

Grace Mary Primary School
Personal Development Programme
2025/2026



Learning and growing together, hand in hand

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Our vision

At Grace Mary, we believe that every child should be given the opportunity to reach their full potential based on their starting points and individual circumstances. We offer a warm, friendly atmosphere where the children & staff can feel happy and secure and where they can grow in independence and confidence. We make the school a stimulating place, which generates enthusiasm and encourages positive progress and good attitude to learning. We foster a culture which develops social skills and self-awareness, while placing equal value in strong communication and cultural sensitivity. We continually strive to achieve the school aims by giving learners a high-quality education to raise standards of attainment across all ability ranges so the pupils achieve their very best enabling everyone to aspire.

Our Values

Respect	Aspiration	Honesty	Kindness	Determination	Healthy
<ul style="list-style-type: none">• EVERYONE is important and special.• Show PRIDE in our school.• Consideration for each other's FEELINGS, RIGHTS and BELIEFS	<ul style="list-style-type: none">• AMBITION to achieve excellence.• CHALLENGE and MOTIVATE self to be the best we can be.• BELIEVE in ourselves.	<ul style="list-style-type: none">• COURAGE to tell the truth.• Share honestly how you feel.• voice our opinions in a THOUGHTFUL way.	<ul style="list-style-type: none">• Show COMPASSION and CARE towards others.• Speak out and lend each other a helping hand, trust• To always show ACCEPTANCE and be FRIENDLY.	<ul style="list-style-type: none">• Try your best and never give up, PERSEVERE.• Always use a 'GROWTH MINDSET' anything is possible• Be BRAVE and prepared to make mistakes	<ul style="list-style-type: none">• Be PATIENT, show self-control.• Be as PHYSICALLY fit as you can be.• Lending each other a HELPING HAND.

British Values at Grace Mary Primary

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 reinforce 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 Grace Mary 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. This is evident within all lessons where pupils are encouraged to ‘track’ their peers and respond respectfully to their ideas. Pupils also have the opportunity to air their opinions and ideas through our class ambassadors and regular pupil questionnaires.

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 high expectations for behaviour, which are deeply embedded in our work every day and taught to the children through our behaviour curriculum. Our pupils are taught our school values and what they look like in practice which is progressive across phases. These values are interweaved throughout our curriculum. They are taught the 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. Pupils are given choice on extra- curricular activities, choice on texts to read, choice on lunchtime 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

Our core value of Respect ensures an inclusive environment for all and an appreciation for all faiths and beliefs. Grace Mary Primary School enhances pupils' understanding of different faiths and beliefs through Religious Education studies; PSHE work; assemblies and visits to places of worship.

Year group	Place of worship visited
1	Local church
2	Sikh Gurdwara
3	Hindu Temple
4	Islamic Centre
5	Church of England
6	Jewish Synagogue

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

Protected Characteristics

What do we do in school to protect these characteristics?

In UK primary schools, "protected characteristics" refer to the nine legally protected attributes under the Equality Act 2010 that schools cannot discriminate against pupils for. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Schools have a legal duty to promote equality and tackle discrimination based on these characteristics, ensuring all students receive equal opportunities and resources.

We believe in our school values and demonstrate them throughout our school

- Everyone is welcome in our school
- Everyone can take part in our clubs
- We help people if they have a disability
- We have assemblies that teach us about equality and diversity
- Everyone has a voice
- We have lots of diverse, informative books
- We respect our visitors
- Everyone is different, and we celebrate everyone!



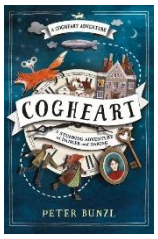
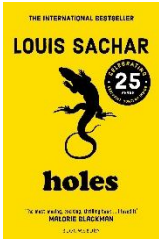
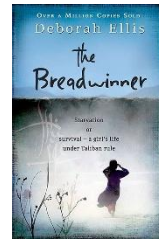
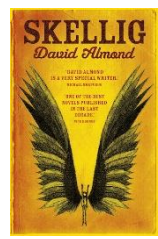
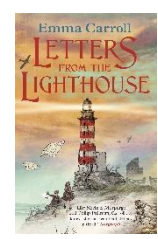

How are our school values, British values and protected characteristics taught through our core texts?

Year 6

Values- aspiration, determination, respect, healthy, kindness, honesty

British values- liberty, tolerance, mutual respect, democracy, rule of law

Protected characteristics- age, disability, gender reassignment, marriage, pregnancy, race, religious beliefs, gender, sexual orientation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Cogheart	Holes	The Breadwinner	Skellig	Letters from the Lighthouse	Earth Heroes
						
School value/s	Determination	Determination	Respect Determination	Honesty	Kindness	Respect Healthy
British value		Rule of law Democracy	Tolerance Mutual respect Liberty		Rule of law, Liberty Tolerance	
Protected characteristic			Race Gender Religious beliefs		Religious beliefs	

Year 5

Values- aspiration, determination, respect, healthy, kindness, honesty

British values- liberty, tolerance, mutual respect, democracy, rule of law

Protected characteristics- age, disability, gender reassignment, marriage, pregnancy, race, religious beliefs, gender, sexual orientation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	The boy at the back of the class	Beowulf	Chronicles of Narnia	The Nowhere Emporium	Wonder	Street Child
						
School value/s	Respect kindness	Determination Respect	Determination Honesty	Aspiration Kindness	Aspiration Kindness	Determination Healthy
British value	Rule of Law Tolerance	Liberty	Democracy Rule of Law	Mutual Respect Tolerance	Mutual Respect Tolerance	Rule of Law Liberty
Protected characteristic	Age Race Religious Beliefs		Age	Age	Age Disability	Age

Year 4

Values- aspiration, determination, respect, healthy, kindness, honesty

British values- liberty, tolerance, mutual respect, democracy, rule of law

Protected characteristics- Age, disability, gender reassignment, marriage, pregnancy, race, religious beliefs, gender, sexual orientation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	The Firework Maker's Daughter	Perry Angel's Suitcase	Michael Morpurgo	Raven Boy	Why the Whales Came	Alice in Wonderland
						
School value/s	Determination aspiration	Kindness Honesty	Determination Kindness	Determination Respect	Kindness Honesty	Resilience
British value		Mutual Respect Tolerance Liberty		Rule of Law Democracy	Tolerance	
Protected characteristic		Age				

Year 3

Values- aspiration, determination, respect, healthy, kindness, honesty

British values- liberty, tolerance, mutual respect, democracy, rule of law

Protected characteristics- Age, disability, gender reassignment, marriage, pregnancy, race, religious beliefs, gender, sexual orientation

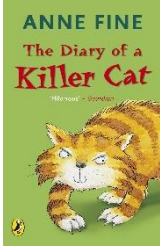
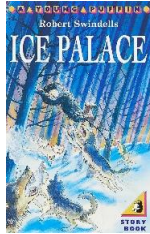
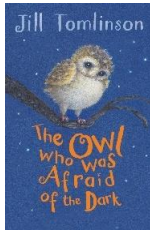

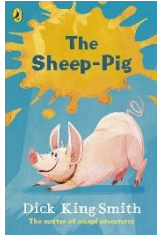
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Cat Tales 	The Iron Man 	Stig of the Dump 	Charlotte's Web 	Varjak Paw 	Stitch Head 
School value/s	Kindness Honesty	Respect Determination Aspiration	Determination	Kindness Respect Aspiration Determination	Aspiration Determination Respect	Respect Determination
British value	Mutual Respect	Mutual Respect			Rule of law Democracy Liberty	
Protected characteristic	Disability				Race	

Year 2

Values- aspiration, determination, respect, healthy, kindness, honesty

British values- liberty, tolerance, mutual respect, democracy, rule of law

Protected characteristics- Age, disability, gender reassignment, marriage, pregnancy, race, religious beliefs, gender, sexual orientation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Diary of a Killer Cat	Ice Palace	The Owl who was Afraid of the dark	The Hundred Mile an Hour Dog	The Nothing to see here Hotel	Sheep Pig
						
School value/s	Honesty	Determination	Determination Honesty	Determination Kindness	Respect Kindness	Kindness Respect Determination
British value		Mutual Respect			Tolerance	Liberty
Protected characteristic						

