p style="text-align: center;">Holy Family Values Expected behaviours and school rules PSHE / RSHE curriculum PE curriculum RE Curriculum Computing Curriculum – online safety strand DT – Food and Nutrition Whole-school mental health approach Outdoor Play And Learning Collective Worship Individual, ongoing subject contribution to SMSC School experiences programme, including external, residential and virtual visits</p>	<p style="text-align: center;">Zones of Regulation & Emotional Literacy curriculum Anti-bullying week – November Safer Internet Day – February NSPCC Pants NSPCC Speak Out Stay Safe Mental Health Awareness (World Bikeability Training (Y5 and Y6) NHS Tooth brushing scheme (EYFS) Daily classroom wellbeing checkins Picture News CAFOD visits Daily BBC Newsround Assembly programme</p>
<p style="text-align: center;">Character Development</p> <p style="text-align: center;"><i>Development of children’s own character and personality, our Holy Family values, children’s behaviour and wider, extra-curricular opportunities for children to engage with. Economic Understanding, Understanding Media and Technology, Spiritual</i></p>	<p style="text-align: center;">Holy Family Values Expected behaviours and school rules Behaviour and Achievement PSHE / RSHE curriculum RE Curriculum Extra-curricular clubs programme linked to curriculum with outcomes Instrument tuition programme Career links across the curriculum (STEM week) Computing curriculum – building resilience and independence</p>	<p style="text-align: center;">Safer Internet Day – February Residential Trips (Y6, Y5, Y4) Charity opportunities e.g. Comic Relief, Children In Need, CAFOD, Fair Trade, Macmillan, Food bank Economic development /Enterprise (KS2 Christmas Fair) Christmas performances & other performances (e.g Spring concert, Rejoice Assemblies,) Show Racism The Red Card Collective Worship & Assembly programme Career links – visits, speakers, virtual immersion</p>
<p style="text-align: center;">Holy Family Values & British Values <i>Democracy, Rule of Law, Respect & Tolerance, Individual Liberty. This also includes elements of citizenship.</i></p>	<p style="text-align: center;">Holy Family Values Expected behaviours and school rules Behaviour and Achievement (STAR awards) Living the Values cards PSHE / RSHE curriculum Individual, ongoing subject contribution to British Values RE Curriculum School Council and Leadership / Pupil voice</p>	<p style="text-align: center;">Holy Family assembly programme Rock Kidz workshops Picture News/ British Values assembly programme British Values discrete lessons Anit-bullying collaboration with other schools Inspire/Aspire Curriculum Black History Month Show Racism The Red Card</p>

Personal Development Programme Overview Early Years

Prime Areas of Development			
Personal, Social and Emotional Development	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Children know and respond to rules and expectations of school Children remember and use the names of key adults in their setting Separate from carer without difficulty Seek comfort from familiar adults</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Manage behaviour to meet expectations Resolve conflict without issue Oral and physical health and wellbeing Ask for help when needed Begin to understand feelings through zones of regulation</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Build relationships with peers and familiar adults Access provision independently, separating from familiar adult Resolving conflict with others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Show resilience when met with challenge Understand the effect they can have on another person through social stories</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Select resources independently dependent on need Actively take part and hold responsibilities in the classroom (milk monitor, bag monitor) Completing tasks/activities before moving on to another Revisiting oral and physical health and wellbeing Assess risk when undertaking new challenges</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing cooperative play with a larger group of children Keep play and conversations going by listening and responding to others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Use strategies developed through 'Zones of Regulation' to regulate feelings Continue to develop turn taking and sharing</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Managing toilet needs and being able to go independently Continuing to make healthy food choices when met with option Celebrate achievements across the school year and thinking about oneself in a positive manner</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing close personal friendships with a number of peers Sharing achievements with familiar adults and peers</p>

