

St Patrick's

Personal Development Exemplification



1.) Pupil Pastoral Care:

Pupil pastoral care is of the highest priority at St Patrick's. We create a nurturing environment where students feel valued, supported and empowered to reach their full potential. This is through the care and actions of staff members and by teaching children the skills they will need to manage their own personal, social and emotional needs.

Teaching children about good behaviour

Our behaviour policy defines the expected behaviours in our school. It is centred on what successful behaviour looks like. Pupils are taught that they have a duty to follow the school behaviour policy, uphold the school rules, and should contribute to the school culture.

The children were consulted and asked to agree a set of rules that they felt would ensure the school was a safe and friendly place to be; rules that were applicable to everyone in the school community. These have become the rules for the whole school. We expect that everyone respects and abides by them. The rules are displayed in every class and can be referred to during the school day.

At our school we value and respect others. These rules are essential if we are to have a safe and productive learning environment.

The Golden Rules

Do be kind, helpful and polite. Don't hurt people's feelings by being rude or unkind.

Do be gentle. Don't hurt or play fight.

Do listen to people and follow instructions. Don't ignore people or interrupt them.

Do look after our things. Don't waste or damage things.

Do be honest. Don't lie or cover up the truth.

Do understand it's OK to make mistakes. Don't laugh at those who are brave enough to have a go.

Do work hard and try your best. Don't waste time or give up easily.

These Golden Rules are taught to all pupils, so that they understand what behaviour is expected and encouraged and what is not accepted.

Supporting pupils with self-regulation and taking responsibility for their behaviour

Pupils must be enabled to take responsibility for the choices they make in their behaviours.

Being Whole



We teach children that we all have a full range of emotions. It is impossible to feel happy all of the time. Expecting to feel happy all the time is not healthy. Feeling 'happy' is one emotion. We have many positive and negative emotions. All of our feelings make us whole. Emotions are what we feel on the inside; behaviour is how we act on the outside. All feelings are okay, but not all behaviours are okay.

The Zones of Regulation

We have worked with psychologists and trauma-informed practice professionals to develop an approach to understanding emotions and self-regulation that is mentally healthy and promotes children's resilience.

There are four zones included in the Zones of Regulation and each zone has its own colour. The Zones of Regulation poster must be displayed at the front of the classroom. Staff should direct children to use this resource when necessary to identify which zone they are in and to help themselves get back to the green zone.

The ZONES of Regulation

			
Blue Zone bored tired unwell shy deflated	Green Zone focussed calm proud relaxed	Yellow Zone worried frustrated silly excited scared	Red Zone angry terrified ecstatic panicked overjoyed

Children are taught:

- About emotions and to recognise what zone they are in.
- It is natural to experience all zones at one time or another.
- You can fluctuate between the zones throughout the day.
- All zones and all feelings are okay, but not all behaviours are okay.

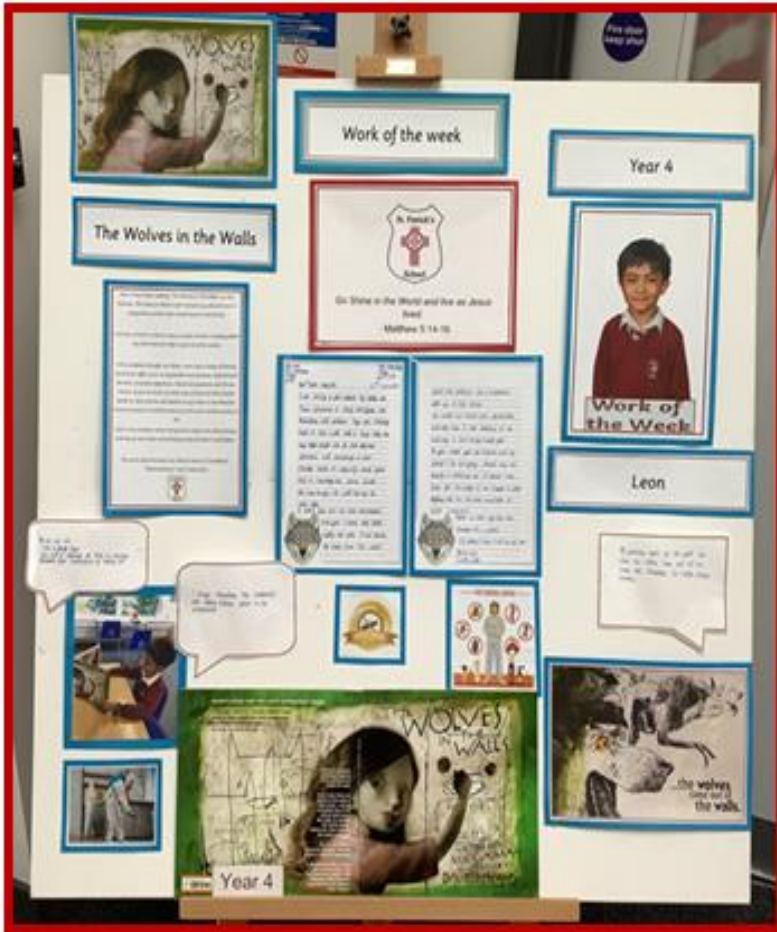
- When we notice that our behaviour is not appropriate to the situation, it is a clue that we need to manage ourselves differently.
- Strategies to regulate themselves back to the 'Green' Zone e.g. breathing techniques, counting, stretching, squeezing hands together, talking to someone.

