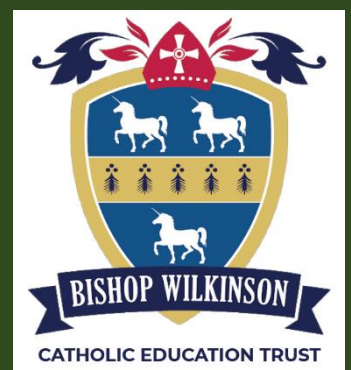




**St. Joseph's Catholic  
Infant & Junior Schools  
Birtley**

**Personal Development  
Strategy  
January 2023**



## Statement of intent



St. Joseph's  
Catholic Infant  
& Junior Schools  
Birtley



St. Joseph's Catholic Infant and Junior Schools, Birtley believe that every child has the right to the best possible education. We aim to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This strategy provides a summary which is aimed towards ensuring high-quality personal development outcomes and should be read in conjunction with the schools' Relationship and Health Education strategy, which was agreed after consultation with parents.

### OUR MISSION

Let us build a house where hands will reach beyond the wood and stone, to heal and strengthen, serve and teach, and live the Word they've known.

Built of hopes and dreams and visions, rock of faith and vault of grace; here the love of Christ shall end divisions:

**All are welcome in this place.**

### OUR VISION

Lord, in our daily lives, may we:

Love and serve like St. Joseph, care and protect like St. Joseph, work and teach like St. Joseph, show compassion and loyalty like St. Joseph, have trust and faith like St. Joseph.

We follow St. Joseph's virtues and remember our significance in God's world. Amen.



## Defining Personal Development:

The Ofsted EIF states that:

*291. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement is used by inspectors to evaluate the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work. Inspectors will recognise that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.*

*292. At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh's Award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school's work on the lives of individual pupils.*

*293. This judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' personal development. These include how the school:*

- ensures that curriculum subjects such as citizenship, RE and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development – including by considering the provision, quality and take-up of extra-curricular activities offered by the school
- develops pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- through the curriculum, assemblies, wider opportunities, visits, discussions and literature, develops and deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance
- promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils' understanding of the protected characteristics and how equality and diversity are promoted
- ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists, for example in respect of wider opportunities for pupils
- develops pupils' characters, which we define as a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enables pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enables pupils to recognise the dangers of inappropriate use of mobile technology and social media

- develops pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- develops pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- supports readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully, including, for secondary schools, through careers information education, advice and guidance
- in special schools, enriches the curriculum, taking into account specific factors such as the local area's arrangements for providing home-to-school transport for children with SEND

304. On graded inspections, inspectors will focus on:

- whether the school has had due regard to the statutory guidance on RHSE (see ['Relationships, sex and health education on graded inspections' section](#)) and so:
  - has formed a policy following consultation with parents
  - has staff trained to assess and deliver the RHSE curriculum
  - appropriately supports children with SEND to learn RHSE
- whether pupils have sufficient age-appropriate awareness and understanding of the protected characteristics
- whether pupils have sufficient knowledge about how to stay safe, including online
- pupils' spiritual, moral, social and cultural development, citizenship education, modern British values, the development of character and wider development
- in secondary schools, the effectiveness of CIEAG

305. Much of the evidence that inspectors will consider in making the personal development judgement will be drawn from across the deep dives carried out, and conversations with leaders, staff, pupils and governors. Inspectors will also draw on any other evidence they consider as part of the inspection.

This policy will be broken down into six areas:

- Enrichment of Curriculum
- Spiritual, Cultural, Moral and Social Opportunities
- Team Work and Character Building
- Careers Preparation and Journey into Adulthood
- Relationships and Health Education
- Fundamental British Values



## 1. Enrichment of Curriculum

St. Joseph's core curriculum strategy explains that our 'curriculum is a never-ending story'. As well as high-quality teaching and learning, the curriculum enrichment offer is a paramount tool to supporting pupils' personal development.

Where possible, we endeavour to arrange one curriculum enrichment visit or activity per term, per class. For example – this may be to further develop knowledge or explore artefacts in a museum, or to visit the local community's care home. Equally, this may be used to complement the curriculum classroom offer. This academic year, our pupils have visited Safetyworks for personal safety and Relationships and Health Education input, The Hancock Museum, Beamish Museum, the Discovery Museum, Locomotion in Shildon and Gibside National Trust.

Whatever the chosen core or foundation unit of study, we will do our best to secure a learning opportunity for our pupils, outside of the classroom to enhance pupils' cultural and social capital.