Year 1

Values- aspiration, determination, respect, healthy, kindness, honesty

British values- liberty, tolerance, mutual respect, democracy, rule of law

Protected characteristics- Age, disability, gender reassignment, marriage, pregnancy, race, religious beliefs, gender, sexual orientation

	Autumn 1	Autumn 2
Core text	The way back home {transition unit} Seasons (information text) (Nonfiction unit)	A house that once was Our trip to the woods (Recount) (nonfiction)
School value/s	Determination, kindness, honesty	Honesty, kindness, aspiration
British value	Mutual respect	Rule of law
Protected characteristic	Age	Race, gender, marriage

	Spring 1	Spring 2
Core text	The Queen's Hat On safari (travel journal) (nonfiction)	Storm Whale Grandma Bird (letter)
School value/s	Determination	Honesty, Kindness, Respect
British value	Democracy, rule of law	Mutal respect, Tolerance
Protected characteristic		Marriage, Age

	Summer 1	Summer 2
Core text	If all the world were How to grow a unicorn- instructions (non-fiction)	Bear and the Piano Bold Women in Black history (non-fiction)
School value/s	Kindness, respect, healthy	Kindness, respect, honesty, determination, aspiration
British value	Tolerance	Mutual respect, democracy, rule of law
Protected characteristic	Age, Disability	Race, religion

How are our school values, British values and protected characteristics taught through our wider curriculum?

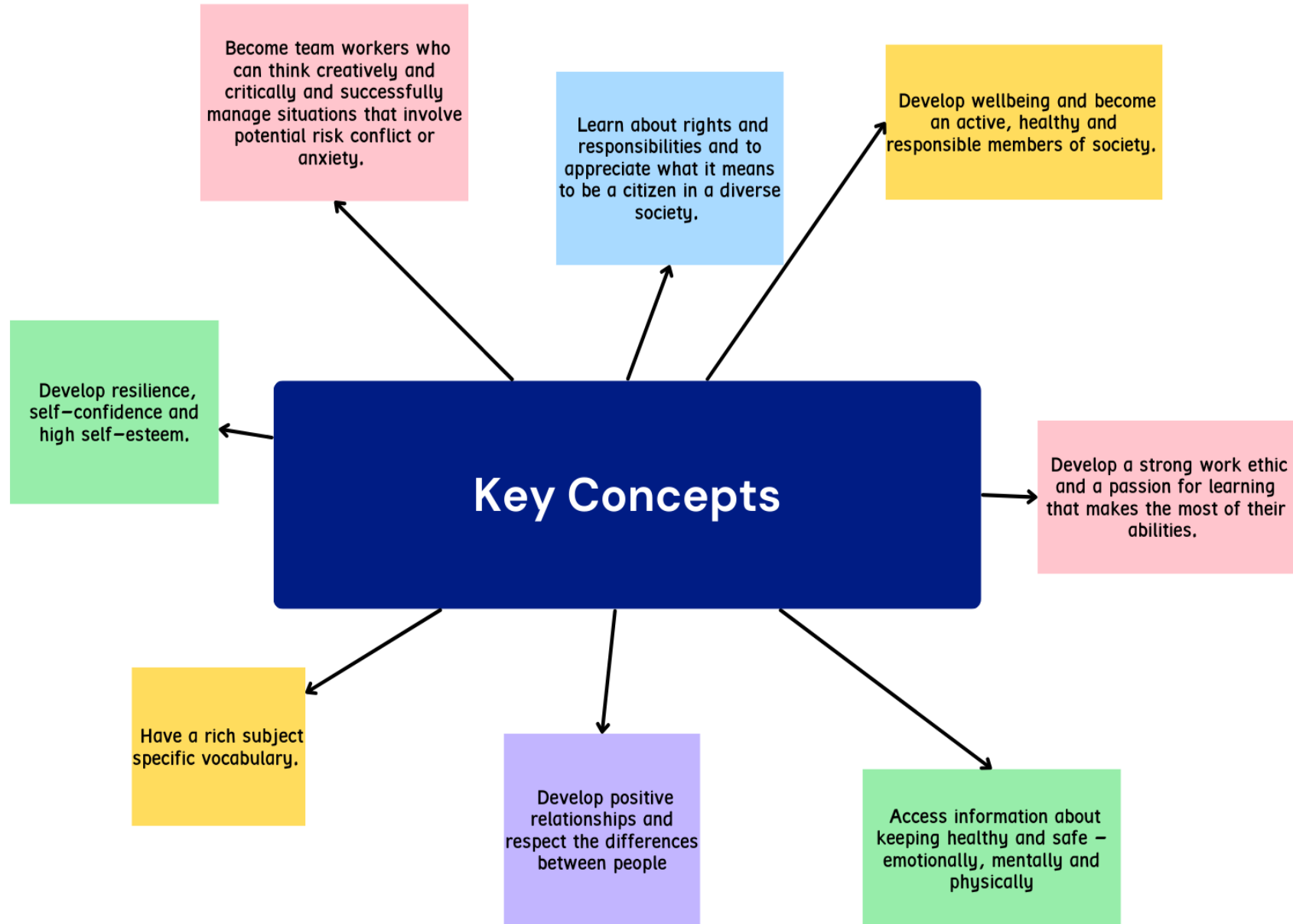
Humanities 2024/2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Where we live- Tividale and Sandwell Respect	History of Shopping	The UK Respect	History of Transport Aspiration Determination	Continents of the World Respect	History of Communication
Year 2	Great Fire of London Determination Rule of Law	Water, Weather and Climate	History of nursing Determination Kindness Gender	Maps	Contrasting UK country study- Kenya Respect Race	Local history
Year 3	Prehistoric Britain Stone Age Determination	Local Fieldwork study Respect Kindness Mutual Respect	Prehistoric Britain Iron Age to Bronze Age Determination	The UK Respect	Ancient Egypt Aspiration Rule of Law Religious Beliefs	Earthquakes and Volcanoes
Year 4	Roman Britain Aspiration Determination Liberty Rule of Law	Rivers Respect Healthy Mutual Respect Religious Beliefs	Ancient Greece Aspiration, Determination, Democracy, Rule of Law Religious Beliefs	South America- Respect	Anglo Saxons and Scots Determination Rule of law	Energy Respect Honesty
Year 5	Vikings and Anglo-Saxon struggles Determination Rule of law Religious Beliefs	Italy	Early Islamic Civilisation Aspiration Mutual Respect Religious Beliefs	Local fieldwork study Respect Mutual respect	Local history study-linked to The Industrial Revolution Aspiration Democracy	Biomes and vegetation belts Respect, Healthy
Year 6	Twentieth Century Conflict WW1 Determination Rule of law Race, Religious Beliefs	Population Gender	Twentieth Century Conflict WW2 Aspiration Liberty Race, Religious Beliefs	Civil Rights Aspiration Determination, Respect Liberty, Tolerance Mutual Respect Democracy, Rule of Law Gender, Race	Globalisation Honesty	Climate Change Healthy Mutual Respect Age

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Rhythm and Pulse	Seasonal Performance Respect Aspiration	Pitch	Recorder Part One	Recorder Part Two	World Music West African Djembe Part One Race Religious beliefs
Year 2	Rhythm and Pulse	Seasonal Performance Respect Aspiration	Pitch	Classical 20th Century Classical	World Music West African Rhythms Part Two Race Religious beliefs	Recorder Part Three
Year 3	Classical Romantic Period Aspiration	Bucket Drum Seasonal Music One	Drums Part One	Drums Part Two	Drums Part Three	World Music Folk / Sea Shanties Liberty
Year 4	World Music Eastern Music Race Religious beliefs	Bucket Drum Seasonal Music Two	Drums Part Four	Drums Part Five	Drums Part Six	Classical Classical Period Aspiration
Year 5	Ukulele Part One	Ukulele Seasonal Music One	World Music Latin rhythms Race	Ukulele Part Two	Ukulele Part Three	Classical Baroque Period Religious Beliefs
Year 6	Ukulele Part Four	Ukulele Seasonal Music Two	Ukulele Part Five	Ukulele Part Six	Classical Modern Classical Aspiration	Seasonal Performance Respect Aspiration

