



Personal Development at SSPP

In what depth is this coherently planned and sequenced?

The Romero Child Charter [Romero-Child-Charter-Brochure-Final.pdf](#):

This document provides details of all the of the experiences that all our children will have the opportunity to participate in whilst at school from Nursery – Year 13 at Cardinal Wiseman. It provides a pathway that aims to develop the whole character of our students, with Jesus as our model of faithful living, readying them for their future lives as they prepare to take their place in the adult world. There are six strands to the Romero Child Charter and within each strand the experiences build sequentially on those that have gone before. The six strands are:



This means that there is a seamless transition between each stage of education. So, whether a child is progressing from our Early Years provision to Key Stage One, or from our primary education to secondary education at Cardinal Wiseman, we – as an Academy - have a clear vision of how we can further develop their character to prepare our children for the opportunities, responsibilities, and experiences of later life.

We follow Ten:Ten for our progressive PSHE / RSE curriculum and supplement this with visits, visitors, workshops and assemblies.

How are links made within and between subjects to enhance pupils' SMSC development?

The development of the Curriculum placed pupils' SMSC development at the forefront of our thinking and has been woven throughout the curriculum.

Values Questions: Values questions frame our History and Geography units which bring children's learning back to reflect on the social, moral and cultural elements of their learning and incorporate their spiritual thinking. An example of this question can be seen in our Year 4 Greek topic. The Ancient Greeks applied their values of loyalty, glory, intelligence and hospitality into everyday life. These values shaped their civilization. How do we use our values and virtues to shape our daily lives?

Year 1 Me and My World:

The children consider their local environment, and they develop their understanding of what makes up their local area. They look at elements of how their local area has a varied social and cultural make up.

Year 3 You're in Europe:

From a Geography perspective, the children explore the social and cultural diversity of countries within Europe. It also provides an opportunity for a number of our children to share their This is also an area where a number of our children (and families) are able to share culture. With such a large proportion of our school being from Eastern Europe this is a key identity element.

Year 4- The Ancient Greeks

The key focus for SMSC and British Values within this topic lie in the heart of democracy. We explore the creation of democracy and make links to how this has evolved into our government system today and the elements of democracy we see in our school. This is further picked up in KS3 at Cardinal Wiseman.

Year 4- The Rainforest

The rainforest provides a perfect platform to explore geography and the make-up of different climates. This topic holds the big question of 'Should we care about deforestation?' Considering the morality of questions such as this are central to our curriculum. Back in 2020, it was this question that triggered the children into action; creating videos demanding change led to the birth of our Eco Team. We have since achieved the Green Award.

The impact of climate change has brought about a Romero movement, with two eco conferences being held in recognition of Cop 26 and COP27.

Year 5- Africa

This Geography focused topic focuses on the continent as a whole and addressing misconceptions that exist. Within the topic we consider our moral obligation to help those in need whilst exploring the spiritual, social and cultural diversity within and across countries. As a topic it provides an opportunity for one of our ethnic groups to see direct representation in our curriculum.

Year 5- The Industrial Revolution (Full Steam Ahead)

The Victorian focus of the topic is underpinned by a consideration of the rapid change brought about by the Industrial Revolution. This is explicitly related to the social and cultural impact on Victorians and how these are witnessed and experienced today.

Year 6- World War II

The WW2 topic looks at the moral dilemma of whether war can ever be justified. This big question is debated in depth and is supported by considerations of the social and cultural impacts during the war and since. Key development such as the role of women in the British workplace are explicitly explored.

Year 6- Natural Disasters

The Geography focused theme looks at the structure of the earth and how earthquakes, volcanoes and other natural disasters are formed. This is then built on by considering our social obligation to help those who have experienced disasters. This has previously involved planning and delivering support packages to disaster areas.

Year 6 – Survival of the Fittest

Entrepreneurship project that involves looking at local community involvement from a business perspective and how children can be inspired to be aspirational in the future vocation choices. (Social and Cultural).

Wider application can also be seen in other areas of the curriculum. We have evaluated the texts we use in Reading to ensure a more varied range of authors, issues and main characters to ensure all four elements of SMSC are experienced on a daily basis. This can be seen through lessons such as the recent Reading lesson in Year 3 where they used the book 'Brave Ballerina' by Michelle Meadows, that explores the story of Janet Collins, the first African American principal dancer at the Metropolitan Opera House. Exposing children to inspirational figures and stories such as this is part of our efforts to inspire and motivate our children and discuss SMSC issues regularly.

Our Art curriculum has been designed to move away from what our external Art consultant described as "lots of dead, white artist". Instead, the artists selected have chosen with a consideration of cultural and social representation. A key example of this, is our work in Year 5 based on Yinka Shonibare, a British born artist of Nigerian heritage whose work features brightly coloured African styled fabric informed by his dual nationality.