For pupils who need additional support with pastoral care, we offer daily check ins with a trusted adult.

Breakfast club, after school enrichment clubs and school trips (including residential in Year 6) are offered free of charge to support the pastoral well-being of our most vulnerable families.

For pupils who need support with building positive relationships with others we provide an 'Indoor Club' at morning break. This offers a calm, nurturing space to play with their peers under the close guidance of an adult.

2.) School Environment:

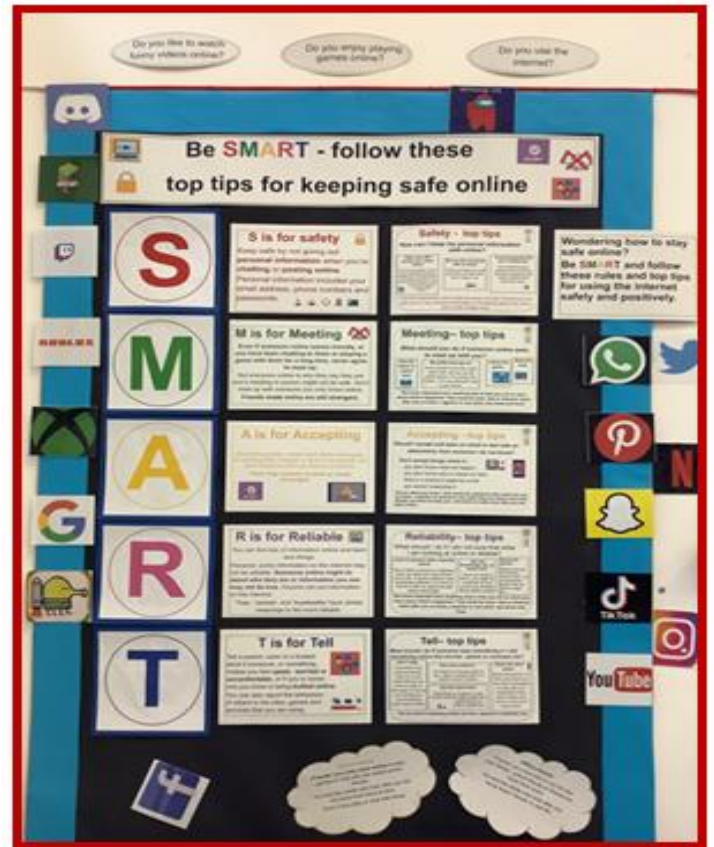


Each week an exemplary piece of work from each year group is chosen to be '**Work of the Week**'. This is displayed in the school lobby for everybody to see.



Equality Studies
display

Teaching **online safety** is a key priority at St Patrick's and is part of the computing and PSHCE curriculum as well as Keeping Safe studies.



Reading is the most important subject in our curriculum and develops children's knowledge, understanding and interest.



We celebrate the **international connections** we have all around the world.