Art	Autumn		Spring	Summer
Year 1	<u>Art (3 lessons)</u> Henri Matisse (Shape Collage)	<u>Art (3 lessons)</u> Andrew Goldsworthy (Natural Sculpture Art Collage) Aspiration (sculptor), Kindness and Respect (peer evaluation)	<u>Art (6 lessons)</u> Peter Thorpe (Abstract Space Scene with mixed media) Kindness and Respect (peer evaluation)	<u>Art (6 lessons)</u> Observational Drawing (Leaf) Aspiration, determination, Kindness and Respect (peer evaluation)
Year 2	<u>Art (5 lessons)</u> William Turner (Watercolour Fire Scene) Kindness and Respect (peer evaluation)	<u>Art (short unit-2 lessons linked to Diwali)</u> Jagdish Chavan (Rangoli Art) Respect (art from different cultures), Kindness and Respect (peer evaluation) Religious beliefs Mutual respect	<u>Art (6 lessons)</u> Picasso and Nilupa Yasmin Portraiture Respect (art from different cultures), Kindness and Respect (peer evaluation) Religious beliefs Race	<u>Art (6 lessons)</u> Observational Drawing (Flower) Aspiration (photographer, florist) Kindness and Respect (peer evaluation)
Year 3	<u>Art (7 lessons – combined)</u> Prehistoric Art Charcoal drawing of Stonehenge Observational Drawing (Fruit) Kindness and Respect (peer evaluation)		<u>Art (6 lessons)</u> Charles Rennie Mackintosh (Designer in History) Aspiration (designer), Kindness and Respect (peer evaluation)	<u>Art (6 lessons)</u> Watercolor Art (Ancient Egypt) Kindness and Respect (peer evaluation) Rule of law

<p>Year 4</p>	<p><u>Art (7 lessons)</u> Observational Drawing (Can/Tin)</p> <p><i>Leading into</i> Andy Warhol (Pop Art)</p> <p>Aspiration (designer), Kindness and Respect (peer evaluation)</p>	<p><u>Art (6 lessons)</u> 3D Project (Clay replica of a Greek Temple)</p> <p>Determination, Kindness and Respect (peer evaluation, group work)</p>	<p><u>Art (6 lessons)</u> Nick Gustafson (Poster paint art piece of a rainforest animal (black paper))</p> <p>Aspiration, Kindness and Respect (peer evaluation)</p> <p>Disability</p>
<p>Year 5</p>	<p><u>Art (7 lessons)</u> Leonid Afremov (Impressionistic landscape art of American city)</p> <p>Aspiration (designer), Kindness and Respect (peer evaluation)</p>	<p><u>Art (7 lessons)</u> Jose Vergara/Nebula (Dragon Eye Sketches)</p> <p><u>Art</u> Observational Drawing (Eye)</p> <p>Aspiration, determination, Kindness and Respect (peer evaluation)</p>	<p><u>Art (6 lessons)</u> William Morris and Farwa Moledina (Original Wallpaper Design and Print making)</p> <p>Aspiration (designer), Determination, Kindness and Respect (peer evaluation)</p>
<p>Year 6</p>	<p><u>Art (6 lessons)</u> Henry Moore and Nelson Makamo (Charcoal art <i>portraits and environment unit</i>)</p> <p>Determination, Respect, Kindness and Respect (peer evaluation)</p> <p>Democracy</p>	<p><u>Art (6 lessons)</u> Observational Drawing (Shell)</p> <p>Aspiration, determination, Kindness and Respect (peer evaluation)</p>	<p><u>Art (5 lessons)</u> Evolution and Inheritance Project</p> <p>Aspiration (Henri Rousseau), Kindness and Respect (peer evaluation)</p>

Personal, Social, Health and Economic education (PSHE) including Relationship Health Education (RHE)



At Grace Mary Primary we believe that pupils with improved health and well-being can achieve better academically, which in turn leads to greater success. We aim to foster quality relationships through mutual respect, support and the opportunity to voice opinions. We believe it is important to create a collaborative, inclusive and industrious learning environment for our children to flourish in. PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the “whole child” intellectually, morally, socially and spiritually. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. PSHE is taught across the school from Reception to Year 6 on a weekly basis and as a school, we follow the Jigsaw PSHE scheme. Jigsaw brings together PSHE Education, our core values, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start at the same time and finish at the same time. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The curriculum is also designed to build students understanding of how to keep themselves safe both now and in the future. The delivery of the curriculum encourages students to develop their own ideas, opinions and beliefs whilst providing them with a safe place to discuss new ideas and concepts at an age and developmentally appropriate time.

Statutory relationship and health education (RHE) within the PSHE curriculum at Grace Mary Primary, lays the foundations for factual knowledge and the more sexually explicit information required by young people in later years (secondary education). Effective RHE, set with PSHE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to school and the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core British Values; democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Grace Mary Primary recognises that effective PSHE is dependent upon partnerships at many levels; this includes between ourselves and parents, carers and guardians; children; the local authority including Public Health and health professionals; local faith communities and (where relevant) the voluntary sector.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of Relationship and Health education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

Half termly units of work

Term	Topic	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fundraising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education as well as keeping safe online
Summer 2:	Changing Me	Includes Relationships and body changes including puberty and transitional phases of education i.e. Secondary school.

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Spiritual, Moral, Social and Emotional development (SMSC)

Spiritual, Moral, Social and Cultural development (SMSC) is about everything we do at Grace Mary 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.

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 are 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 Grace Mary 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. We create opportunities for pupils to experience art, theatre and visit museums. Valuing cultural diversity and challenging racism is important. Our curriculum allow the pupils the opportunity to learn all about different lifestyles, backgrounds and beliefs other young people have.

Behaviour Curriculum

At Grace Mary we develop children's character through the 'Grace Mary Way' curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how others people perceive them. As philosopher Paul Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit.' (1926)

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Grace Mary Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year.

Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, children should be taught to say please and thank you to their peers but this must be reinforced in different locations and with different people around the school. It is expected that all pupils will know this content.

Adaptations

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

Pocket Principles

Know that there are three behaviour principles in school known as the **pocket principles**. These are non-negotiables and are expectations to stay in the Green (Good To Be Green). These are:-

- **Be Respectful** - Know that if you respect someone, you have a good opinion of their character or ideas.
- **Be Responsible** - Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.

- **Be Ready to Learn** – Know that you have the right mindset and are demonstrating fantastic learning behaviour

<u>Be Respectful</u>	<u>Be Responsible</u>	<u>Be Ready to Learn</u>
<p><i>I say please and thank you</i></p> <p><i>I hold doors open for adults and peers</i></p> <p><i>I talk kindly to other pupils</i></p> <p><i>I say good morning/ afternoon to adults</i></p> <p><i>I look after the books I am given to read</i></p>	<p><i>I complete tasks on time</i></p> <p><i>I tidy up my own workspace and the classroom</i></p> <p><i>I look after school equipment</i></p> <p><i>I accept responsibility if I make a mistake and say sorry</i></p>	<p><i>I sit still</i></p> <p><i>I listen carefully to the teacher</i></p> <p><i>I give the teacher 100% of my attention</i></p> <p><i>I can tolerate others</i></p> <p><i>I work hard on tasks given</i></p> <p><i>I am in the right place at the right time, for example, I am ready to learn at 8.35am (9am)</i></p>



F a n t a s t i c	<p>...Walking</p> <p>Facing forwards</p> <p>Walk at a steady pace</p> <p>Walk in a straight line</p> <p>Hands by your side</p> <p>Walk without talking</p>	<p>...Sitting on a chair</p> <p>Straight back</p> <p>Feet flat on the floor</p> <p>No leaning back</p>
	<p>...Listening</p> <p>Face forwards, hands together</p> <p>Always sit up straight</p> <p>Never interrupt</p> <p>Track the speaker</p>	<p>...Sitting on the floor</p> <p>Legs crossed</p> <p>Hands still</p>
	<p>...People Skills</p> <p>Say please and thank you</p> <p>Hold the door open for others</p> <p>Be a good friend</p> <p>Offer a helping hand</p>	
	<p>Pocket Principles</p> <p>Be Respectable</p> <p>Be Responsible</p> <p>Be Ready to Learn</p>	
<p>Our Values</p> <p>Honesty ◇ Respect ◇ Kindness ◇ Determination ◇ Aspiration ◇ Healthy</p>		

Wellbeing and Mental Health Support

At Grace Mary we understand that supporting pupil wellbeing is crucial for fostering a positive and effective learning environment. When children feel emotionally secure, valued, and supported, they are better able to focus, engage, and succeed academically. Promoting mental health and wellbeing also helps children develop essential life skills, such as resilience, emotional regulation, and social interaction, which are key for their overall development. We recognise that addressing wellbeing early, schools can prevent potential mental health issues and support pupils in becoming confident, happy, and well-adjusted individuals.