Communication and Language	<p><u>Listening, attention and understanding</u> Following instructions Listen to stories with interest and enjoyment Listen and responds when name is used</p> <p><u>Speaking</u> Learning new vocabulary through high quality texts Talk about their likes and dislikes Expressing basic needs</p>	<p><u>Listening, attention and understanding</u> Attention can switch from one task to another Begin to use and answer 5w questions (Who, what, why, when, where)</p> <p><u>Speaking</u> Using talk to organise play with peers Using talk to seek support when met with a problem Begin to talk about previous experiences and those yet to happen Begin to use microphones and walkie-talkies to communicate with others</p>	<p><u>Listening, attention and understanding</u> Active listening is developed Children keep conversation progressing by listening and responding to others. Follow instruction containing more than one part</p> <p><u>Speaking</u> Use sentences with more than 6 words Children to begin to use vocabulary they have been taught and can understand the meaning</p>
	Physical Development	<p><u>Health and safety</u> Children learning about their physical limits Assessing risk</p> <p><u>Gross motor skills</u> Balance Direction and co-ordination Fundamental movement skills (crawling, running, jumping) Dressing independently (coats)</p> <p><u>Fine motor skills</u> Using cutlery to feed themselves Holding mark making tools to make marks on paper Hand eye – Foot eye co-ordination</p>	<p><u>Gross motor skills</u> Learning to ride balance bikes and scooters Dressing independently (taking off jumpers)</p> <p><u>Fine motor skills</u> Fastening buttons and zips to promote independence when dressing</p>
Characteristics of Effective Learning			
<p><u>Playing and exploring</u> Being willing to have a go Finding out and exploring Playing with what they know</p>	<p><u>Active learning</u> Enjoying their achievements Keep on trying Being involved and concentrating</p>	<p><u>Creating and critical thinking</u> Making links Choosing ways to do things Having their own ideas</p>	

Discrete Personal Development		
Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation curriculum E- safety Anti-bullying week NSPCC Pants NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign Mental Health Awareness Project Daily classroom dashboard Assembly programme</p> <p><u>Character Development</u> Zones of Regulation/ Emotional Literacy curriculum Odd Socks Day Anti-bullying week – November Performances – Christmas Nativity/celebration Charity events e.g. Comic Relief, Children In Need Assembly programme Career links – visits, speakers, virtual immersion</p> <p><u>Holy Family Values & British Values</u> Holy Family Living the Values assemblies EYFS Picture News Programme (British Values) Black History Month study</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation curriculum Safer Internet Day NHS Tooth brushing scheme (EYFS) Assembly programme</p> <p><u>Character Development</u> Safer Internet Day – February Mother’s Day performance Charity events e.g. Comic Relief, Children In Need Assembly programme Career links – visits, speakers, virtual immersion</p> <p><u>Holy Family Values & British Values</u> Holy Family Living the Values assemblies EYFS Picture News Programme (British Values)</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation curriculum E- safety Assembly programme</p> <p><u>Character Development</u> Performances Transition events ‘Graduation’ Celebration Charity events Charity events e.g. PTFA fair Assembly programme Career links – visits, speakers, virtual immersion</p> <p><u>Holy Family Values & British Values</u> Holy Family Living the Values assemblies EYFS Picture News Programme (British Values)</p>
Mental Health and Wellbeing		
<p>Zones of Regulation/Emotional Literacy Feel Good Fridays (Last Friday of each month) Break The Rules Day World Mental Health Day</p>	<p>Zones of Regulation curriculum Children’s Mental Health Week Feel Good Fridays (Last Friday of each month) Talent Show</p>	<p>Zones of Regulation curriculum Seesaw celebrations Celebrating ‘This is Me’ books</p>

Experiences/Visits with Career Links		
Reception: Christmas Panto visit at The Brindley Nursery/Reception: Weekly Forest School sessions Reception: Visit to a Post Office in locality Nursery: Watch a virtual pantomime	Nursery / Reception: Visit from a Police Officer Reception – Visit to Imagine That Reception – STEM workshop	Nursery: Visit from a dentist and Fire Fighter Reception: Visit to Story Barn
Pupil Leadership		
Milk monitor Book bag monitor Daily timetable	Milk monitor Book bag monitor Daily timetable	Milk monitor Book bag monitor Daily timetable
Special Events/Days		
Black History Month Odd Socks Day (Anti-Bullying Week) Children In Need Diwali	Lunar New Year Easter Comic Relief Safer Internet Day	Sports Day Summer Fair Colour Run