Our poster patches include the weekly newsletter and reminders about:

- Keeping themselves safe (Childline and the PANTS rule)
- Choosing healthy snacks
- Wearing their own clothes on their birthdays
- Anti-bullying and speaking to trusted adults



We have consistency in our behaviour policy and use the smile chart to reward positive behaviour choices and create a sense of community amongst the children in the class.



We create an engaging environment to learn in. One that both celebrates and supports learning.

3.) Personal Development in EYFS:

We recognise that personal development starts with our youngest pupils. Some of the ways this is developed include:

Teaching the golden rules and routines are a particularly high priority for children joining the early years

Pupils are encouraged to move around the school independently from very early on in the year

Independently selecting resources using visual labels to support

Areas of the classroom that children are responsible for tidying up

Focus on language to develop cultural capital

Smile chart which develops a sense of teamwork and community

Opportunities to perform to their peers including nursery rhymes and story telling

Indoors and outdoors role play area to develop social skills and understanding of the world

Children self-select activities which allows them to develop their independence and own interests



Each day, pupils use cubes to vote for the story they wish to hear at story time

At independent activities, children use timers to self-manage their turn taking and develop a sense of fairness

We develop emotional literacy in a number of ways including age- appropriate introduction to the Zones of Regulation and visual and physical resources

We develop cultural capital through carefully selected visits and visitors during the school year

The curriculum map has a large focus on other cultures and the life of those around the world

Parents are regularly invited in to discuss their own cultural experience e.g. to discuss Chinese New Year

Reception gradually join whole school assemblies to develop their sense of belonging in the school. They attend dress rehearsals and performances of other classes.

4.) Whole School Project Weeks:

We go above and beyond the National Curriculum to equip our pupils with skills and understanding they will need for their local context and their next stage in life. While this is woven through other curriculum areas throughout the whole school year, our pupils also take part in:

- Equality Studies
- Keeping Safe Studies
- Looking After our World Studies
- Catholic Social Justice Studies

Equality Studies Memo 2024

Equality Studies will take place on the week beginning 19th February 2024.



Although a lot of the planning and resources are prepared, please take some time to go through them and ensure that you have everything you need for the week so that it is a success.

What is Equality Studies?

By the end of Equality Studies we want the children to have an enhanced understanding of issues surrounding:

Equality, Social Justice and British Values

- YR and Y1 – Gender equality / stereotypes
- Y2 – Racial equality focus – Rosa Parks
- Y3 – Gender equality focus — Malala Yousafzai
- Y4 – Racial equality focus – Martin Luther King
- Y5 – Gender equality focus – Votes for women and Suffragette movement
- Y6 – Racial equality focus – Nelson Mandela

All of the work from your Equality Studies should go into a Special Projects book.

Please encourage lots of talk during Equality Studies and include vocabulary on your Vocab Wall display.

Display

Make sure you keep photos and all the best art work, as we will be updating the Equality Studies display on the first floor.

Please choose **2 written outcomes** that can be used to update the display. Each year group have some templates that should only be used for display. Most recording is done directly into books throughout the week. Please don't put dates on the displayed work.

Give these pieces of work to Natalie by Friday 1st March.

Planning for Equality Studies

This is saved on the shared drive-Whole school project weeks-Equality Studies

Reception and 1

- 1-3 planned lessons for the children based on 'challenging gender stereotypes'.
- Please plan carefully which days you will teach Equality Week. It should be a day when you are in class all day (not a PPA day) and a day which is relatively free i.e. not a Music / Spanish day etc.
- Throughout the week, take loads of photos.
- Read Write Inc. lessons will still take place this week.

Year 2 – 6





- A whole week of work has been planned for you and there are additional resources on the shared area in the folder – 'Whole school project weeks' – 'Equality Studies'.
- The children will be off timetable for the whole week, apart from PE, Music and Spanish.
- Throughout the week take loads of photos.
- **Please read through the planning carefully. A lot of resources have been prepared for you, but you may want to adapt them or add more.**
- Ensure you use the ideas in the planning to help you explain some sensitive and tricky issues to the children.
- Read Write Inc. lessons will still take place this week.

What to do now...