At Grace Mary we promote positive wellbeing and mental health in the following ways:

- **Creating a Safe and Supportive Environment:** Staff work hard to create safe, inclusive and nurturing atmospheres throughout the school where children feel valued and respected. Pupils are explicitly taught that it is 'okay to make mistakes' and resilience is developed from this. During discussions in class pupils feel confident to agree with, challenge and build upon another's answers. In less structured areas of the school pupils take care of one another and can often be seen helping each other.
- **Encouraging Positive Relationships:** Throughout school, all staff, foster and celebrate positive relationships to create a culture of support, respect and care. This culture not only benefits academic performance but also helps to build resilience, reduce stress, and enhance the overall mental health of both staff and students. Grace Mary encourage positive relationships between peers in a variety of ways including group tasks in the classroom, setting challenges, team games within PE and orienteering, Friday afternoon skills sessions and activities that are set up in the Hive environment. Staff, as trusted adults in school, are role models for our pupils and therefore demonstrate good communication, share ideas and support one another to enable pupils to internalise the importance of cooperation and positive social interactions. Staff also work hard to develop positive, open and collaborative relationships with the pupil's parents to ensure a holistic support system and consistency in expectations is in place for the child, which can encourage parents to be more involved with their child's learning, which contributes to a child's positive mental health.
- **Parental engagement:** Parents are invited into the school setting regularly throughout the academic year for a variety of general and targeted events such as assemblies, parent workshops, parental information sessions as well question and answer sessions for various topics. When parents are involved in their child's education it helps ensure the child's needs are understood and met both at home and school. This collaborative approach leads to a more holistic support system for the pupil, which can greatly reduce stress and improve their overall wellbeing.

- Open-door policy: Grace Mary has an open-door policy to all pupils and parents at any time. This ensures that parents and pupils alike know that any issue can be shared and dealt with quickly before any concerns escalate. Where necessary member of the wellbeing team conducts regular wellbeing check-ins with pupils to monitor their emotional state and offer support where needed. This is reassuring for parents to know their child is well cared for.
- Celebrating Achievements: Pupils at Grace Mary are continuously recognised for their positive achievements; both on academic and personal levels as we are aware this not only boosts confidence and self-esteem but also encourages motivation and a growth mindset. Pupils are praised for achievements that are personal to them as staff recognise that all pupils have different starting points and acknowledge how hard the pupils apply themselves. At Grace Mary achievements are recognised in the following ways; weekly whole school achievement assemblies where certificates are given by senior leaders; postcards sent directly to the pupils homes; head teacher stickers; prizes from the school prize box; tokens for demonstrating our school values.
- Mental Health Education and Regulation: Mental health awareness is woven into the curriculum. At Grace Mary we understand that emotions are complex and children can often find it difficult to understand, label and manage their emotions. As a school we have adopted an approach called '**Zones of Regulation**'. This approach categorises all the different ways children feel and the states of alertness they experience into four coloured zones: **Blue, Green, Yellow, Red**. The aim is for pupils to be 'in the green zone' ready to learn. Pupils have been taught a variety of emotions, how their body will feel internally when they are experiencing these emotions, how this might look externally (to recognise it in others) and which 'zone' the emotion is categorised in. Children have been taught a range of strategies for each zone that support the body and mind to move into the green zone. They have also been taught that sometimes it is important and relevant to not be in the green zone e.g. it is useful to be in the blue zone at bedtime to get to sleep.

Children who are well regulated are able to be in the appropriate zone at the appropriate time. We recognise that some children need an adult to support their regulation (co-regulation) and therefore adults are available for this throughout the day.

Zone	How you might feel (internal)	What this might look like (external)
Blue – low energy	Sad Tired Moody Hopeless Unhappy Withdrawn Miserable	Tearful Crying Yawning Bored/fed up Solemn expressions
Green – the best state for learning	Happy Feeling safe Calm Proud Calm Content Positive Thankful Ready to learn	Smiling Focused on learning Still Alert Engaged
Yellow – wobbly	Nervous Silly Excited Frustrated Annoyed Worries Stressed Confused Not focused or ready to learn	Fidgety hands or feet Tummy ache Butterflies in the tummy Dry mouth Not being able to think straight Flitting from one thing to another Mixing up words when speaking Rambling when talking Laughing Frowning
Red – needing a helping hand	Angry Mad Frustrated Scared Out of control Mean Feeling trapped Feeling alone	Yelling Scrunched up face Red face Sweaty Pacing the floor Fidgety Running away Lashing out Breaking items i.e. flight, fright or freeze

Zone	Strategies to support 'getting back to green'
Blue – low energy	Talk to someone Stretch Wake up, shake up activities Take a brain break Stand up Move around Take a walk Have a sleep (if at home)
Green – the best state for learning	This is the goal.
Yellow – wobbly	Count to 10 or 20 (forwards or backwards) slowly Take deep breaths (star, hand or figure of eight breathing) Squeeze something Draw a picture Talk to someone Take a brain break Take a movement break e.g. get up and do a job Cloud watching
Red – needing a helping hand	Ask for a break <u>Find</u> a safe space Stop what I am doing Make sensible choices Ask for help Go to Rainbow room Focus on taking deep breaths

Our aims as a school are for:

- 1) Children to be aware of their emotions and have strategies that they can use to regulate their emotions and
- 2) For all children to understand that experiencing a range of emotions is normal and it is how we respond to these that is important.

Years 1-6 have personalised regulation mats; mats that allow them to indicate the zone they are feeling in and strategies they've selected to help them 'be in the green zone'. Pupils in Nursery, Reception and our Focus Provision pupils are having emotions modelled and labelled to them and being directed to strategies that staff who know them well think will help them (co-regulation). This is in preparation for them understanding their own emotions and developing strategies to independently implement when they are ready for this.

Zone of Regulations Strategies Board

Right now I feel

	Low Energy
	Happy
	Wobbly
	Helping Hand

**To help me feel
green I will ...**

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Comment:

- In-house additional support: At Grace Mary we are very lucky to have a team of experienced professionals on hand to support children in their daily lives. The support given to children is bespoke to their needs but may include some of the following strategies:
 - **Nurture** – supporting children’s social development by teaching them social skills and strategies that will benefit them both in and out of the classroom.
 - **Play Therapy** – supporting children who may struggle with expressing themselves or their emotions to express themselves through play with a trusted adult guiding them through in a safe environment.
 - **Mentoring** – offering support and advice to children that need coaching through difficult tasks or situations.
 - **Drawing and Talking Therapy** – helps support those individuals that have lived trauma, help them communicate this is a non-directive way and to help the brain process this to enable them to move forward.
 - **Emotion Coaching** – helping children to understand their emotions by verbally acknowledging them, ensuring they feel ‘felt’ and teaching them more effective responses to enable them to calm down.
 - **Lego Therapy** – helps children to improve their social interaction skills such as turn taking, listening, eye contact and problem solving with other children.
 - **Circle of Friends** – to teach pupils social communication skills to interact, make and maintain friendships by developing a support network around individuals that are experiencing social difficulties.
 - **The Hive** – a hub in the heart of our school community with a nurture principle that targeted children can attend to support their learning. The Hive is also open at lunchtime to support those pupils that choose not to be on the playground or are accessing a social time intervention. Pupils who are finding the classroom overwhelming can take their learning to the Hive for additional support from the adult based in there.
- Staff training: Staff receive regular training around supporting children’s wellbeing and mental health. These are usually led by expertise in these areas e.g. Emotion coaching by Sandwell Inclusion Support, Sensory Regulation by Occupational Therapists and Mental Health awareness by Mental Health Practitioners. Grace Mary believes that training from the right specialists leads to the best support for our pupils.

