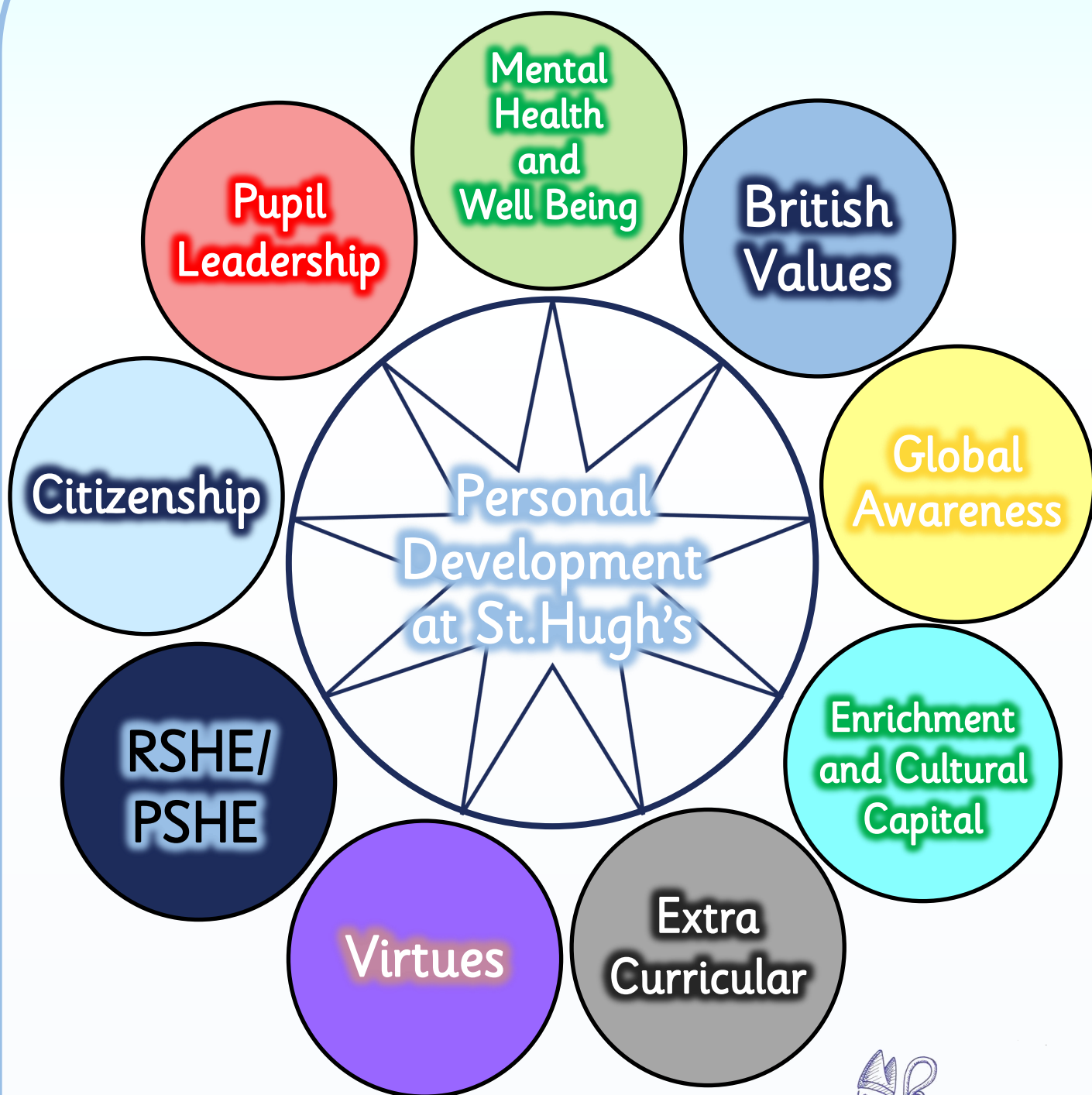


# Personal Development







## ***Mission Statement***

***'Live, Love and learn through the light of Christ'***



Our school is centred on Gospel values, we encourage our pupils to use their skills and talents for the glory of God and we ensure that we take time to give thanks each day.

At St. Hugh's we have a strong sense of community committed to the Christian values of love and respect for each other and aims to teach the children Gospel values, so that they become well rounded Individuals with both social and academic skills to empower them for the future.

***Gregory Hughes***, Head teacher



# Introduction

At St. Hugh's Catholic Voluntary Academy children receive a rich and varied education which enables them to develop socially, morally, culturally and personally.

Children have outstanding role-models in both the teaching and non teaching staff. They are encourage to challenge themselves and grow through a variety of opportunities, experiences and activities.

We hope the values and morals children learn in our care can be used and developed in their further education and instil in them virtues to take with them in their lives and future careers.





# Virtue Education

## *Intent*

A virtue is a quality of good character, character which is shaped by the performance of virtues: one honest act does not make a person honest, but a determination to be honest performed in a series of honest acts throughout one's life makes one an honest person: we are what we repeatedly do!

“Virtues to Live by”  
Guiding Principles

**To ensure children and young people are given opportunities to:**

- Experience a positive and purposeful ethos providing a sense of belonging to their school community.
- Grow in their knowledge and understanding of the virtues.
- Practise the virtues to further the call to live life to the full.
- Appreciate the connection between biblical and practical wisdom and living.
- Hear the Christian story and encounter it in practice.
- Understand their uniqueness and dignity as made in the image and likeness of God.
- Know that our limitations are also opportunities for growth.
- To notice, to reflect, to pray and to play.
- 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.



Virtues



# Implementation

We follow the “Virtues to Live by” Programme created by the Diocese of Leeds. The virtues are delivered through weekly, whole school assemblies and help shape the Celebration of the word in whole school collective worship. The ‘Virtues to Live By’ Statement is displayed clearly in classrooms and discussed when appropriate. Children are awarded the ‘Heart that Sees’ trophy - which can be given when a child has displayed living out the virtue that week.