Go through the planning and familiarise yourself with the lessons, prepare resources and any books that need ordering.

Enjoy teaching Equality Studies! ☺

Keeping Safe Studies - Year 2 Planning

	Monday	Tuesday	Wednesday	Thursday	Friday
Theme	INSET Day	Online Safety 	Road Safety 	First Aid 	Keeping Myself Safe 
Lesson 1		Why is information special?	What is road safety? Safari Grover video	How can we stay safe? Stay Safe – part 1	Learning agreement
Lesson 2		Who should I trust online?	Safety First	Stay Safe – part 2	In the house
Lesson 3		Who can help me when things go wrong?	Road Rangers	Stay Safe – part 3	Out and about
Lesson 4		Design a leaflet about staying safe online	Design a road safety poster	Stay Safe – part 4	People who can help me

Keeping Safe Studies - Year 6 Planning

	Monday	Tuesday	Wednesday	Thursday	Friday
Theme	INSET Day	Online Safety 	Road Safety 	First Aid 	Keeping Myself Safe 
Lesson 1		How can the Internet make people feel?	What is road safety? The girl who didn't dress bright video	What is first aid? Emergency Action – part 1	Learning agreement
Lesson 2		Advertising Online	Campaign Spotlight	Emergency Action – part 2	Assertiveness, Saying no
Lesson 3		What makes a good password?	The science of stopping	Design a first aid comic strip	Safe and unsafe touch
Lesson 4		Chatting to strangers online	Design a road safety poster	-	People who can help me
Lesson 5		Design a leaflet about staying safe online	-	-	-

Topics: Waste, Energy, Pollution, Nature

Overview

Aims	<p>To understand that we have a responsibility to look after our world.</p> <p>To understand what happens to our rubbish.</p> <p>To understand that we can reduce, re-use and recycle waste.</p> <p>To understand why reducing waste is good for the environment.</p> <p>To know some alternative energy sources and why they are good for the environment.</p> <p>To understand the three main types of pollution.</p> <p>To understand the problem with plastic polluting the ocean.</p> <p>To understand how why some animals are endangered.</p> <p>To know some things people can do to help protect endangered animals.</p>
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Key Vocabulary	Resources
Earth, rubbish, waste, landfill, reduce, re-use, recycle, protect, conserve, energy, renewable energy, non-renewable energy solar, wind, geothermal, hydro, biomass, endangered, species, extinction, protect.	PowerPoints Lesson resources Camera Globe and blue-tac sign to show UK Bible Leaflet template that suits your class' needs. Range of waste (see day 2 lesson 1) Children's recyclable waste to make castles (see day 2 lesosn3) Crafting materials Two hula hoops and labels and key words cut out (from resources folder) A3 cartridge paper Painting equipment Book: Dinosaurs and All that Rubbish (Michael Foreman) Tote bags and fabric pens

Topics: Pollution and Energy

Overview

Aims	<p>To understand that we have a responsibility to look after our world.</p> <p>To understand the Christian belief that humans are stewards of God's Earth.</p> <p>To understand the causes and effects of air pollution.</p> <p>To investigate air quality around the school.</p> <p>To understand arguments for and against the solutions to air pollution.</p> <p>To be able to articulate their own opinions about the issue of air pollution.</p> <p>To be able to participate in a debate about an environmental issue.</p> <p>To understand the main types of renewable energy.</p> <p>To understand why renewable energy is better for the environment than non-renewable energy.</p>
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Key Vocabulary	Resources
Earth, stewards, stewardship, conservation, environment, activist, protest, global warming, air pollution, air quality, renewable, non-renewable, sustainable, sustainability.	PowerPoints Lesson resources Camera Globe and blue-tac sign to show UK Bible Local area walk risk assessment Vaseline 8-10 Squares of graph paper stuck onto cardboard with paper clips thread through the top as a hook (See Day 2/3 Lesson 4) Sticky tape Teacher's model wind car Wind car resources: 1. One foam board or thick card with slit cut into centre 2. Two straws 3. Two craft sticks (longer than the straws) 4. One 10x10 cm card square 5. One large craft stick/lolly stick 6. Four wooden wheels 7. Tape 8. Play dough