- Promoting Physical Exercise: Regular physical activity improves sleep, boosts self-esteem and enhances cognitive function which can lead to better focus and mood which in turn can contribute to an overall positive mental state and help individuals manage everyday challenges more effectively. Knowing this, staff promote physical exercise at every opportunity. This includes regular PE lessons (which are never replaced), movement breaks during lessons, Forest School, organised after-school clubs, orienteering, team sports at a competitive level, external agency visit sessions, Boxercise sessions for identified pupils and multiple sessions outdoors in Early Years.
- Referrals to outside agencies: School work very closely with Reflexions, a mental health support agency. Reflexions provide preventative and early intervention mental health support within Education Settings for children and young people with mild to moderate mental health difficulties. They work with children and young people who may need support with:
 - Presentations related to anxiety/worry or low mood
 - Sleep difficulties in the context of anxiety or low mood
 - Anxiety/avoidance
 - Panic attacks
 - Parent-led intervention for support with child or young person's symptoms relating to anxiety
 - Support in understanding emotions and managing relationship with emotions

School has an assigned Mental Health Practitioner that we can discuss cases with, refer children for targeted group or 1:1 support or arrange whole class workshops or parental workshops to support mental health.

If more specialised support is needed to support a child's wellbeing and mental health then, with parental permission, referrals can be made to the necessary professionals e.g. Sandwell Inclusive Learning Services for Social, Emotional and Mental Health (SEMH) support in school, Children and Adolescent Mental Health Services (CAMHS) or support for counselling.

- Variety of Support Networks: As a school we are aware that pupils will feel comfortable communicating their needs in a variety of ways and therefore different means are available for pupils to let someone know they need help with something. All staff in school are trusted adults to pupils but it is recognised that some children have better relationships with certain people. As a result the following options are available to pupils throughout the day to express a concern: wellbeing (also safeguarding) team always available, class teachers available, option to write down concerns on their 'zones of regulation mat', The Hive open at lunchtime, staff on the playground or, some more vulnerable pupils have card that they can show to leave the classroom to go to the wellbeing room. In

addition to adults available in school, we have 'safeguarding champions', year 6 pupils that have been trained by Sandwell Prevent Team and are available daily on the playground to support friendship issues or bring a child to an adult for support.

- Promote Positive School Values: Grace Mary values are at the heart of everything that we do as a school; we encourage a culture of respect, inclusion, health and kindness through school values, assemblies, and initiatives.

Staying Safe (including online safety)

A big part of personal development here at Grace Mary is learning strategies to keep safe. This is done through our Jigsaw Curriculum. Further information about this can be found on our website.

<https://grace-mary-primary-school.secure-primariesite.net/pshe/>

As well as this we take great care in ensuring children have strategies to stay safe online. This is delivered through our computing scheme of work as well as our E-Safety curriculum.

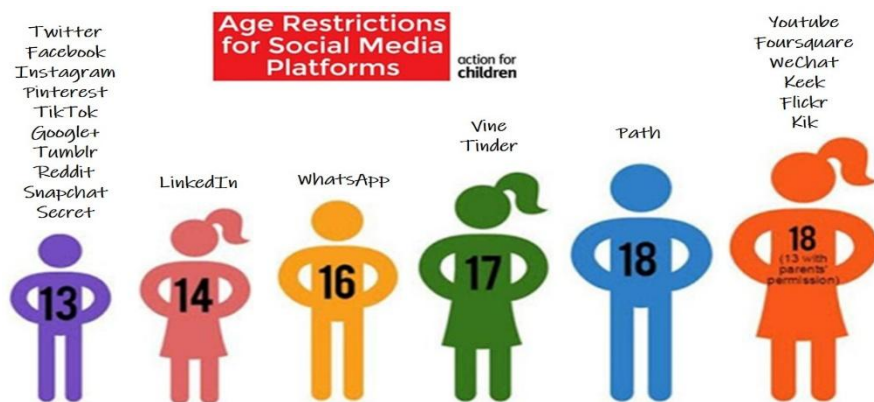
Online safety forms a fundamental part of schools' and colleges' safeguarding and child protection measures. By taking a whole school approach to online safety, we ensure all staff, governors, volunteers and parents know how they can help keep children safe online.

We have a dual responsibility when it comes to online safety: to ensure that our online procedures keep children and young people safe, and to teach them about online safety, in and outside of school.

We foster an open environment in which children and young people are encouraged to ask any questions and participate in an ongoing conversation about the benefits and risks of the online world.

Our E-Safety Curriculum can be found here:

<https://www.gracemary.co.uk/e-safety-at-grace-mary/>



Trips and experiences

Educational trips contribute to personal development by providing students with new experiences, allowing them to step outside their comfort zones, build independence, enhance social skills, develop critical thinking abilities, and gain a deeper understanding of the world around them, all while reinforcing classroom learning through real-world application; essentially, they help students learn and grow beyond the confines of the classroom by exposing them to diverse cultures, environments, and situations that promote personal growth and resilience.

Keyways educational trips contribute to personal development:

- **Building confidence and self-esteem:**

Facing new challenges and situations on a trip can boost a student's confidence in their ability to navigate unfamiliar environments and interact with others.

- **Developing social skills:**

Group activities and interactions with peers during a trip can improve communication, collaboration, and teamwork skills.

- **Promoting independence:**

Being away from home and making decisions on their own can foster a sense of autonomy and responsibility.

- **Cultural awareness:**

Exploring different cultures through travel can broaden perspectives and increase global understanding.

- **Enhancing critical thinking:**

Analysing new information and experiences in a different context can sharpen critical thinking skills.

- **Real-world learning:**

Applying classroom knowledge to real-life situations through site visits and hands-on activities deepens comprehension.

- **Discovering new interests:**

Exposure to new environments and activities can spark curiosity and lead to new hobbies or career paths.

- **Strengthening teacher-student relationships:**

Shared experiences on a trip can foster a closer connection between students and their teachers.

We organise our trips on a three-year cycle with a particular focus on experiences to build cultural capital. Below is our offer for 2025-2026 (subject to change)

<u>Year Group</u>	<u>Trip details</u>
Acorns (Rec)	Animal Man
	Forge Mill Farm
Oak (1)	Oakham Church
	BCLM
	Saltwells
	Edgmond Hall Day Trip
Elm (2)	Gurdwara
	Saltwells
	BCLM
Maple (3)	Hindu Temple
	Saltwells
	Kniver Edge
	Ironworks
	RAF Cosford STEM

<u>Year Group</u>	<u>Trip details</u>
Beech (4)	Islamic Exp
	Saltwells
	Ironworks
	SPARKS Session from WMFS
Cedar (5)	Lichfield Cathedral
	Saltwells
	Ironworks
	RAF Cosford STEM
Sycamore (6)	Jewish Synagogue
	Saltwells
	RAF Cosford STEM
	Activity Week

Residentials

At Grace Mare, we offer children three residentials:

Year 2	Edmund Hall
Year 3/4	Frank Chapman
Year 5/6	Plas Gwynant

During a residential trip, students may engage in outdoor adventure, team-building exercises, environmental studies or cultural exploration, all of which can help develop a wide range of skills.

Developing Independence

One of the primary goals of a residential trip is to encourage independence and self-reliance in children. Being away from the comfort of their own homes and families allows the students to develop essential life skills like decision-making, problem-solving, and having more independent responsibility. Through the range of activities that are planned, children can learn to overcome challenges, build resilience, and become more confident in their abilities.

Enhancing Social Skills

Residential school trips allow children to forge new friendships, improve teamwork and enhance their social skills. By interacting with their peers in a different setting, students may learn to communicate more effectively, collaborate, and appreciate the value of teamwork. Taking part in team activities is crucial for children to develop skills such as empathy and respect, and this fosters a supportive and inclusive environment that extends beyond the trip.

Experiential Learning

At Grace Mary, we believe hands-on learning experiences are key to academic and personal growth. Our residential trips offer a range of experiential learning opportunities that complete classroom-based learning. Experiential learning is so important and comes in the form of

environmental studies, geography, history, science and so much more. Whether it's exploring the natural world or engaging in workshops, children can gain knowledge in a unique and memorable way.

Environmental Awareness

Most residential trips take part in nature, enabling children to develop a deep understanding and appreciation for the environment. Through outdoor activities and environmental studies, they can understand the importance of protecting our planet which can lead to strong values as adults.