The chosen virtues are linked to the academic year:

Autumn	Spring	Summer
Respect / Courtesy	Faith	Resilience / Perseverance
Thankfulness	Simplicity	Kindness
Hope	Love / Charity	Honesty
Patience	Forgiveness	Service

## About the Virtues to Live by logo

The logo is in the shape of a tree. This symbolises the importance of our growth in the virtues.

The trunk of the tree is Jesus and the leaves symbolise each one of us, and the eight chosen virtues:

- Faith = golden yellow
- Hope = green
- Love = red
- Justice = blue
- Solidarity = purple
- Temperance = yellow
- Courage = orange
- Practical wisdom = silver





Term	Virtue	Virtue to live by	Saints	Biblical quotes	Inspirational Quotes
Autumn 1	Solidarity / Love	Respect and Courtesy	<p>'Look for Christ our Lord in everyone then you will have respect for all.' (St. Theresa of Avila)</p>	<p>'In all things you yourself must be an example of good behaviour.' (Titus 2:7)</p> <p>'Love one another warmly as Christians, and be eager to show respect for one another.' (Romans 12:10)</p> <p>'Be kind and honest and you will live a long life; others will respect you and treat you fairly.' (Proverbs 21:21)</p> <p>'Do not use harmful words, but only helpful words, the kind that build up and provide what is needed, so that what you say will do good to those who hear you.' (Ephesians 4:29)</p>	<p>Pope Francis has often suggested three little words to families, to make daily life more beautiful. Please, thank you and sorry.</p> <p>'Respect is treating your body with the same care you would give any other valuable and irreplaceable objects.' (Cherie Carter Scott)</p> <p>'Of all the things you wear, your expression is the most important.' (Janet Lane)</p>

Virtues

Term	Virtue	Virtue to live by	Saints	Biblical quotes	Inspirational Quotes
Autumn 1	Justice	Thankfulness	<p>‘Remember the past with gratitude. Live the present with enthusiasm. Look forward to the future with confidence.’ (St. John Paul II)</p> <p>‘The secret of happiness is to live moment by moment and to thank God for what He is sending us every day in His goodness.’ (St. Gianna Beretta Molla)</p>	<p>‘Give thanks to the LORD, for he is good; his love endures forever.’ (Psalm 106:1)</p> <p>‘Devote yourselves to prayer, being watchful and thankful.’ (Colossians 4:2)</p> <p>‘I will give thanks to you, LORD, with all my heart; I will tell of all your wonderful deeds.’ (Psalm 9:1)</p>	<p>Pope Francis asked Catholics to perform a small exercise, asking themselves, in the silence of their hearts, ‘How much has God done for me? How many beautiful things has God done for me?’</p> <p>‘Every morning, when we wake up, we have twenty-four brand new hours to live. What a precious gift!’ (Thich Nhat Han)</p> <p>‘This is a wonderful day. I’ve never seen this one before.’ (Maya Angelou)</p> <p>‘In ordinary life, we hardly realise that we receive a great deal more than we give, and that it is only with gratitude that life becomes rich.’ (Dietrich Bonhoeffer)</p>

Virtues



Term	Virtue	Virtue to live by	Saints	Biblical quotes	Inspirational Quotes
Autumn 2	Hope	Hope	<p>'I plead with you never give up on hope, never doubt, never tire, and never become discouraged. Do not be afraid.' (John Paul II)</p> <p>'Pray, Hope and don't worry. Worry is useless.' (Padro Pio)</p> <p>'O soul in deepest darkness, do not despair. All is not yet lost. Come and confide in your God who is love and mercy.' (St. Faustina)</p>	<p>'Those who hope in the LORD will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' (Isaiah 40:31)</p> <p>'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' (Romans 15:13)</p> <p>'Let your hope keep you joyful, be patient in your troubles, and pray at all times.' (Romans 12:12)</p>	<p>'Live, love, believe, and with God's grace, never despair.' (Pope Francis)</p> <p>'I have a dream ...' (Martin Luther King)</p> <p>'It's always something, to know you've done the most you could. But, don't leave off hoping, or it's of no use doing anything. Hope, hope to the last!' (Nicholas Nickleby, Charles Dickens)</p>

Virtues

Term	Virtue	Virtue to live by	Saints	Biblical quotes	Inspirational Quotes
Autumn 2	Courage	Patience	<p>'Patience is the company of wisdom' (St. Augustine)</p> <p>'Patience, prayer and silence-they are what give strength to the soul.' (St. Faustina)</p> <p>'Have patience to walk with short steps.' (St. Francis de sales)</p> <p>'Let nothing disturb you, nothing frighten you. All things pass, God does not change, patience achieves everything.' (St. Theresa of Avila)</p>	<p>'Be patient and wait for the Lord to act, don't be worried about those who prosper or those who succeed in their evil plans. Don't give in to worry or anger; it only leads to trouble.' (Psalm 37:7-8)</p> <p>'With all humility and gentleness, with patience, bearing with one another in love.' (Ephesians 4:2)</p> <p>'Love is patient and kind' (1 Corinthians 13:4)</p>	<p>'When things don't go our way, we complain. But, step back for a moment, think about the patience of God the Father, embrace patience, as Jesus did. Patience is a beautiful virtue. Let us ask the Lord for it.' (Pope Francis)</p> <p>'Patience may be defined as that quality of life which makes suffering creative; and impatience as that whereby suffering becomes a destructive force.' (Robert Llewelyn)</p> <p>'God is with those who are patient and persevere.' (Islam, Qur'an 2:153)</p>