**INSPIRE/
ASPIRE**

Holy Family Cronton

Holy Family Catholic Primary School, Cronton
















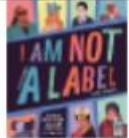








Inspire/Aspire Long Term Plan

**INSPIRE/
ASPIRE**



EYFS and KS1

Year	Autumn	Book Link	Spring	Book Link	Summer	Book Link
Nursery	David Bowie 		Nadiya Hussain 		Mo Farrah 	
Topics Explored	Gender, expression, clothes, music, space		Baking, religious identity, cooking, representation		Determination, resilience, sport, Olympics, trying our best	
Reception	Tim Peake 		Maya Angelou 		Meghan Markle 	
Topics Explored	Space travel, resilience, STEM, exploration, asking questions		Writing for pleasure, finding passions, fears, strength, resilience		Equality, fairness, kindness, resilience, fighting gender stereotyping	
Year 1	Katherine Johnson 		Floella Benjamin 		David Attenborough 	
Topics Explored	Space, resilience, asking questions, women in STEM, number skills, fulfilling dreams		Strength, resilience, Windrush generation - migrants, determination, hopes and dreams.		Sustainability, endangered animals, animal groups, making a change, responsibility	
Year 2	Ada Lovelace 		Zaha Hadid 		Freddie Mercury 	
Topics Explored	Women in STEM, equality, science, programming, determination, resilience		Women in STEM, architecture, creativity, beauty, uniqueness		Strength, determination, resilience, working hard, welcome, displacement, refugee families	

KS2						
Year	Autumn	Book Link	Spring	Book Link	Summer	Book Link
Year 3	Mary Anning 		Rose Ayling-Ellis 		Katarina Johnson Thompson 	
Topics Explored	Exploration, women in STEM, fairness, equality		Disability positivity, sign language, dancing, creativity, passions		Resilience, passion in sports, determination, representing your country	
Year 4	Malala Yousafzai 		Frida Kahlo 		Chris Packham 	
Topics Explored	Activism, equal rights for all, education for girls, respect, resilience, overcoming adversity		Women in art, disability positivity, resilience, creativity		Sustainability, conservation, caring for the world	
Year 5	Ruth Bader Ginsberg 		Stephen Hawking 		Jane Goodall 	
Topics Explored	Equality, fairness, equal rights, resilience, passion, activism		Disability rights, science, space exploration, finding your skills		Sustainability, kindness, determination, Women in STEM, endangered animals	
Year 6	Judith Kerr 		Marcus Rashford 		Jesse Owens 	
Topics Explored	WW2, writing for pleasure, telling your story, resilience, determination, refugees		Fairness, food equality, activism, using your platform		Anti-racism, WW2, equality, resilience, determination	

Holy Family Catholic Primary School and Nursery

Educational Visits and Enrichment Opportunities 2023-2024

	Autumn	Spring	Summer
Nursery	<p>Stay and Read</p> <p>Christmas Stay and Play</p> <p>Travelling farm visit</p> <p>Weekly Forest School Sessions</p> <p>Rebecca Adlington – SwimSafe Workshop and free swim sessions</p>	<p>Stay and Read</p> <p>Weekly Forest School Sessions</p> <p>Grandad Wheels – Disability Workshop</p>	<p>Stay and Read</p> <p>Weekly Forest School Sessions</p> <p>Teddy Bear’s Picnic</p> <p>Whole School Colour run</p>
Reception	<p>Reception Christmas Nativity</p> <p>Stay and Read</p> <p>Christmas Stay and Play</p> <p>The Brindley Theatre – Christmas Pantomime</p> <p>Weekly Forest School Sessions</p> <p>Rockkidz workshop</p> <p>Rebecca Adlington – SwimSafe Workshop and free swim sessions</p>	<p>Weekly Forest School Sessions</p> <p>STEM – Science Workshops (National Science Week)</p> <p>Mother’s Day Tea Party</p> <p>Community Police Officer – people who help us</p> <p>Weekly Forest School Sessions</p> <p>Imagine That! Viist (K and U links)</p> <p>Grandad Wheels – Disability Workshop</p>	<p>Class trip to the Storybarn</p> <p>Weekly Forest School Sessions</p> <p>Fire Officer visit</p> <p>Story Barn – Calderstones Park</p> <p>Whole School Colour run</p>
Year 1	<p>Norton Priory – Toys from the past (History trip)</p> <p>Stay and Read</p> <p>Year 1 and 2 Christmas Play</p> <p>The Brindley Theatre – Christmas Pantomime</p> <p>Weekly Forest School Sessions</p> <p>Rockkidz workshop</p> <p>Rebecca Adlington – SwimSafe Workshop and free swim sessions</p> <p>Rockkidz (Anti-bullying theme)</p>	<p>STEM – Science Workshops (National Science Week)</p> <p>Weekly Forest School Sessions</p> <p>Community Police Officer – people who help us</p> <p>Cronton Village Walk</p> <p>Grandad Wheels – Disability Workshop</p>	<p>PSHE related – The children will take part in Road Safety talks delivered by Knowsley LA</p> <p>Knowsley Safari Park trip.</p> <p>Father’s Day afternoon</p> <p>Weekly Forest School Sessions</p> <p>Dogs’ Trust Workshop</p> <p>Whole School Colour run</p>