Personal Development

Taking part in a residential trip can do wonders for a child's personal and physical development. Activities such as climbing, hiking, kayaking, and team sports all promote physical fitness and instil discipline, perseverance and a positive attitude towards challenges. These types of experiences can help build character, enhance self-esteem and even spark interest in physical activities that could last a lifetime.

Friday skills

Every week, on a Friday afternoon, children are given the opportunity to choose a skill they would like to develop. This could be something they already have expertise in or something they are trying for the first time.

The clubs provide a space for students to explore interests outside of the regular curriculum, develop social skills, build confidence, learn new skills, and potentially enhance academic performance by providing a fun and supportive environment for learning and personal growth; essentially, they offer a well-rounded development opportunity beyond the classroom.

Key benefits of our skills clubs:

Social Development:

Allow students to interact with peers outside of their usual social circles, fostering friendships and improving communication skills.

Personal Interest Exploration:

Provide a platform for students to discover and pursue hobbies or talents not covered in regular classes.

Skill Development:

Teach valuable skills like leadership, teamwork, problem-solving, and critical thinking through club activities.

Academic Enhancement:

Can sometimes reinforce classroom learning by applying concepts in a practical setting

Confidence Building:

Participating in a club can boost self-esteem by providing opportunities to take on leadership roles and achieve goals

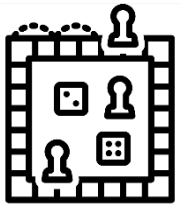
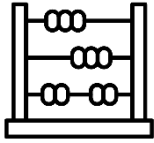


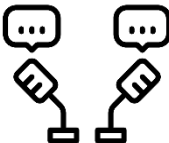
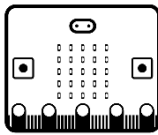

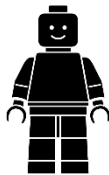
Stress Relief:

Offer a fun and relaxing space to unwind from academic pressure







Organisation of skills clubs:

We organise our skills clubs to offer children the opportunity to experience and develop a wide variety of skills. In the autumn term, we focus on STEM, in the spring term, we focus on the arts and in the summer term, we focus on sports.







STEM- Autumn term skills

Board Games	Maths	DT	Science	Radio and Podcasting	Microbits	Cooking	Construction
							

Arts- Spring term skills

Art	Dance	Music	Football	Drama	Choir
					

Sports- Summer term skills

Football	Dance	Athletics	Netball	Orienteering	Boxercise
					

Life skills

Sitting alongside this, is our life skills curriculum, which we run throughout the year. Life Skills Education enhances children's decision-making skills by teaching them to evaluate risks, consider consequences, and make informed choices based on critical thinking. This form of education equips children with a toolbox of skills that are essential for navigating the complexities of the world around them.

We have organised our life skills curriculum into x6 categories:

- Money sense
- It's kind to care
- Helping around the home
- Staying safe
- On the move
- Careers- employment skills and enterprise

Outlined below are explicit objectives and outcomes we want the children to learn each year.

	Money sense	Helping around the home	It's kind to care
Year 1	<ul style="list-style-type: none"> • To recognise the coins and notes that we use. • To identify the value of different notes and coins. • To select notes and coins to pay. • To begin to explain how to keep your money safe. • To explain the consequences of money being lost or stolen. 	<ul style="list-style-type: none"> • To know my address. • To dust a surface using polish. • To make my bed. • To use a knife and fork • To clean work surfaces after use. • To show good table manners when eating 	<p><u>Caring for myself</u></p> <ul style="list-style-type: none"> • To tie my shoelaces with increasing independence. • To identify two hygiene activities and the equipment associated with these. • To participate in two personal hygiene activities (washing hands, brushing teeth). <p><u>Caring for others (pets)</u></p> <ul style="list-style-type: none"> • To identify animals that are kept as pets. • To identify the equipment needed to look after a pet. • To understand how to meet the dietary needs of a pet. • To understand the hygiene needs of a pet (cleaning out, brushing, clipping nails).
	Staying safe	On the move	Careers- employment skills and enterprise
	<p><u>Stranger danger</u></p> <ul style="list-style-type: none"> • To explain what a stranger is. • To identify safe and unsafe strangers. • To identify safe and unsafe scenarios. • To understand what to do if I get lost. • To explain how to stay safe if a stranger approaches me. 	<p><u>Walking and riding a scooter</u></p> <ul style="list-style-type: none"> • To know how to walk safely on the pavement. • To find a pedestrian crossing and safely use it with an adult. • To push and steer a scooter. • To stop a scooter safely. • To ride a scooter safely on the pavement/around an obstacle course. 	<p><u>Focus career- Painter and decorator</u></p> <ul style="list-style-type: none"> • To recognise the tools needed to decorate. • To identify a location or object around school to paint and/or decorate. • To prepare a surface for painting (cleaning, sanding, priming). • To select appropriate tools to paint and decorate an area or object.

	Money sense	Helping around the home	It's kind to care
Year 2	<ul style="list-style-type: none"> • To explain where people get their money from. • To explain why it is important to save money. • To understand the link between working and earning money. • To explore how notes and coins can be combined to make a total. • To begin to calculate change 	<ul style="list-style-type: none"> • To identify hazards in one room of the house (kitchen or bathroom). • To sweep and clean the floor to remove waste. • To set the table in preparation for a meal. • To use a toaster to create a snack. • To show good personal hygiene when cooking (hair tied back, clean hands, no jewellery). • To wash kitchen equipment after use. 	<p><u>Caring for myself</u></p> <ul style="list-style-type: none"> • To understand the purpose of personal hygiene products from a selection. • To select and use the appropriate products/items to complete personal hygiene activities (brushing hair, washing face, cleaning nails). <p><u>Caring for others (first aid)</u></p> <ul style="list-style-type: none"> • To identify scenarios when first aid may be needed. • To know who to call in an emergency. • To understand how to treat a graze. • To understand how to treat a minor burn.
	Staying safe	On the move	Careers- postman
	<p><u>Electrical safety</u></p> <ul style="list-style-type: none"> • To identify appliances around the home/school that run off electricity. • To explain why electricity can be dangerous. • To identify electrical hazards around the home. • To give two ways to stay safe when using an electrical appliance 	<p><u>Travelling on a bus</u></p> <ul style="list-style-type: none"> • To follow instructions to collect the personal items needed for a bus journey (e.g. money, bag, coat). • To select the bus stop sign from a choice of signs. • To get on and off a bus safely. • To state the destination you would like to get to. • To hand over money to pay the bus fare (with support) 	<p><u>Focus career- postman or postwoman</u></p> <ul style="list-style-type: none"> • To recognise what a postperson does • To understand what things people post • To understand that email is a quicker, cheaper and more efficient way to send letters • To post a letter

	Money sense	Helping around the home	It's kind to care
Year 3	<ul style="list-style-type: none"> • To identify at least one way of tracking your money. • To plan and track savings by keeping simple records. • To explain why it is important to keep track of spending and saving. • To explain the difference between a 'need' and a 'want'. • To calculate the total price and change when paying for goods or a service. 	<ul style="list-style-type: none"> • To understand how to store food safely. • To make a hot drink using a kettle. • To fold clothes ready for storage. • To wash and dry a range of kitchen equipment. • To follow a simple recipe. 	<p><u>Caring for myself</u></p> <ul style="list-style-type: none"> • To identify three products that are needed to maintain personal hygiene. • To select the appropriate products/items to complete a personal hygiene activity (washing hair, applying deodorant, washing clothes). • To explain why it is important to maintain good personal hygiene routines. <p><u>Caring for the environment</u></p> <ul style="list-style-type: none"> • To explain why it is important to look after the environment. • To identify two ways to care for your local environment. • To participate in an activity that helps to improve the local environment (litter pick).
	Staying safe	On the move	Careers- employment skills and enterprise
	<p><u>Pedestrian safety</u></p> <ul style="list-style-type: none"> • To identify two hazards that a pedestrian should be aware of. • To identify two safety precautions a pedestrian could take. • To identify a safe place to cross the road. • To explain how to cross a road safely. 	<p><u>Planning and undertaking a bus journey</u></p> <ul style="list-style-type: none"> • To use a bus timetable to identify the location for the start and end of a journey. • To use a bus timetable to identify the arrival time of a bus. • To state the required destination when travelling on a bus. • To give the appropriate fare when travelling on a bus 	<p><u>Focus career- Gardener</u></p> <ul style="list-style-type: none"> • To recognise and use two or more garden tools. • To explain how to stay safe when using garden tools. • To take part in activities to grow and care for plants. • To begin to understand the difference between weeds and other plants.