Virtues



Term	Virtue	Virtue to live by	Saints	Biblical quotes	Inspirational Quotes
Spring 1	Faith	Faith	<p>‘Trust and trust alone should lead us to love.’ (St. Therese of Lisieux)</p> <p>‘... it is the things believed not the act of believing them that is peculiar to religion.’ (Blessed John Henry Newman)</p> <p>‘I do not seek to understand in order that I may believe, but I believe in order that I may understand.’ (St. Anselm)</p>	<p>‘For we walk by faith, not by sight.’ (2 Corinthians 5:7)</p> <p>‘Jesus paid no attention to what they said, but told him, ‘Do not be afraid, only believe.’ (Mark 5:36)</p> <p>‘It is with your heart that you believe...’ (Romans 10:10)</p> <p>‘... faith working through love.’ (Galatians 5:6)</p>	<p>‘Faith is the radical trust that home has always been there and always will be there.’ (Henri J. M. Nouwen)</p> <p>‘There is underlying all that change a living power that is changeless, that holds all together, that creates, dissolves, and recreates. That informing spirit or power is God.’ (Mahatma Gandhi)</p> <p>‘I believe in Christianity as I believe that the sun has risen. Not only because I see it, but because by it I see everything else.’ (C. S. Lewis)</p>

Virtues

Term	Virtue	Virtue to live by	Saints	Biblical quotes	Inspirational Quotes
Spring 1	Temperance	Simplicity	<p>'Live simply, so others may live.' (Mother Theresa)</p> <p>'Let us love since that is what our hearts are made for' (St. Therese of Lisieux)</p>	<p>'For where your treasure is, there your heart will be also.' (Matthew 6:21)</p> <p>'Be still, and know that I am God.' (Psalm 46:10 NIV)</p> <p>'But seek first the kingdom of God and his righteousness, and all these things will be added to you.' (Matthew 6: 33)</p>	<p>'Live simply, love generously, care deeply, speak kindly and leave the rest to God.' (Ronald Regan)</p> <p>'The best things in life aren't things.' (Art Buchwald)</p>
Spring 2	Love	Love/Charity	<p>'Spread love everywhere you go. Let no one ever come to you without leaving happier.' (St. Teresa of Calcutta)</p>	<p>'This is my commandment, that you love one another as I have loved you.' (John 15:9)</p> <p>'Be completely humble and gentle; be patient, bearing with one another in love.' (Ephesians 4:2)</p> <p>'Do everything in love.' (1 Cor. 16:14)</p>	<p>'Love is the only force capable of transforming an enemy into a friend.' (Martin Luther King)</p>

Virtues



Term	Virtue	Virtue to live by	Saints	Biblical quotes	Inspirational Quotes
Spring 2	Love	Forgiveness	<p>‘God has been very gracious to me, for I never dwell upon anything wrong which a person has done, so as to remember it afterwards. If I do remember it, I always see some other virtue in that person.’ (St. Teresa of Ávila)</p>	<p>‘Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.’ (Colossians 3:13)</p> <p>‘You, Lord, are forgiving and good, abounding in love to all who call to you.’ (Psalm 86:5)</p>	<p>‘Life appears to me to be too short to be spent in nursing animosity or in registering wrongs.’ (Charlotte Brontë)</p> <p>‘Where there is forgiveness, there is God himself.’ (Adi Granth, Sikhism)</p> <p>‘Let them pardon and overlook. Would you not like that Allah should forgive you? Allah is forgiving and merciful.’ (Qur’an 24:22)</p> <p>‘If you want to see the brave, look at those who can forgive.’ (Bhagavad Gita 14:24, Hinduism)</p>

Virtues

Term	Virtue	Virtue to live by	Saints	Biblical quotes	Inspirational Quotes
Summer 1	Courage	Resilience/perseverance	<p>‘Cast yourself into the arms of God and be very sure that if he wants anything of you, he will fit you for the work and he will give you the strength.’ (St. Philip Neri)</p> <p>‘I plead with you, never give up on hope, never doubt, and never tire and never be discouraged. Be not afraid.’ (John Paul II)</p>	<p>‘O God, put a steadfast spirit within me.’ (Psalm 50:12)</p> <p>‘If we hope for what we do not see, with perseverance we wait eagerly for it.’ (Romans 8:25 )</p> <p>‘Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.’ (Galatians 6:9)</p>	<p>‘You who believe seek courage and prayer, for God is with those who are patient and persevere.’ (Qu’ran 2.153)</p> <p>‘A journey of a thousand miles must begin with a single step.’ (Taoism)</p>
Summer 1	Justice	Kindness	<p>‘Let no one ever come to you without leaving better or happier. Be the living expression of God’s kindness; kindness in your face, kindness in your eyes, kindness in your smile, kindness in your warm greeting’ (St. Teresa of Calcutta)</p>	<p>‘And be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you.’ (Ephesians 4:32)</p> <p>‘Never neglect to show kindness and to share what you have with others; for such are the sacrifices which God approves.’ (Hebrews 13:1-6)</p>	<p>‘That best portion of a good man’s life, his little, nameless, unremembered acts of kindness and of love.’ (William Wordsworth, Tintern Abbey)</p> <p>‘Those who act kindly in this world will have kindness.’ (Qur’an 39.10)</p> <p>‘We reach the immortal path only by continuous acts of kindness.’ (Buddhism)</p>

Virtues

Term	Virtue	Virtue to live by	Saints	Biblical quotes	Inspirational Quotes
Summer 2	Justice	Honesty	<p>‘A good man is not a perfect man; a good man is an honest man, faithful and unhesitatingly responsive to the voice of God in his life.’ (St. John Fisher)</p> <p>‘Honesty and transparency make you vulnerable, be honest and transparent anyway.’ (St. Therese of Calcutta)</p>	<p>‘May my goodness and honesty preserve me, because I trust in you.’ (Psalm 25:21)</p> <p>‘Therefore each of you must put off falsehood and speak truthfully to your neighbour, for we are all members of one body.’ (Ephesians 4:25)</p>	<p>‘To love truth for truth’s sake is the principal part of human perfection in this world.’ (John Locke)</p> <p>‘Let your conduct be marked by truthfulness in word, deed and thought.’ (Taittiriya Upanishad 1.11.1, Hinduism)</p>
Summer 2	Love	Service	<p>‘The fruit of love is service. The fruit of service is peace.’ (St. Teresa of Calcutta)</p> <p>‘There is nothing small in the service of God.’ (St. Francis de Sales)</p>	<p>‘Each of you should use the gifts God has given you to serve others.’ (1 Peter 4:10)</p> <p>‘Whoever wants to serve me must follow me, so that my servant will be with me where I am. And my Father will honour anyone who serves me.’ (John 12:26)</p> <p>‘Do to others as you would have them do to you.’ (Matthew 7:12)</p>	<p>‘Do not shut yourselves in your small world, but be open to others, especially the poorest and neediest, to work to improve the world in which we live. Be men and women for others, real champions in the service of others.’ (Pope Francis)</p> <p>‘Life’s most persistent and urgent question is: ‘What are you doing for others?’ (Martin Luther King)</p>