<p>Year 2</p>	<p>Stay and Read</p> <p>Year 1 and 2 Christmas Play A play in a day – The Great Fire of London</p> <p>Remembrance Assembly (for parents)</p> <p>Grandparents Christmas Tea Party</p> <p>The Brindley Theatre – Christmas Pantomime</p> <p>Rockkidz workshop</p> <p>Rebecca Adlington – SwimSafe Workshop and free swim sessions</p>	<p>STEM – Science Workshops (National Science Week)</p> <p>Community Police Officer – uniform and emergency services</p> <p>Grandad Wheels – Disability Workshop</p>	<p>Road Safety Workshop</p> <p>Dogs' Trust Workshop</p> <p>Whole School Colour run</p>
<p>Year 3</p>	<p>Stay and Read</p> <p>School curriculum swimming lessons – Halewood Leisure Centre</p> <p>Tatton Park trip – The Stone Age to Iron Age</p> <p>Christmas Concert</p> <p>The Brindley Theatre – Christmas Pantomime</p> <p>Rockkidz workshop</p> <p>Enterprise event – creating and selling Christmas</p> <p>Rebecca Adlington – SwimSafe Workshop and free swim sessions</p>	<p>STEM – Science Workshops (National Science Week)</p> <p>Community Police Officer – staying safe</p> <p>Year 3 and 4 Easter play</p> <p>Online Safety play – Altru drama</p> <p>Grandad Wheels – Disability Workshop</p>	<p>Kirkby Art Gallery visit</p> <p>Dogs' Trust Workshop</p> <p>Whole School Colour run</p>
<p>Year 4</p>	<p>Stay and Read</p> <p>School curriculum swimming lessons</p> <p>Dewa Roman Discovery Centre trip – Life as a Roman</p> <p>Christmas Concert</p> <p>The Brindley Theatre – Christmas Pantomime</p> <p>Enterprise event – creating and selling Christmas</p> <p>Rockkidz workshop</p>	<p>STEM – Science Workshops (National Science Week)</p> <p>Community Police Officer – staying safe</p> <p>Year 3 and 4 Easter play</p> <p>Online Safety play – Altru drama</p> <p>Grandad Wheels – Disability Workshop</p>	<p>2 day residential at Delamere Forest</p> <p>Liverpool Metropolitan Cathedral – Joint schools choir</p> <p>Dogs' Trust Workshop</p> <p>Whole School Colour run</p>

	Rebecca Adlington – SwimSafe Workshop and free swim sessions		
Year 5	<p>Stay and Read</p> <p>School curriculum swimming lessons – Halewood Leisure Centre</p> <p>Tatton Park trip – Crime and Punishment</p> <p>Christmas Concert</p> <p>The Brindley Theatre – Christmas Pantomime</p> <p>Enterprise event – creating and selling Christmas decorations</p> <p>Bikeability – cycling workshops</p> <p>Rockkidz workshop</p> <p>Rebecca Adlington – SwimSafe Workshop and free swim sessions</p>	<p>3 day Robinwood residential</p> <p>Spring Concert at Saints Peter and Paul</p> <p>STEM – Science Workshops (National Science Week)</p> <p>Community Police Officer – Rule of Law</p> <p>Online Safety play – Altru drama</p> <p>Grandad Wheels – Disability Workshop</p>	<p>Liverpool Metropolitan Cathedral – Joint schools choir</p> <p>Community Police Officer – anti-bullying</p> <p>Chester Zoo trip</p> <p>Dogs’ Trust Workshop</p> <p>Whole School Colour run</p>
Year 6	<p>3-day Robinwood Residential Christmas Concert</p> <p>Ecumenical Service with Cronton C of E</p> <p>The Brindley Theatre – Christmas Pantomime</p> <p>Enterprise event – creating and selling Christmas decorations</p> <p>Bikeability – cycling workshops</p> <p>Rockkidz workshop</p> <p>Rebecca Adlington – SwimSafe Workshop and free swim sessions</p>	<p>Spring Concert at Saints Peter and Paul</p> <p>STEM – Science Workshops (National Science Week)</p> <p>Community Police Officer – Road Safety</p> <p>Online Safety play – Altru drama</p> <p>Grandad Wheels – Disability Workshop</p>	<p>Community Police Officer – high school preparation</p> <p>Year 6 Leavers production</p> <p>Gulliver’s World Trip (end of year celebration)</p> <p>Community Police Officer – Gangs</p> <p>Dogs’ Trust Workshop</p> <p>Whole School Colour run</p>