In addition to this, we have provided and are seeking to provide further opportunities to enhance the schools' extra-curriculum offer.

At present, there are a wide variety of activities at St. Joseph's Catholic Junior School including:

- Design Technology
- Singing Club
- Grassroots Sports Provision Club
- Gateshead Football Club
- Korean Club
- Kensho Karate

From April 2023, we will be offering peripatetic music tuition in piano, strings and voice at both sites.

At St. Joseph's Catholic Infant School we offer:

- Kensho Karate
- Singing Club
- NUFC Multi-Skills

## 2. Spiritual, Cultural, Moral and Social Opportunities

Spiritual:

At St. Joseph's, we are proud of our Catholicity and have many opportunities for spiritual and moral development built into our Religious Education curriculum, and our Collective Worship strategy. The Catholic life of the school, underpins much of our SCMS work – but we know that to be truly inclusive and diverse as an outward looking community, we must also supplement this with a holistic Relationships and Health Education programme.





setting, and as a consequence, we have organised external visitors to school to ensure that our pupils get maximum opportunities for character building.



Our Early Years setting have a rich and varied Personal, Social and Emotional Development curriculum which has been enhanced by Phil, from Muddy Monsters, who has supported adventure den building and teamwork challenges with our youngest children.

Within Key Stage 1, opportunities for character building have taken place at Newcastle United Foundation, where children have been able to participate in mini-teamwork challenges.

In Year 2, our pupils have attended Chopwell Woods Oases North East setting for den building, rainforest survival activities and adventure arts and crafts.

The teamwork strategy continues to grow in Key Stage 2 as pupils are exposed to residentials either at Howtown or more recently, to Robinwood – where character building forms a substantial part of the residential as pupils become more independent outside of the family home.



*‘Children visiting the centre will not only get to experience new and exciting challenges but will have the opportunity to grow in confidence and discover new skills and abilities whilst being led and guided all the way by our fun and highly motivated staff team. The centre has fantastic indoor provision for three challenging high activities; an impressive climbing wall, crate challenge with emphasis on teamwork and trapeze with platform options to leap from two different levels. Indoor provision means that these high activities can continue whatever the weather.’*

Additionally, kayaking, caving and hill walking are also personal challenges which pupils are unlikely to have participated in prior to attending the residential.

St. Joseph’s Catholic Junior School has had an excellent extended offer of provision for many years which goes above and beyond to provide children with opportunities to play competitive and participatory sport, thus developing teamwork and the necessary associated leadership skills linked to sport and the Gateshead School Sports Partnership strategy sporting and games fixtures.

For example – our after-school provision links to competitive fixtures and is open to all pupils.

Autumn term – Football – in preparation for competitive fixtures

Spring term – Gymnastics Festival Practice – in preparation for festival

Spring term – Netball/Basketball – in preparation for School Sports Partnership Games.

Summer term - Athletics – in preparation for Athletics.

Additionally, opportunities are opened to all Year 5/6 pupils to attend events like the Chester-le-Street Schools' Cross-Country tournament – where all pupils, should they wish, can attend on Saturday morning cross-country competition on a fun-run basis for a month in January/February time.

We also believe that team work is born out of children being given roles and responsibilities. This is why our children in the Junior School have responsibilities including that of librarians, Eco-Council and School-Council.

#### **4. Careers Preparation and Journey into Adulthood**

In January 2023, we commenced the schools' first Careers Week inviting external speakers into school to raise aspiration and aims to empower young people to make informed choices about their next steps by making sure they are getting the best careers advice and information possible.

The talks were age appropriate, broadening pupils' understanding of work, associated work ethics and the determination and resilience required to overcome career hurdles which may have occurred in our speakers' lives. View our timetable and careers week strategy here.

Speakers ranged from:

- Care Quality Inspection Industry Managers
- Hairdressers
- Paramedics
- Teachers
- Nurses
- Council Consultation and Engagement Officers
- Musicians
- Product Design Managers
- Television Dress and Costume Makers

[Careers and Vocations Week - St. Joseph's Infant and Junior Schools, Birtley \(stjosephcatholicschoolsbirtley.org\) https://stjosephcatholicschoolsbirtley.org/careers/](https://stjosephcatholicschoolsbirtley.org/careers/)



St. Joseph's Catholic Infant & Junior Schools Birley

About Statutory Information Catholic Life and Mission Curriculum Parents and Carers Resources Classes