Virtues

## *Impact*

By teaching the children the acquisition and strengthening of virtues: these are the traits that sustain a well-rounded life and a thriving society.

Through the explicit teaching and fostering of these virtues within a Catholic community, here at St. Hugh's we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.



**Virtues**



# Pupil Leadership

## *Intent*

At St. Hugh's we aim to enable children to build on their existing skills and develop new ways of working with their peers. By giving children opportunities for leadership experiences, allows pupils to have their opinions heard, the chance for ownership, the responsibility to work with others and time to build relationships.

Through a variety of opportunities the children are then able to develop new personal skills such as communication, problem solving, creativity and team work skills.

The skills and traits developed will help them grow and will help them to be 'ready' to move on to secondary school, with the greater intent being to enable them to become young people who contribute a positive impact on the local communities to which they belong.



**Pupil  
Leadership**

Opportunities for leadership	EYFS	KS1	Lower KS2	Upper KS2
<b>Prayer leaders Celebration of the Word</b>	Place an object in the sacred space.	Lead school prayers. Contribute objects to the prayer space. Helps to deliver the celebration of the Word with the help of the teacher.	Lead school prayers. Keep sacred space tidy. Decide upon objects to place on sacred space. Plans and leads the celebration of the word with support from the class teacher.	Lead school prayers. Keep sacred space tidy. Set up sacred space. Plan and leads the celebration of the word independently.
<b>Mini Vinnies</b>			Plans and deliver whole school liturgical prayer. Raises awareness of global issues.  Creates opportunities for fundraising.	Plan and deliver whole school liturgical prayer.  Raises awareness of global issues.  Creates opportunities for fundraising.
<b>Classroom Helpers</b>	Daily helper. Responsible for being train driver (front of the line). Message giver. Put weather and days of the week on display. Children mark their name on the display to say they have arrived.	Hand out books and collect books, Takes messages.  Change the dates on class calendars. Collects the fruit trolley. Tidies the cloakroom.	Hand out books and collect books, Takes messages.  Change the dates on class calendars. Returns the fruit trolley . Tidies the cloakroom.  Keep bookshelves in class tidy.	Hand out books and collect books, Takes messages.  Change the dates on class calendars. Returns the fruit trolley. Tidies the cloakroom  Keep bookshelves in class tidy.
<b>School Council</b>		<b>Year 2</b> Represent their classmates on School Council. Feedback discussion at school council to classmates. Put forward class mates' thoughts at school council.	<b>Year 3 - Year 4</b> Represent their classmates on School Council. Feedback discussion at school council to classmates. Put forward class mates' thoughts at school council.	<b>Year 5 - Year 6</b> Represent their classmates on School Council. Feedback discussion at school council to classmates. Put forward class mates' thoughts at school council. Lead on school council projects.

**Pupil Leadership**

Opportunities for leadership	EYFS	KS1	Lower KS2	Upper KS2
<b>Librarians</b>				Tidy Library area. Support in returning and allocating books. Support children in finding the correct book. Scan books in and out. Identifying 'lost' books.
<b>Prefects/ Head boy and Head Girl</b>				Represents the school at events. Welcomes visitors and parents to the school. Role-Model of perfect walking and tidying communal areas.
<b>Sports leaders</b>				Supports development of PE skills in younger children.  Encourages team work and communication skills.
<b>Well being champions</b>			Quiet Lunchtime helper in the forest room.  Provides a listening ear	Quiet Lunchtime helper in the forest room.  Provides a listening ear.
<b>Playground buddies</b>		Provides a buddy for those in need.	Provides a buddy for those in need.	Provides a buddy for those in need. Run playground games for KS1 children. Act as play buddies for KS1 children.

**Pupil Leadership**

## *Impact*

We hope that by supporting other pupils the children not only learn to develop their own personal skills but gain personal satisfaction in seeing fellow pupils flourish.

### **This should lead to:**

- Pupils should like working with and talking to younger pupils.
- Pupils should be able to build good working relationships with staff.
- Pupils should be able to work well in a team.
- Pupils should want to make a lasting impact at school and be involved in decision making.
- Pupils should have good time management skills e.g. balancing commitments.
- Pupils should be polite, mature, responsible and reliable at all times.



**Pupil  
Leadership**



# RSHE and PSHE

## *Intent*

Our intention at St. Hugh's Catholic Voluntary Academy is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

We believe one of the most distinctive features of a Catholic RSHE should be emphasising the vital role that parents have as co-educators. According to the DfE guidance, an RSHE programme that is fit-for-purpose must cover a wide-range of topics relevant to the lives and experiences of young people.

As a Catholic school this should not simply be to deliver these lessons in isolation; instead they should be addressed within a wider, holistic view of the human person, one whose deepest identity and dignity is rooted in God.



RSHE/  
PSHE

# *Implementation*

At St. Hugh's Catholic Voluntary Academy RSHE is delivered through the 'Life to the Full' programme by Ten:Ten a Catholic RSHE programme. The programme is broken down into three modules.

Created and Loved by God (this explores the individual). The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Created to Love Others (this explores an individual's relationships with others) God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Created to Live in Community – local, national & global (this explores the individual's relationships with the wider world).