	Money sense	Helping around the home	It's kind to care
Year 4	<ul style="list-style-type: none"> • To identify and compare different ways of paying for goods. • To choose the most appropriate way of paying in different situations. • To explain how to stay safe when paying for goods. • To understand some of the key language associated with credit and debit cards. • To read and understand receipts. 	<ul style="list-style-type: none"> • To explain how to safely use a microwave/air fryer. • To use a microwave/air fryer to prepare a snack. • To identify safety hazards in two rooms of the house (kitchen and bathroom). • To change the batteries of a household item. • To sort and prepare laundry for washing. • To identify household cleaning products used for washing clothes. 	<p><u>Caring for myself</u></p> <ul style="list-style-type: none"> • To identify things that positively and negatively affect a person's mental health. • To take part in two whole class activities which contribute to good mental health and wellbeing (exercise, mindfulness scrapbook). <p><u>Caring for the environment (recycling)</u></p> <ul style="list-style-type: none"> • To explain what waste is. • To explain the impact that waste has on the environment. • To identify alternative ways of dealing with waste (reduce, reuse, recycle).
	Staying safe	On the move	Careers- employment skills and enterprise
	<p><u>Water safety</u></p> <ul style="list-style-type: none"> • To identify dangers that can be hidden under water. • To identify dangers that can be found near bodies of water. • To understand the effect that cold water can have on the body. • To understand how to stay safe when near/in water. • To explain how to help someone who is having difficulty in water 	<p><u>Travelling on a train</u></p> <ul style="list-style-type: none"> • To use a train timetable to identify the location for the start and end of a journey. • To use a train timetable to identify the arrival time of a train. • To get on and off a train safely. • To state the required destination when travelling on a train. • To give the appropriate fare when travelling on a train. 	<p><u>Focus career- carpenter</u></p> <ul style="list-style-type: none"> • To identify two or more woodwork tools (hand drill/palm drill, saw, hammer). • To explain and demonstrate how to use these tools safely. • To use a tape measure or a ruler to measure the equipment needed for a project. • To carry out a series of cuts to create a product. • To carry out a series of joins to create a product (glue, nail).

	Money sense	Helping around the home	It's kind to care
Year 5	<p><u>Money safety and budgeting</u></p> <ul style="list-style-type: none"> • To explain why people use bank accounts. • To identify some of the risks associated with spending money online. • To suggest some ways of keeping money safe when using the internet. • To read and interpret simple financial information. • To use simple financial information to plan and manage a basic budget 	<ul style="list-style-type: none"> • To make a snack by: finding a recipe, making a list of ingredients and going shopping for these ingredients). • To use an online shopping tool to find best value for money. • To sew a two-hole button onto fabric. • To repair/upcycle a garment by stitching. • To tie a tie. 	<p><u>Caring for myself</u></p> <ul style="list-style-type: none"> • To identify two services that are provided by: a dentist, a doctor, an optician and a nurse. • To state when a routine check-up is needed by a dentist and optician. <p><u>Caring for a baby</u></p> <ul style="list-style-type: none"> • To give one reason for being a good parent. • To give three qualities of a good parent. • To identify the basic needs of a baby. • To list the equipment needed to meet these needs. • To demonstrate that you are able to meet some of these needs (i.e. holding, feeding, changing and bathing a baby)
	Staying safe	On the move	Careers- employment skills and enterprise
	<p><u>Fire safety</u></p> <ul style="list-style-type: none"> • To state at least three signs of a fire. • To identify sources of fire and heat at home and in school. • To explain how these sources of fire and heat can become hazardous. • To explain what to do if there is a fire at home or school. • To identify things you can do to prevent a fire. 	<p><u>Planning a familiar journey</u></p> <ul style="list-style-type: none"> • To identify the destination of a journey. • To explore different transport options for the journey. • To identify the route for each transport option. • To find out how long it would take to reach the destination using each transport option. • To safely undertake the planned journey. 	<p><u>Focus career- entrepreneur</u> <u>Virgin Money – ‘Make £5 grow’</u></p> <ul style="list-style-type: none"> • To explain what makes a successful entrepreneur. • To work as part of a team to come up with enterprising business ideas. • To decide on a business idea and carry out market research. • To create a brand for your business. • To market and sell a product or service. • To evaluate the success of the enterprise product.

	Money sense	Helping around the home	It's kind to care
Year 6	<p><u>Money and wellbeing</u></p> <ul style="list-style-type: none"> • To describe different jobs that you might do to earn money. • To understand that some jobs pay more than others and that money is one factor in choosing a job. • To understand that the choices you make about work and money will affect your life. • To explain how money can affect your feelings. • To explain what debt is and the impact it can have. 	<ul style="list-style-type: none"> • To understand at least three laundry care symbols. • To sort washing according to care labels. • To sort household waste for recycling. • To identify hazards around the home and understand how to stay safe. • To make a list of essential household items and go shopping for them. • To understand expiration dates on food. 	<p><u>Caring for myself</u></p> <ul style="list-style-type: none"> • To identify two emotions associated with good mental health. • To identify two emotions associated with poor mental health. • To research one voluntary organisation which can help with poor mental health. • To choose and participate in an activity to look after your own mental health. <p><u>Caring for others (first aid)</u></p> <ul style="list-style-type: none"> • To model how to make a clear and efficient call to the emergency services. • To provide first aid in at least two scenarios (head injury, bite or sting, asthma attack, bleeding, choking).
	<u>Staying safe</u>	<u>On the move</u>	<u>Careers- employment skills and enterprise</u>
	<p><u>Recap of road safety</u></p> <ul style="list-style-type: none"> • To prepare yourself for a journey. • To check your bicycle is ready for a journey. • To safely set off, pedal, slow down and stop. • To pedal confidently (including looking behind, cycling one handed, turning and controlling speed). • To identify and respond to hazards while riding. • To comply with signals, signs and road markings. 	<p><u>Planning an unfamiliar journey (secondary school)</u></p> <ul style="list-style-type: none"> • To locate your house and your secondary school on a map. • To identify different ways to travel to secondary school. • To use a map to plan your route to secondary school. • To calculate the length of time your journey will take (using timetables if using public transport). 	<p><u>Focus career- charity worker</u></p> <p><u>Supporting a local charity</u></p> <ul style="list-style-type: none"> • To explain what a charity is. • To participate in a class debate (Would you give a day's wages to charity? Should everyone volunteer for a charity once a week?) • To research charities in the local area. • To suggest ways to support and fundraise for a local charity. • To plan and carry out fundraising/volunteering activities. • To understand how their donations will be used by the chosen charity.

Charities

At Grace Mary, we teach children the importance of charity work. We do this through assemblies, visitors and class discussions.

We believe supporting charities helps children develop a sense of purpose and empathy, and it can also help them build self-esteem and confidence.

The benefits of supporting charities:

- **Develops empathy:** Children can learn to care about and understand others.
- **Builds self-esteem:** Children can feel empowered and confident when they see their efforts improve the lives of others.
- **Fosters personal growth:** Children can learn life skills like leadership, problem-solving, and resilience.
- **Creates sustainable communities:** Charities can help create self-sufficient communities by providing funds for schools and training programs.
- **Brings attention to serious issues:** Charities can help raise awareness of problems like human rights violations, poverty, and conflict.
- **Helps those less fortunate:** Charities can help people who lack basic human resources.
- **Connects children with their community:** Children can feel supported and connected to others who share their passion for making a difference.