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	Infant Reception	Infant Year 1	Infant Year 2	Juniors Year 3	Juniors Year 4	Juniors Year 5	Juniors Year 6
Nursery (16 Juniors)	Financial Product Manager / Data analyst Reception – 12:45 – 1:30pm	Year 1 – 1:30pm – 2:15pm	Year 2 – 2:15pm – 3:10pm	Based in Year 3 classroom Adult Social Care (Quality Lead) 1:00pm – 1:30pm	1:30 – 2:00pm	2:00pm – 2:30pm	2:30pm – 3:00pm
	Drummer Reception – 1:45 – 2:15pm	Drummer Year 1 – 2:30 – 3:10pm	Drummer Year 2 – 1:00 – 1:45pm	Paramedic Based in Year 4 classroom 2:30 – 3:00pm	Paramedic 1:00 – 1:30pm	Paramedic 1:30pm – 2:00pm	Paramedic 2:00pm – 2:30pm
Timetable (16 Juniors)	Infant Reception	Infant Year 1	Infant Year 2	Juniors Year 3	Juniors Year 4	Juniors Year 5	Juniors Year 6
	Harddresser Reception – 12:45 – 1:30pm	Harddresser Year 1 – 1:30pm – 2:15pm	Harddresser Year 2 – 2:15pm – 3:00pm	Teacher Based in Year 4 Classroom 1:00pm – 1:30pm	Swimming	1:30pm – 2:00pm	2:00pm – 2:30pm
	Nurse Reception – 9:00am – 9:30am	Nurse Year 1 – 9:30 – 10:00am	Nurse Year 2 – 10:00 – 10:30am	Nurse Based in Year 3 Classroom 1:30pm – 2:00pm		2:00pm – 2:30pm	2:30pm – 3:00pm
				Deacon Vocations Based in Year 5 Classroom 2:00pm – 2:30pm		2:30pm – 3:00pm	3:00pm – 3:30pm
Infant Reception	Infant Year 1	Infant Year 2	Juniors Year 3	Juniors Year 4	Juniors Year 5	Juniors Year 6	
NHS Careers Box		NHS Careers	Swimming	Financial Prod.	Year 5	Based in	

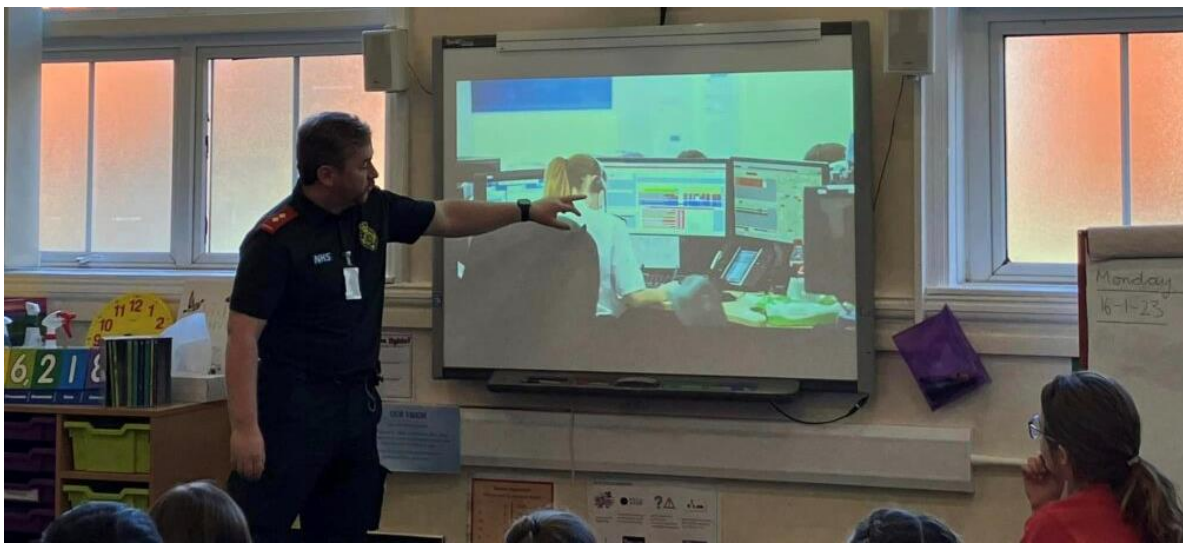
In addition to the above, both schools were delighted to receive the NHS Mini-Scrubs as part of the North East and North Cumbria Integrated Care Partnership for North encompassing Northumberland, North Tyneside, Newcastle and Gateshead. 25 job roles within the NHS are assigned to a 'mini-scrub', along with an information card. The mini-scrubs were perfectly sized for our pupils enabling:

- role play to take place
- an opportunity to experience 'life inside the scrubs'
- time to absorb information about how the profession/career contributes to the workings of the NHS.