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.



**RSHE/  
PSHE**

	<b>Module One: Created and Loved by God</b>	<b>Module Two: Created to Love Others</b>	<b>Module Three: Created to Live in Community</b>
<b>Module Overview</b>	Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.	Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this unit explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe. This religious understanding is then applied to real-world situations relevant to the age and stage of the children.	Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In the first Unit, Religious Understanding, the story sessions help children to develop a concept of the Trinity. In subsequent sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.
<b>EYFS</b>	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.	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.

**RSHE/  
PSHE**



	<b>Module One: Created and Loved by God</b>	<b>Module Two: Created to Love Others</b>	<b>Module Three: Created to Live in Community</b>
<b>Key Stage 1</b>	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. We explore the difference between good and bad secrets. We explore teaching on physical boundaries (incorporating the PANTS resource from the NSPCC).	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. We explore the difference between good and bad secrets, We explore teaching on physical boundaries (incorporating the PANTS resource from the NSPCC).
<b>Lower Key Stage 2</b>	Understanding differences. Respecting our bodies. Strategies to support emotional wellbeing including practicing thankfulness. The development of pupils understanding of life before birth.	In the Unit 'Personal Relationships' children develop a more complex appreciation of different family structures. There are activities and strategies to help them develop healthy relationships with family and friends. They are taught simplified Cognitive Behavioural Therapy (CBT) techniques for managing thoughts, feelings and actions. In the Unit 'Keeping Safe': They will explore NSPCC resources on bullying and abuse.	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.
<b>Upper Key Stage 2</b>	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.	In the 'Personal Relationships' module - 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, 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.

**RSHE/  
PSHE**



## *Delivery*

All pupils have a weekly RSHE lesson which lasts for half an hour.

Medium term planning is given to all staff which has been developed by RSHE lead.

All year groups access topics over each half-term starting from autumn term two.

Visitors such as the Lincolnshire Mental Health Team, Lincolnshire Internet and online safety Team -"Ask Dan" and the school nurse complement our RSHE curriculum to offer additional learning.

Assemblies are planned to cover any additional sessions that would benefit the whole school.

## *Impact*

We are embracing "the challenges of creating a happy and successful adult life" by giving pupils knowledge "that will enable them to make informed decisions about their wellbeing, health and relationships (DFE Statutory Guidance).

As a Catholic school the entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God.



**RSHE/  
PSHE**

# Global awareness

## *Intent*

Our students have to know themselves and where they come from but we also encourage them to look beyond and to do this by fostering and building relationships with each other. These relationships are enriched by diversity and the richness of different cultures within our own school.

Teaching children about global issues and encouraging them to see the world through other eyes is of huge importance. It is increasingly important for children to learn about other cultures, religions and communities in order to engage and learn from people who come from a wide range of different cultures and traditions.



Global  
Awareness

## *Implementation*

Children are keen to commit to being global through fundraising events for CAFOD, HCPT and the Shepherd's Food Ministry. They enjoy creating events in school to fundraise for their own charities (e.g. British Heart foundation, Water Aid, Heart links etc.).

Visits to the Usher Art Gallery, Lincolnshire Aviation Heritage sites, Lincoln bomber command, Lincoln Mosque, Lincoln collection Museum, Lincoln cathedral and Castle help develop pupil's engagement in different cultural experiences.

The school has provided high quality texts and stories that promote equality and diversity, which allow children to explore as readers to see their own lives reflected and a window into the views of lives and stories that are different from their own.

<b>Curriculum</b>	<ul style="list-style-type: none"><li>• Visiting Lincoln Central Mosque</li><li>• International day</li><li>• Lincolnshire Day</li></ul>
<b>National initiatives</b>	<ul style="list-style-type: none"><li>• Wear Red day (Stamp out racism)</li><li>• World Book day</li><li>• Anti-Bullying week</li><li>• Laudato Si</li></ul>
<b>Visitors</b>	<ul style="list-style-type: none"><li>• Shepherd Food ministry</li><li>• CAFOD– CST Ann Neale</li><li>• Sunita– Hindu Experience</li></ul>
<b>Giving to others</b>	<ul style="list-style-type: none"><li>• CAFOD—Be Bright day</li><li>• Mission Together</li><li>• Shepherd's Food Ministry</li><li>• Lincoln United Hospitals Trust</li><li>• Lincoln Christmas Sacks</li><li>• HCPT</li></ul>

**Global  
Awareness**

## *Impact*

By developing global awareness in our students, we enhance their cultural competence, critical thinking skills, and empathy. Teaching global awareness prepares our students for a globalized world and equips them with the skills and knowledge to navigate diverse environments.

### **We hope that at St. Hugh's children can:**

- Use their knowledge about different cultures and communities from around the world enables them to show respect for others' beliefs and traditions.
- Recognise that they are part of an interconnected society in which they have to live and that they integrate in harmony within different community to promote care for others.
- Have a good understanding of the current issues which people face both within their own community and beyond, and show an understanding of the different ways these issues can be addressed.
- Understand why sustainability matters and ways to support local and global efforts to benefit poor communities and end injustice and poverty.

Global  
Awareness





# British Values

St. Hugh's Catholic Primary Academy School has a particular distinctiveness in that it seeks to represent the Gospel teachings of Jesus Christ and the teaching of the Catholic Church, as we strive to develop the talents of every member of our community.

We are a school actively in union with our community that embraces and champions the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

## *Intent*

**St. Hugh's Catholic Primary Academy School aims to promote high achievement and learning for life by working with pupils:**

- To deepen their knowledge, understanding and love of God and his creation.
- To engender a spirit of independence and self-motivation, thus promoting self-esteem and to encourage personal responsibility for actions.
- To provide for each child a wide, balanced curriculum of high quality, appropriate to individual needs and fulfilling the requirements of the National Curriculum.
- To develop independent, enquiring minds and an enjoyment of learning.
- To achieve the highest possible personal standards in all areas of the curriculum.