5.) Visits and Visitors (including local area opportunities):

We recognise that **London is our classroom** and our central London location allows us to provide a range of experiences and opportunities to support our curriculum. Our visits and visitors at St Patrick's include:

Visits:

- Sea Life London Aquarium
- Kentish Town City Farm
- V&A Museum of Childhood
- Hampstead Heath Education Centre
- Francis Crick Institute
- Florence Nightingale Museum
- Kew Gardens
- London Zoo
- Natural History Museum
- Westminster Cathedral
- Westminster Abbey
- St Paul's Cathedral
- V&A Museum
- Design Museum
- Royal Observatory Greenwich
- Imperial War Museum
- Camden Citizenship Conference
- Houses of Parliament
- Thames River Cruise
- PGL Liddington
- Camden's Career Offer-STEAM

Visits in our local area:

- Local area walks
- Local Library
- London Transport Museum
- British Museum
- West End Theatre trip- The Lion King
- Sir John Soames Museum
- Charles Dickens Museum
- National Gallery
- Local area carol singing

Visitors:

- Camden Learning Centre
- Christmas Pantomime
- Zoo 4 U
- Francis Crick Institute
- Judaism workshop
- History off the Page including Great Fire of London, Ancient Greeks and Stone Age
- London Fire Brigade
- Parents to discuss other faiths
- Police visits
- Young Shakespeare Company
- Foundling Museum
- Predators and Prey Workshop
- Crime and Punishment Workshop
- Growing Against Violence- social media and gangs workshops (Years 5 and 6)
- Eco active environment workshops
- HSBC finance workshops/STEAM Careers for Spring/Summer 2025



At the end of Year 6 we go on a 3-day residential to PGL Liddington. Financial support is provided for those who need it and adaptations made to ensure any pupil who wishes to attend is able to do so.

6.) Charitable Giving:

In our school, we discuss ways to challenge poverty, injustice and inequality. These discussions raise awareness to the plight of others, both close to home and further away. We support those in need through the school's programme of **charitable giving**. The school council, made up exclusively of pupils, manages many of our initiatives. The whole school community is encouraged to engage in social action and to be courageous advocates for change in the local area, national and global communities.

We raise money for **The St Vincent De Paul Society** which helps the young homeless in the community.



We give in a global way to the charity, **Plan International UK**, through which we sponsor two children – Francisca who lives in Brazil and Zeddy who lives in Kenya. We hold monthly non-uniform days where pupils can choose to wear their own clothes by donating to PLAN International.



We also give to **New Ways**, supporting the poorest children in Turkana, Northern Kenya in Africa.



We raise money for **CAFOD** – Catholic Agency for Overseas Development.



Every November we subscribe to the national **POPPY APPEAL**.



We also support **Red Nose Day**.



7.) Assemblies:

We run a varied programme of assemblies that supports with the personal development of pupils at St Patrick's.

We have regular assemblies that are designed to teach children how to keep themselves safe. These include anti-bullying, online safety and the PANTS rule.



We also develop the children's ability to use their own voices and form their own opinions in Votes for Schools assemblies. These are linked to current affairs in the world, allowing children to have conversations about what is going on in the world around them. It also gives them the chance to vote on an important topic, linking to our British Value of democracy. All British Values are revisited in assemblies every academic year.



In our termly 'Ask the Headteacher' assemblies. Pupils get a further opportunity to share their ideas and suggestions to make the school even better. Previously this has included new titles for the class libraries and new after school enrichment clubs.

Celebration assemblies on a Friday, reinforce our Christian values (through special mention and learning hero certificates) and allow the children to develop a sense of pride in themselves and their peers. A 'person of the week' is selected from each class every week and uses their public speaking voice to share with the whole school why they have been chosen.