For more information visit:

['Mini scrubs' project aims to open up health and social care jobs to schoolchildren :: Northumbria Healthcare NHS Foundation Trust](#)





Friday's Speakers: Drummer/Musician
What does the job of a musician/drummer entail?
Which questions would you like to ask the speaker?
How can you become a musician?



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## 5. Relationships and Health Education (RHE)

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) the schools' consulted on an RHE strategy in 2021. The document was finalised and was then rebranded in September 2023. RHE is concerned with

nurturing human wholeness and is integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. We have a separate RHE strategy and this document should be read in conjunction with the RHE strategy.

RHE will be taught in accordance with the Church’s moral teaching. It emphasises the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain. Please view our Relationships and Health Education strategy: [Relationships and Health Education - St. Joseph’s Infant and Junior Schools, Birtley \(stjosephcatholicchoolsbirtley.org\) https://stjosephcatholicchoolsbirtley.org/rhe/](https://stjosephcatholicchoolsbirtley.org)

RHE Topic Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Module 1 Created and Loved By God</b>		<b>Module 2 Created to Love Others</b>		<b>Module 3 Created to Live in Community</b>	
<b>Reception</b>	<b>Mission and Vision:</b> Understand the school's ethos and expectations for the year ahead. <b>Unit 1: Religious Understanding-Handmade with Love</b> (1 session) <b>Unit 2: Me, My Body, My Health – I am me</b> (3 Sessions)		<b>Unit 3: Emotional Well-Being-</b> (3 sessions) <b>Unit 4: Life Cycles</b> (1 session)	<b>Unit 1: Religious Understanding</b> <b>Unit 2: Personal Relationships</b> <b>Unit 3: Keeping Safe</b>	<b>Unit 1: Religious Understanding</b> <b>Unit 2: Living in the Wider World</b>	
<b>Year 1</b>	<b>Mission and Vision:</b> Understand the school's ethos and expectations for the year ahead. <b>Unit 1: Religious Understanding</b> <b>Unit 2: Me My Body and My Health</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 2: Personal Relationships</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 2: Living in the Wider World</b>	
<b>Year 2</b>	<b>Mission and Vision:</b> Understand the school's ethos and expectations for the year ahead. <b>Unit 1: Religious Understanding</b> <b>Unit 3: Emotional WellBeing</b> <b>Unit 4: Life Cycles</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 3: Keeping Safe</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 2: Living in the Wider World</b>	

RHE Topic Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Module 1 Created and Loved By God</b>		<b>Module 2 Created to Love Others</b>		<b>Module 3 Created to Live in Community</b>	
<b>Year 3</b>	<b>Mission and Vision:</b> Understand the school's ethos and expectations for the year ahead. <b>Unit 1: Religious Understanding</b> <b>Unit 2: Me My Body and My Health</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 2: Personal Relationships</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 2: Living in the Wider World</b>	
<b>Year 4</b>	<b>Mission and Vision:</b> Understand the school's ethos and expectations for the year ahead. <b>Unit 1: Religious Understanding</b> <b>Unit 3: Emotional WellBeing</b> <b>Unit 4: Life Cycles</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 3: Keeping Safe</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 2: Living in the Wider World</b>	
<b>Year 5</b>	<b>Mission and Vision:</b> Understand the school's ethos and expectations for the year ahead. <b>Unit 1: Religious Understanding</b> <b>Unit 2: Me My Body and My Health</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 2: Personal Relationships</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 2: Living in the Wider World</b>	
<b>Year 6</b>	<b>Mission and Vision:</b> Understand the school's ethos and expectations for the year ahead. <b>Unit 1: Religious Understanding</b> <b>Unit 3: Emotional WellBeing</b> <b>Unit 4: Life Cycles</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 3: Keeping Safe</b>		<b>Unit 1: Religious Understanding</b> <b>Unit 2: Living in the Wider World</b>	

## 6. Fundamental British Values

In September 2022, all children across the key stages in both schools revised the Fundamental British Values and some of this work is located in Relationships and Health Education floor books, while some of this is also on display like this picture in our Year 4 classroom.