A circular logo with a blue background and a black border. The words "British Values" are written in white, bold, sans-serif font, stacked vertically.

**British  
Values**



## *Implementation*

**St. Hugh's Catholic Primary Academy School believes that each child will succeed by the school:**

- Working with parents and parishes to give the children in our care a knowledge of their faith and to guide them in the practice of their faith.
- Encouraging the growth of a community based upon gospel values, where each member has the opportunity to explore their faith.
- Providing an environment where each child is valued as an individual and has the opportunity to develop to their full potential.
- Developing a community where every members' needs, talents and qualities are appreciated.
- Encouraging the development of a professional, motivated and mutually supportive staff who hold high expectations of our pupils.
- Setting and maintaining high standards of discipline, courtesy and general moral values which allow the whole school community to function effectively. Our aim is that each child can, in due course, take on a responsible role in society.
- Providing a non-sexist, non-racist atmosphere which engenders tolerance and respect for other races, religions and life-styles.
- Fostering links between home, school and parishes for the benefit of our children.

A circular logo with a blue background and a black border. The words "British Values" are written in a bold, white, sans-serif font, stacked vertically.

**British  
Values**

At St.Hugh's we believe in ...



Everyone showing respect by following the path of Jesus.

At St.Hugh's we believe in ...



Everyone upholds the values and policies of our Catholic school.

At St.Hugh's we believe in ...



Everyone being free to express themselves and share their talents.

At St.Hugh's we believe in ...



Everyone showing respect to others whose faiths and beliefs may differ to your own.

At St.Hugh's we believe in ...



Everyone has equal rights to voice their opinions and ideas.

## *Impact*

At St. Hugh's we see British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate. They help us to challenge prejudice and stereotyping, whilst

strengthening relationships within our local community.

### **We hope through education our pupils:**

- Understand how citizens can influence decision-making through the democratic process
  - Are secure in their values and beliefs and respect others
  - Have a sense of worth, purpose and personal identity
  - Can challenge injustice
  - Relate to others and form good relationships
  - Understand the importance of identifying and combatting discrimination.

**British  
Values**

# **Citizenship**

## *Intent*

We aim to set children up for the rest of their lives and help them grow into responsible citizens who understand and support a variety of cultural differences.

Citizenship is highlighted as a huge part of school life and through starting this implementation as soon as they start school, it allows the children to develop these skills and have a secure understanding of how to make positive difference in the lives of others.

## *Implementation*

At St. Hugh's we help children understand their rights and responsibilities within society and also recognising and accepting multicultural societies. We give the children lots of opportunities to see things from another person's point of view and there are opportunities to take part in class debates.

Children also given responsibilities within their own classrooms and understanding of how everyone's contribution plays a role in the collective success with a class.

## *Impact*

We hope that through the explicit teaching of citizenship skills, pupils are nurtured into becoming community-spirited young people. The citizenship experiences children encounter whilst at St. Hugh's will help them to develop practical and social skills they can use in the future.

We hope that by volunteering and learn about citizenship they become better at negotiating, appreciating diverse points of view, managing their feelings, and working alongside others in order for them to become citizens who rally for a more socially just and inclusive world for future generations.



**Citizenship**

<b>EYFS and KS1</b>	<ul style="list-style-type: none"> <li>• Voting for story time - each morning the class vote on a book to read at the end of the day.</li> <li>• Children can talk about how they feel in circle time.</li> <li>• Promoting turn taking in all activities across the provision and curriculum.</li> <li>• Tidy up time - promoting resilience, care for the environment and accuracy.</li> </ul>
<b>Whole school</b>	<ul style="list-style-type: none"> <li>• Classroom based pupil responsibilities.</li> <li>• School council, prefects and Head boy/ Head Girl.</li> <li>• Catholic virtues are embedded more into the classroom.</li> <li>• Children are given the 'Heart that Sees' trophy' which recognises a positive contribution to school Life.</li> <li>• Children vote for School Council members and class novels.</li> <li>• Class charter - displays class rules and good character traits.</li> <li>• Donations for Charity fundraisers and promoting global issues.</li> <li>• Catholic Social teaching experiences - posting cards to neighbours, foodbank collections, toy donations, positive messages to the local community.</li> <li>• Learning about protected characteristics, equality, rights and responsibilities through resources and books leading to class discussions and debates promoting oracy in the classroom.</li> </ul>
<b>TEN:TEN</b>	<ul style="list-style-type: none"> <li>• Ten:Ten is a Christian educational resource used to teach RSHE. During these lessons, all children in the school learn the importance of being aware of the society around us and also about cultural difference and awareness of different global communities. Children are encouraged to listen and challenge opinions and make informed decisions by thinking about both perspectives.</li> </ul>

**Citizenship**

## Extra-Curricular *Intent*

Extra-curricular activities provide the opportunity for children to be socially mobile, visiting places they may not get the chance to typically. Children's experiences of their local area are heightened through extra-curricular activities and they develop a sense of belonging and ownership of their learning.

Having a wide range of after school clubs allows children's oracy is development through the use giving and following instructions , using subject familiar language and guiding team mates through strong communication and direction.

We aim for children at St. Hugh's Catholic Voluntary Academy to have opportunities to develop life skills, leadership skills and participate in competitive sports through our wider curriculum opportunities throughout the academic year.

## *Implementation*

Throughout their time at St. Hugh's Catholic Voluntary Academy children have the opportunity to participate in a variety of extra-curricular activities which allows them to further develop skills and knowledge across the curriculum.