We follow the Archdiocese of Birmingham's Curriculum Strategy for Religious Education in Catholic Schools called "Learning and Growing as people of God". As part of the strategy the children learn about what it is to live as Christians today, how the Church is organised from global to parish level and also the opportunities which exist for them to participate in the life of the Church. This is supplemented by reflection questions which bring children's learning back to how this gives them models or lessons for being model citizens today.

Centralised Services

We have now taken Catering, IT, Finance and HR as central functions by the Shared Services Team. One of the benefits we have seen is that we can tailor and exploit opportunities by working with our staff in these core functions.

For example, now catering is in-house, we use this as an opportunity to develop food technology and experiences for the children that fit into our subjects. Furthermore, with IT being consistent across all eight schools and being on one domain, we have shared experiences for example the Poet session with all Year 3 4 5 classes on Teams prior to Christmas. We also can deliver virtual experiences to the children for assemblies/ enrichment opportunities. These experiences in turn, develop the personal development of pupils, helping them to

Do pupils benefit from first-hand, memorable experiences as a basis for learning in context?

In line with our child charter strands: Romero Experiences; Romero Thrives; Romero Shines our children at Ss. Peter and Paul's Catholic Primary School have an abundance of first-hand, memorable experiences as a basis for learning in context:

- Trips including but not limited to Hatton Country World, Warwick Castle, Selly Manor, Berkswell village, Skegness, Bell Green library, Cadbury's World, Safeside, Tiny Town, Coventry City centre, Coventry City chambers, Coventry Cathedral, the HAG and Coventry Transport Museum.
- The opportunity to see live performances including but not limited to Macbeth, the Christmas Panto at the Belgrade Theatre and performances at Cardinal Wiseman.
- Residential experiences including Conkers for Y4, Alton Castle for Y5 and Plas Dol-y-Moch for Y6.
- Retreats for the whole school, sacramental year groups and staff.
- Visitors into the school including but not limited to PCSOs, the Godiva Sisters, the Lord Mayor, NSPCC, CAFOD, the Good Shepherd Appeal, Loudmouth Theatre, Parliamentary Education and the magistrates.
- Food curriculum enhancement days with the Romero catering team including Afternoon Tea for the Queen for Y1, making bread for the Pudding Lane Bakery and Indian Food tasting for Y2, Polish food tasting for Y3, Greek food tasting and making African Pasties in Y4, African food tasting in Y5 and baking with rations in Y6.
- British Cycling – Bike Proficiency (Y4/5)
- Mini First Aid (Y4)
- The opportunity to represent the school in events including but not limited to sporting events, maths challenges, Spelling Bee, singing performances at the Methodist Church and the Coventry Library Reading Quiz.
- The opportunity to be part of groups and working towards goals such as the Coventry Peace Award, the Green Flag and the Live Simply Award.
- Our outdoor learning classroom
- Links with different departments at Cardinal Wiseman including English, Science and History.

How are pupils' talents and interests identified and developed?

Children at Ss. Peter and Paul's have the opportunity to discover develop their talents which are celebrated regularly. This also links to the 'Romero Shines' strand of the Child Charter.

- All children are given the opportunity to perform for an audience: Reception nativity, KS1 nativity, Y4 Easter reflection, KS2 Carol Concert and Year 6 Leavers' Play
- Children regularly lead assemblies and read in mass.
- Children have the opportunity to learn instrument: ukulele in Y5 and recorder in Y3
- A guitar teacher also delivers 1:1 tuition.
- Specialists come into deliver select lessons including dance, gymnastics and cricket.
- Singers have the opportunity to perform in school and whole Academy Masses
- The school choir has just been re-launched in Autumn 2 2023.
- Swimming is taught in KS2 to all classes.
- Children are signposted to external clubs and provision.
- Your Time to Shine section in our weekly "Gifts from God" Celebration assembly.

How and where does the school monitor and evaluate pupils' preparation for life in modern Britain?

At Ss. Peter and Paul's, we believe every child can be whatever they want to be and provide them with the opportunities to succeed in adult life in modern Britain. Our vision (updated Autumn 2022) highlights our hopes for all our children: By following in Jesus' footsteps, we nurture the leaders of the future. Leaders who will care for God's creation and make a difference to the lives of others. Trustworthy leaders who will use their gifts and talents to bring a balance and strength to those around them. Curious leaders who are not afraid to question or learn from mistakes. Leaders who seek the truth.

We monitor personal development through pupil voice and parent surveys.

An example of our 2022 parent survey:

100% agree their child(ren) is/are well looked after at SSPP
98% agree their child(ren) is/are happy at SSPP
98% agree their child(ren) is/are making good progress at SSPP
99% agree their child(ren) knows what it means to be a good citizen

We have strong links with many charities and fundraise regularly for organisations including but not limited to The Good Shepherd Appeal, Macmillan and Coventry Food Bank.

How well have pupils developed an understanding of British Values:

Democracy:

The children at Ss. Peter and Paul have elected the school council (children made up from Y1-Y6) and Head Boy and Head Girl. This system is used as an opportunity to promote and teach about democracy and the electoral process.