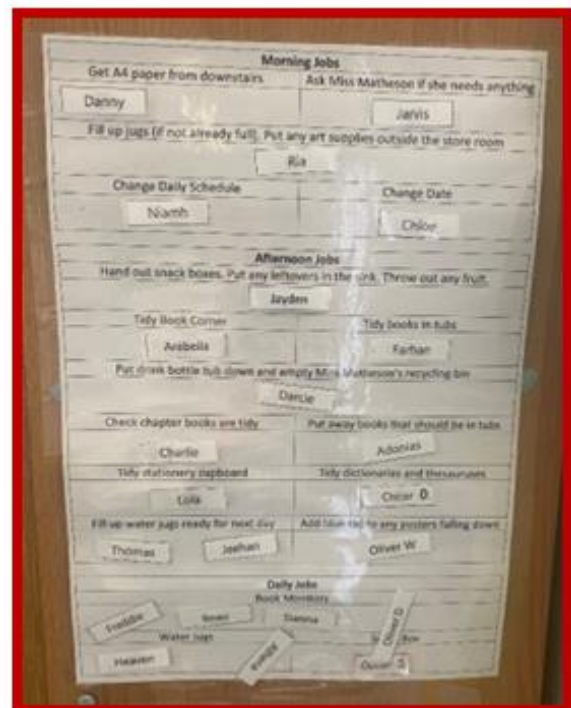
8.) Roles and Responsibilities:

We aim to develop children's independence and sense of responsibilities by giving them different roles around the school.

These include: Monitors in each classroom include:

- *Recycling monitors*
- *Water jug monitors*
- *Class library monitors*
- *Timetable monitors*
- *Stationery monitors*

- School council members
- Year 6 Trust Group
- Prayer leaders
- Reading buddy system
- Older pupils support with walking younger pupils to church



9.) Parental Engagement:

Evidence shows that parental engagement with the school improves outcomes for pupils.

We engage with the parents through:

- Senior leaders are visible at the school door every morning and afternoon.
- Parents are invited in to school to be part of lessons- Parents Working Alongside Children. This includes early reading and maths. There is an opportunity for the parents to meet with the class teacher and senior leader after this session to discuss what they have seen and how they could support further at home.
- A weekly newsletter goes home to the whole school, with a specific newsletter for both Nursery and Reception class also sent out.
- Once a term, praise postcards are sent home in the post to recognise pupils with consistently outstanding behaviour.
- We have run a variety of coffee mornings for parents including: early reading, online safety, importance of sleep and routines and visits from external agencies such as the Mental Health Support Team.
- We invite parents in to 'Presentation to Parents' in each year group to showcase the learning and work that has been happening in class.
- We run a number of school events which parents are invited to join which include sports day, nativity, Summer BBQ, family fancy dress disco and the Year 6 leavers' assembly.
- Teachers meet with parents formally 3 times a year at Academic Review Day, although parents are regularly reminded that they can book in to see school staff at any time.
- Key messages are communicated through text messages.
- There are a number of transition meetings for new Nursery and Reception joiners and their parents.
- Parents enjoy joining us on school trips and support with visitors in school e.g. History off the Page.
- As part of the distinct Catholic nature of the school, parents re invited to join classes for collective worship sessions and for visits to church.
- We regularly seek feedback from parents through the parent questionnaire and analyse and respond to their feedback.
- We share information about budget friendly and local events for holidays and weekends including the local cinema which has 'pay what you can afford' screenings.

10.) Sports, Music, Drama and Art Offer:



As part of the personal development at St Patrick's we want to encourage and develop pupil's interests and talents across the wider curriculum, including sports, music, drama and art.

Sports:

Sports Day
Healthy Heart Day
Inter-School football tournament
After school enrichment clubs
Camden athletics tournament
Weekly swimming in Year 3
Interventions led by PE teacher for physiotherapy and occupational therapy needs

Music:

Camden Wider Opportunities- Year 4 whole class guitars
Yearly Camden Music Festival including performing at The Royal Albert Hall every other year
Weekly music lessons with specialist teacher
KS1 and KS2 choir
Carol singing in the community
Music concerts in school and church
Individual piano lessons
Individual guitar lessons

Drama:

Presentation to Parents Nursery to Year 5
Year 6 end of year production
Visit from Young Shakespeare Company
Visit from pantomime company
Termly poetry assemblies
Year 6 visit to West End show

Art:

Workshops delivered by local artist and displayed in school gallery
Digital art sessions at the Camden Learning Centre
Visits to the National Gallery, National Portrait Gallery and Design Museum
Workshops and outcomes shared with Camden art festival