**Extra  
Curricular**



## After school activities:

- Girls football/ Boys football– Mr Gosling/ Mr Hughes
- Netball (mixed teams)- Miss Blood
- Sports leaders - Premier Education Training
- Multi-sports activities for KS1- Premier Education
- Mixed Football Club - Lincoln City Foundation
- Art Club - Mrs Rutherford
- Junior Choir - Mr Ballard
- Infant Choir - Mrs Garcia
- Mini Vinnies and Infant Prayer club - Mrs Pallister
- Junior Prayer club - Miss Webster
- Technology Club - Mrs Cook
- Peripatetic Music (Violin, Guitar and piano)

## School Trips:

<b>EYFS</b>	<ul style="list-style-type: none"><li>• SSPP church, Rand farm, Lincolnshire Transport Museum</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Woodside Wildlife park, Lincoln Castle, Lincoln Bailgate, St. Hugh's Church</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Lincoln Castle, Lincoln Bailgate</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• The Deep, Bradgate Park, Cresswell Crag</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Romans Lincoln trip, Yorkshire Wildlife park, Bradgate Park</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Ampleforth, Snipedale Rivers trip, Lincolnshire Day @ Lincolnshire showground</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• Snipedale Rivers trip, Contruction day @ Lincolnshire showground</li><li>• Lincolnshire Aviation Heritage Centre, International Bomber command Centre.</li></ul>

**Extra  
Curricular**

## *Impact*

Extra-curricular activities help the children to develop many lifelong skills such as resilience, teamwork, leadership, ownership and responsibility. It allows children to thrive outside of academic subjects by boosting young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.

We hope by offering such a wide range of extra-curricular activities children from St. Hugh's confidently take on personal challenges in the future secure in the knowledge their previous experiences and skills can support them.



**Extra  
Curricular**

# Enrichment and cultural capital

## *Intent*

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

At St. Hugh's enrichment activities and opportunities help children achieve goals, become successful and give children the desire to aspire and achieve social mobility whatever their starting point. Children benefit from a broad curriculum that builds on what they understand and know already. We plan activities and experiences to allow our children to develop their passions and individual talents across a range of areas.

We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.



Enrichment  
and Cultural  
Capital

# Implementation

	Whole school	EYFS	Year 1/2	Year 3/4	Year 5/6
Spiritual development	<p>Daily collective worship led either whole school or in class.</p> <p>Daily prayer times Reflection areas in every classroom. Prayer leaders whole school celebration of the Word.</p> <p>Whole school Masses and adoration. Advent service in school. Stations of the Cross.</p> <p>Spontaneous prayer boxes at lunchtimes. Resilience and Mindfulness workshops as part of Children's Mental health week.</p>	<p>The focus on child-initiated learning encourages the development of creativity and imagination and promotes enjoyment of learning.</p> <p>RE lessons using understanding Christianity.</p> <p>A wide range of festivals are celebrated, particularly when they reflect the cultures of the children. Nativity play.</p> <p>Visit to SSPP Parish.</p>	<p>Visit to St. Hugh's Parish. Adoration. Visit from Sunita 'The Hindu experience'.</p>	<p>School choir Advent service at St. Hugh's Parish.</p> <p>Easter Play. Adoration.</p> <p>Visit Lincoln Mosque.</p> <p>Visit from Sunita 'The Hindu experience'.</p>	<p>School choir. Advent service At St. Hugh's Parish.</p> <p>Adoration. Lenten. Confessions.</p> <p>Visit Lincoln Mosque.</p> <p>Spontaneous prayer boxes reading scripture for KS1.</p> <p>Visit from Sunita 'The Hindu experience'.</p>
Moral development	<p>Virtues to Live by at St. Hugh's - Virtue focus every three weeks.</p> <p>Saints who lived virtuous lives focus. Democratically elected school council.</p>	<p>Adults support the children to achieve their PSED next steps.</p> <p>'Heart that Sees' award to children living out the virtue.</p>	<p>Adults support the children to achieve Virtue to live by.</p> <p>'Heart that Sees' award to children living out the virtue.</p>	<p>Greater independence. Children to achieve Virtue to live by and explain how they see the virtue in others.</p> <p>Children nominate their peers for the 'Heart that Sees' award.</p>	<p>Children to achieve Virtue to live by and are role-models through prefects, sports leaders, well-being champions.</p> <p>Children nominate their peers for the 'Heart that Sees' award.</p>

Enrichment  
and Cultural  
Capital



	Whole school	EYFS	Year 1/2	Year 3/4	Year 5/6
Cultural development	<p>Visit and support from Mr Ogunyemi and the work of Shepherd Food Ministries in Nigeria.</p> <p>School choir - songs from other cultures.</p> <p>Range of reading materials reflecting and mirroring different cultures.</p> <p>Cinema visits. Theatre company - 'Image theatre'.</p> <p>Visiting authors and poets Luke Temple, Ian Bland.</p> <p>Visiting musicians – Harpist, samba drumming workshops.</p>	<p>Lincolnshire day.</p> <p>All about me day.</p> <p>Festivals and celebrations day.</p> <p>International language and culture day.</p>	<p>Lincolnshire day.</p> <p>Visit Lincoln Castle.</p> <p>Visit Lincoln uphill - tourism focus.</p> <p>International language and culture day.</p>	<p>Lincolnshire day.</p> <p>Visits to Lincoln Romans walk.</p> <p>International language and culture day.</p>	<p>Lincolnshire day.</p> <p>Upper KS2 Summer Production.</p> <p>Visits to Aviation heritage. Construction day.</p> <p>Lincolnshire day @Lincoln showground. International Bomber Command Centre.</p> <p>Ampleforth residential.</p> <p>International language and culture day.</p>
Social development	<p>House system led by house captains who take responsibility for organising sports day and merit awards. Participate in sports with outside agencies - Premier Education and Lincoln City sports education Regular trips to local area.</p> <p>Extensive range of extracurricular clubs ( Art, Dance, infant choir, junior choir, prayer club, netball, football)</p> <p>Charity fundraising - Mini Vinnies.</p>	<p>Premier education balance bikes.</p> <p>Lincoln City Foundation - Multisport.</p>	<p>Cricket 'Chance to shine'</p> <p>Premier education Gymnastics.</p>	<p>Year 4 Festival event</p> <p>Girls football - Premier League Primary stars.</p> <p>Boys football Playground buddies.</p>	<p>Girls football - Premier league Primary stars</p> <p>Boys football -Lincoln City Football Foundation.</p> <p>Netball (mixed teams).</p> <p>Sports leaders - Premier education.</p> <p>Multi-sports activities for KS1.</p> <p>Well being champions.</p> <p>Playground buddies.</p>

**Enrichment  
and Cultural  
Capital**

## *Impact*

We hope that we foster an environment where everyone feels welcome. At St. Hugh's we are strengthened by our difference and by learning about others and embracing diversity they start their own journey of self - discovery and personal development.