We actively promote volunteerism both in and out of school. This is demonstrated by the GIFT team, Young Ambassadors, Play Leaders, the ECO Team, librarians, and Year 6 Buddies.

Key groups such as the Well-being Team, School Councillors and Play Leaders ensure all children have a voice.

Each year the magistrates work with Year 6 to develop their understanding of democracy and rule of law and their responsibility as young citizens of the world.

Democracy is further embedded through topic discussions in the curriculum and assemblies.

The rule of law

Ss. Peter and Paul Catholic Primary School has high expectations regarding pupil behaviour and attitudes, and this is reflected in our Behaviour Policy, RSHE Policy and Anti-Bullying Policy.

At Ss Peter and Paul Catholic Primary School, the expectation is that everyone follows our one school rule, Be the person God wants you to be. This means that we live our lives following

the Gospel values. The reward for living the best life that we can live, is the reward of knowing that we are pleasing God whilst making a positive impact on the lives of those around us and in doing so, we are developing our own sense of worth and developing the skillset that will enable us to achieve and make us better citizens for the future.

In school the children are rewarded for going above and beyond what is expected of them for example when they show perseverance or resilience, when they have actively put the needs of others before themselves or when they have made a difference.

Clare Mullen from Parliament UK has delivered an assembly to all children in KS2 on parliament and how rules and laws are made and decided upon through a Parliament Education Outreach visit.

Year 6 have a visit from local magistrates.

Our local PCSOs visit the school to talk to the children about their role in society and our rights and responsibility to each other. They have also led a session on staying safe online and will be supporting the development of our own junior PCSOs in February 2023.

Through the RE curriculum children are taught about the rules of the Church and God for example the Ten Commandments.

Mutual Respect

We have high expectations about pupil conduct and this is reflected in our Behaviour Policy, anti-bullying policy and Equalities Statement.

Our school rules, Be the person God wants you to be, encompasses the need to be respectful of one another.

Through our ethos and RE curriculum, children know that we are all unique and have been “created in the image and likeness of God”.

Through our curriculum, the Catholic Pupil Profile, Catholic Social Teaching and our PSHE and RSE curriculum, our children are taught to respect each other, to be cooperative and collaborative, to be supportive of one another, and to look for similarities while being understanding of differences.

Mutual respect is also promoted through assemblies and awareness days such as anti-bullying and Mental Health and Well Being. A range of specific assemblies are delivered focusing on helping other pupils to understand particular special needs, be they educational or emotional.

Charity work includes collecting food for the local foodbank, raising money for charities including McMillan, Children in Need, ARYPT and the Good Shepherd Appeal as well as raising awareness for charities such as CAFOD and mental health and wellbeing.

We are a Thrive school which supports individuals understand their own feelings.

Autumn 2022, we have been part of the Mental Health and Well Being Enhanced Project.

Tolerance of Different Faiths and Beliefs

Ss. Peter and Paul Catholic Primary school is a diverse school with over 15 different languages been spoken.

Tolerance of different faiths and beliefs is promoted through Learning and Growing as the People of God and specific curriculum topics. Our children learn about different religions, and beliefs and visit different places of worship including but not limited to our local Catholic Church, a Sikh Gurdwara and a Mosque. Our children have also had the opportunity to work with children in a nearby Seva school to share beliefs.

Diversity is promoted through music, displays, and drama/stories from other regions and cultures.

New books purchased for the library better reflect our school community.

Individual liberty

Through the Catholic Pupil Profile, Learning and Growing as the People of God and our PSHE RSE curriculum, children are taught about personal responsibility, independence, choices, ambition and aspiration.

Children are encouraged to follow their interests through the wide provision of our afterschool clubs including art and design, cooking, coding, sign language and sport for example. Where children achieve outside of school, they are encouraged to bring awards into school and celebrated in our Celebration Assembly every Friday.

Reconciliation and the sense of belonging is achieved through collective worship and in Mass.

Children at Ss. Peter and Paul are taught how to keep themselves safe in various ways. This includes social media and Online Safety. Our efforts here are also accomplished through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through our PSHE and RSE curriculum.

Year 4 children receive first aid training through Mini First Aid.

On a rotating basis, children in Year 5 and Year 6 visit Safeside, an immersive, full-size indoor safety village allowing children to learn about real dangers within a safe and controlled environment and Loudmouth Theatre come into school to deliver their Helping Hands programme looking at child exploitation and abuse, online safety and domestic abuse.

All year groups take part in our Vocations Week where they listen to visitors talk about their chosen paths and are then given the opportunity to ask questions.

Our School Council collect the thoughts and opinions of our children through our pupil SEF.

Our Pupils feel valued and their voices impact on the running of the school. Their opinions are sought and acted upon:

- Our Eco-team monitor how eco friendly the school is being and feedback on any improvements that could be made.
- Our School Council collect the thoughts and opinions of our children through our pupil SEF.
- Our GIFT and Eco Team work are working together to achieve the Live Simply Award.