Charities we support include the following:

- **Black Country Foodbank**
- **Macmillan Cancer Support**
- **Jeans for Genes**
- **Acorns**
- **Down Syndrome Association**
- **Comic Relief**
- **The Royal British Legion**



More information on our charity work can be found on: <https://www.gracemary.co.uk/community-fundraising/>

Careers

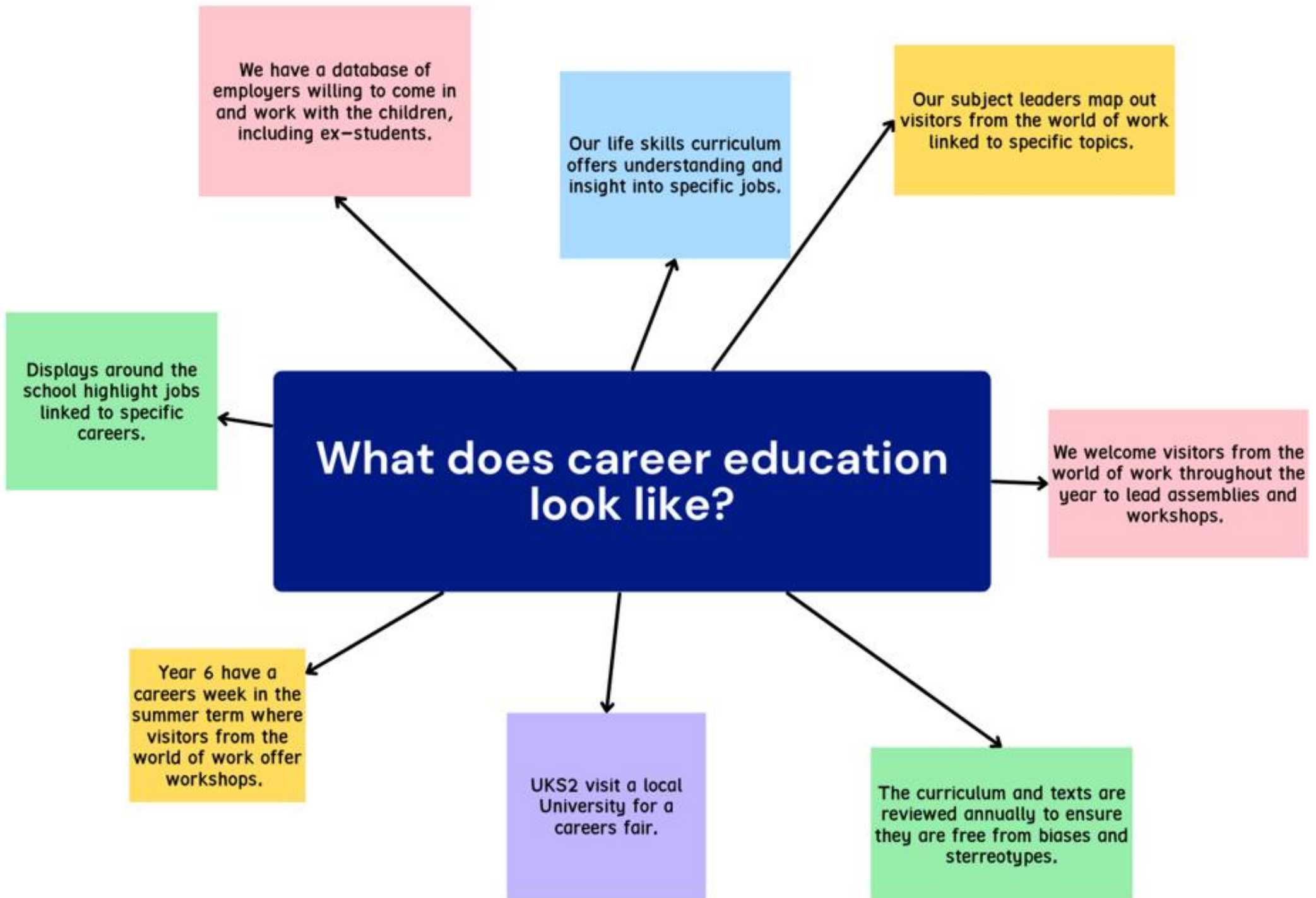
Career-related learning in Grace Mary helps the “children to understand who they could become and helps them to develop a healthy sense of self that will enable them to reach their full potential”. Early interventions can bring a lasting impact on children’s development and perceptions of different occupations, and of the subjects enabling access to them.

Starting career education early is important. Studies have shown, holding biased assumptions and having narrow aspirations can influence the academic effort children exert in certain lessons, the subjects they choose to study, and the jobs they end up pursuing. Research has also shown that the jobs children aspire to may be ones that their parents do, or those of their parents' friends, or that they see on the TV and/or social media. Low expectations are often shaped by biases or commonly accepted stereotypes, such as ‘science isn’t for girls’ or ‘university isn’t for the working classes’. These societal expectations act to restrict children’s futures by limiting what they believe they can do.

What do we offer at Grace Mary?

We offer a rich and diverse careers education for our children. We hold special events and trips but we also drip feed careers education into our curriculum so children are exposed to it consistently and over time.

The next page breaks down precisely what we offer at school.



Grace Mary Therapy Dogs

In March 2022, we welcomed Buddy and Luna into our Grace Mary family.



Buddy



Luna

Why are the dogs in school?

To work with children and staff within the school to create a positive impact. By working alongside the dog and learning how to become a good trainer, both staff and children experience the values and techniques that help develop:

- Communication
- Self-control and confidence
- Discipline and Resilience
- Empathy and Relationships
- Focus and Concentration
- Stress Coping Strategies

The Dog Curriculum

The curriculum will support learning about dogs and how best to behave around our dogs. This will include highlighting that not all dogs are trained as well as our dog and that caution must be used around unknown dogs outside the school.

We offer a bronze, silver and gold award for children who show a keen interest.

Bronze award (aimed at children who are less confident around dogs)

Working with the dog	Knowing about the dog
Know how to breathe around the dog Know how to be relaxed around the dog Know how to calmly remain in the room with the dog for a period of five minutes Know how to stroke the dog	Know that dogs need food and water to be healthy Know and be able to name three foods that dogs are allowed e.g. <ul style="list-style-type: none">- Kibble (dry food)- Chicken- Carrot- Apple etc Know that walking a dog is a form of exercise. Know that you should always clean up after a dog.

Silver award (aimed at younger children who are more confident around dogs)

Working with the dog	Knowing about the dog
Know how to stroke the dog Know how to breathe around the dog Know how to remain calm around the dog Know how to feed the dog Know how to give the dog these <i>three</i> basic commands <ul style="list-style-type: none">- Sit- Wait	Know that dogs need food and water to be healthy Know and be able to name <i>several</i> foods that dogs are allowed e.g. Kibble (dry food) Chicken Carrot Apple etc Know that these foods are poisonous for dogs:

<p>- Lie</p>	<ul style="list-style-type: none"> - Grapes - Chocolate - Garlic - Onions <p>Know that dogs need exercise to be healthy and name these ways to exercise the dog:</p> <ul style="list-style-type: none"> - Walking - Running - Mental tasks e.g. digging, retrieving. <p>Know that if it is too hot , you shouldn't walk the dog</p> <p>Know that you should always clean up after a dog (retrieval)</p>
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Gold award (aimed at younger children who are more confident around dogs)

<u>Working with the dog</u>	<u>Knowing about the dog</u>
<p>Know how to brush the dog</p> <p>Know how to feed the dog from your hand</p> <p>Know how to deliver the following commands to the dog:</p> <ul style="list-style-type: none"> - Sit - Wait - Touch - Down - Spin - Stand <p>Know how to walk a dog calmly on the lead</p>	<p>Know that dogs need food and water to be healthy (recap)</p> <p>Know that these foods are poisonous for dogs:</p> <p>Grapes (recap)</p> <ul style="list-style-type: none"> - Chocolate (recap) - Garlic (recap) - Onions (recap) - Corn on the cob - Avocado - Cooked bones - Raisins <p>Know that dogs need exercise to be healthy (recap)</p> <p>Know that dogs need mental stimulation and that this is just as tiring as physical training. Know ways to mentally stimulate a dog.</p> <p>Know that if it is too hot, you shouldn't walk the dog (recap)</p>

	<p>Know that you should always clean up after a dog (recap)</p> <p>Know why it is important to groom a dog</p> <p>Know that if the dog displays the following symptoms, they might be sick:</p> <ul style="list-style-type: none">- Lethargic- Refusing to eat- Vomiting- Loss of blood <p>Know that if a dog is sick, you should take him to the vets</p>
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