We hope that when they move onto the next stage in their education they leave with the knowledge and confidence that with hard work and dedication they can achieve any goal that they set for themselves. They will aspire to make the most of their lives and have a strong knowledge of what the world has to offer them.



Enrichment  
and Cultural  
Capital

# Mental Health and Well-being

## *Intent*

At St. Hugh's we recognise that each and every child is made perfectly in the image of God. We care for and prioritise not only children's education but also the Spiritual, Social, Emotional, Mental Health and Wellbeing of our whole school community. We take a whole school approach to promoting positive mental health, aiming to help children become happy and successful and to work in a pro-active way to avoid problems arising by learning coping strategies.

Developing crucial life skills such as resilience, confidence and self-esteem enhances children's ability to make choices and enables them to engage with their learning through their school life and beyond in a positive manner.

St. Hugh's strives to provide the children with opportunities to develop further knowledge of how to care for themselves physically and mentally through the curriculum set and through additional opportunities to draw awareness to the importance of looking after ourselves and be proud of their achievements. This can be done through dedicated assemblies, workshops and curriculum time.

The appointment of a School Mental Health Lead, Schools Mental Health Team and Well-being Champions demonstrates our commitment and dedication to creating a happy holistic child.

Mental  
Health  
and  
Well Being



# Implementation

We offer positive mental health and well-being through the curriculum and dedicated extra-curricular opportunities. The knowledge and skills they require in order to become healthy and responsible citizens is taught through specific lessons in PSHE/RSHE or "Life to the Full", in additions to our RE curriculum and in other subjects such as Science and PE.

The creation of a Mental Health Hub or Forest Room has been designed in order to cater for those who require additional help acquiring the skills needed to help make careful and informed choices. In addition to supporting the pupils in school St. Hugh's actively works alongside the MHST who regularly provide drop in sessions and workshops for parents.

**Please find below the opportunities available to the pupils:**

<b>EYFS</b>	<ul style="list-style-type: none"><li>• Through EYFS daily opportunities to work to adults to regulate emotions, promote independence.</li><li>• Circle times - promotion of discussions of feelings and awareness of others.</li><li>• Regular contact with parents to promote and celebrate achievements.</li><li>• Heart that Sees- celebration of children's achievements and those following and living by virtues.</li><li>• Head teacher's Award</li><li>• Class dojos - awarded for good behaviour, all achievements in class.</li><li>• Outdoor learning opportunities.</li><li>• Regular PE sessions.</li><li>• Prayer time/ Liturgy - opportunities for reflection.</li><li>• Choice of clubs.</li></ul>
<b>KS1</b>	<ul style="list-style-type: none"><li>• Heart that Sees and Head teacher's Awards</li><li>• Class Dojos</li><li>• Lego Therapy</li><li>• Reflection/Liturgies</li><li>• Regular PE sessions</li><li>• Opportunities to represent school through music and drama</li><li>• Choice of clubs</li><li>• Feelings fans</li></ul>

**Mental  
Health  
and  
Well Being**



<b>LKS2</b>	<ul style="list-style-type: none"> <li>• House points</li> <li>• Heart that Sees and Head teacher's Awards</li> <li>• Reflection/Liturgies</li> <li>• Lego Therapy</li> <li>• ELSA</li> <li>• Quiet club at lunchtimes</li> <li>• Regular PE sessions</li> <li>• Opportunities to represent school through sports, music and drama</li> <li>• Choice of clubs</li> <li>• Feelings fans</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>• House points</li> <li>• Heart that Sees and Head teacher's Award</li> <li>• Reflection/Liturgies</li> <li>• Lego therapy</li> <li>• ELSA</li> <li>• Quiet club at lunchtimes</li> <li>• Regular PE sessions</li> <li>• Opportunities to represent school through sports, music and drama</li> <li>• Choice of clubs</li> <li>• Feelings fans</li> <li>• Y6 Transition workshops/Taster days</li> <li>• Leavers assemblies</li> </ul>
<b>Whole School</b>	<ul style="list-style-type: none"> <li>• Follow "Life to the Full" for PSHE and RSHE</li> <li>• Inclusive of all ethos</li> <li>• Designated Mental Health Hub "Forest Room"</li> <li>• Worry box in Forest Room</li> <li>• Regulations of emotions workshops available to parents/pupils</li> <li>• Dedicated Anti-Bullying week</li> <li>• Dedicated Children's Mental Health Week</li> <li>• Pupil referrals to MHST</li> <li>• Parent drop in sessions with MHST</li> <li>• Dedicated Schools Mental Health Team - Youth Mental Health First Aider</li> <li>• Well being Champions to support and assist other children where necessary</li> <li>• Sensory circuits</li> <li>• Additional workshops e.g. Lincoln City Football Y3 Healthy Eating, Lincs Partnership Positive boundaries</li> <li>• Head teacher's award</li> <li>• Heart that Sees award</li> </ul>

**Mental  
Health  
and  
Well Being**

## School's Mental Health Team



## *Impact*

Children at St. Hugh's are content and view school as a safe and secure environment. Children are happy to attend school and know who they can speak to if difficulties arrive. Through the knowledge and skills they gain and the understanding children develop they are able to tackle and make informed choices about their own physical and mental well being. They can recognise and decide what is good physical and mental well being and strategies that will help them enhance this further.



Mental  
Health  
and  
Well Being