



# SMSVC at St. Anne's Catholic Primary School

## Social Development

### **Social development examples include: -**

- Sporting achievements and development in sports continue to grow in range and strength including inclusion tournaments.
- Extra curricular provision e.g. Gardening club, Sign Language club, STEM club, Photography, various Sporting clubs, morning Table Tennis club etc. All children are encouraged to attend extra-curricular activity. Attendance is monitored. Children (especially pupil premium) not attending are asked about their particular interests and action taken to get them involved where possible.
- St Annes were involved in Climate Change Project for two weeks.
- Spiritual Learning Journals- Children to listen respectfully to each other's viewpoints and respond appropriately. Children encouraged to speak freely about faith and beliefs. Buddy system, older pupils acting as support and role models for younger pupils in assemblies/ masses/ workshops etc. Year 5 with Reception pupils/year 6 with year one
- Jigsaw PSHE program - weekly session updated linked to 2022
- St Anne's Mission statement lived out in daily lives of school community.
- Weekly/ half-termly certificates linked to virtues , half term medals
- Inclusion strategies employed to support vulnerable children to access collective worship/  
Mass
- Friendship bench (commissioned by a parishioner) installed in KS2 playground
- Children for each class join the parish tea dance to share songs, poems, dances etc. Learned in school.
- EYFS and KS1 children take part in annual May procession which involves a service led by the staff in which all of the children present a flower to Our Lady. This year we will then incorporate flowers into the new flower
- Weekly homework supported by parents
- Termly parent's evenings

- Links with parish - volunteers
- Sporting events - involved in inclusive events
- Sunshine club
- Lunchtime club
- Sensory club
- Playtime club
- Class 'rules'
- Reward systems including Saints points
- Dinner time - following consultation with school council in response to issue raised school dinner
- and packed lunch children in each class sit together to enjoy social interaction at meal time
- School council - very active in ensuring pupil voice is heard
- Dinner time, play-workers
- Family workshops
- Numerous meetings for parents throughout the year e.g. Nursery/Reception intake, Nursery children home/school visits, Nursery/Reception transition 'lunchtime', Welcome to Nursery (beginning of Autumn term), Look at me now (end of Nursery Autumn Term) Year 4 parent/child reading club, Reception reading and phonics, FHC meetings, welcome to Year 6, Confirmation meeting, E-Safety meeting, two Parent Evenings.
- Welcome many school experience, college and university students throughout the year.
- Inclusion Manager
- Child & Family Support worker
- Inclusion team
- Extensive outside environment offering tremendous opportunities for a range of interests e.g. quiet zone, picnic tables, adventure trails, sports areas, benches, prayer garden, 'vegetable' garden.
- Large range outdoor equipment for playtime use
- Daily opportunities for partner work/small and large group collaboration
- Class /Phase and Whole school celebrations of Mass, Monday Gospel assembly
- Class Assemblies - parents invited and encouraged to attend
- FKS Christmas production, KS1 Christmas production, KS2 School Carol Service, Year 6 Leavers Production, Music/Drama extra-curricular production
- Sports Day for all children, including Nursery
- Large range of sporting competitions e.g. Football, Netball, Table-Tennis, cricket, Rounders, Tag Rugby, Athletics
- House Saint Sports day linked to St. Sebastian
- Community links - Tea dance at the parish, carol singing at ASDA, visiting parishioners linked to May procession.
- Year 6 residential to Alton Castle - spiritual reflection, activities, group work, mass
- Every class has a school trip and other opportunities to visit other places
- Regular class lessons at Chelmsley Wood Library
- Picnics for FHC Choir
- Daily collective worship including twice weekly assemblies/Pupils plan own collective worship

- Regular visits to church/ Deacon Stuart works in school to support religious education in classes.
- Wide range of art competitions - St Anne's pupils frequently enter (and win) Solihull competitions.  
Links to Solihull Crown Plaza Hotel
- Celebrations of the Sacraments of: Reconciliation, First Holy Communion - 3 Saturdays in June, Confirmation
- Children have jobs/monitor roles within class/year group - Year 6 Leaders have responsibility around school e.g. Liturgical leaders, Mini Vinnies, Faith Friends. Children lead collective worship. Older children referee younger children's football. Year 6 & 5 buddies to younger children
- Visitors to School: Priest, Deacon, Lego man, Animal man, Childline, Father Hudson's Society.
- Link PCSO PC Patel - developing home/ school links, PSHE
- School Representatives attend Father Hudson's Society Mass at St. Chad's Cathedral
- Gifted and Talented events
- Lenten activities - children set up and 'fund' their own stalls - £1600 raised this year
- Wonderful displays around school, contributions from all classes, children working together to produce excellent work
- Early intervention - SISS team
- Being Health and safe week
- Graffiti free environment - children proud of their learning environment  
Christmas Bazaar - tins collection
- Talk partners, group work, collaborative project, topic, parent/child workshops
- Saints events throughout the year, Sports day, Number day
- Mental Health Award Bronze



# SMVSC at St. Anne's Catholic Primary School

## Moral Development

### **Moral development examples include:-**

- Mini Vinnie's working together to reach out to people in need all over the world.
- Restorative Justice approach employed to support high need children.
- Behaviour policy founded on forgiveness
- Children initiating as leaders
- Weekly 'virtues' certificate presented in assembly for a child in each class who has behaved in accordance with the focus virtue. Each child's name recorded on newsletter/ Twitter.
- Half-termly medal awarded for outstanding behaviour linked to virtues.
- Spiritual Learning Journals include individual responses, particularly in questions linked to AT2.
- Inspirational quotes around the school promoting the importance and rewards of living our lives in a good and respectful manner.
- Positive behaviour policy- regularly reviewed and updated.
- Class/School rules: consistent & visual
- Consistent high standards and expectations amongst all staff
- Clear consequences & rules established with children being part of this process
- Collective Worships - daily for all pupils, including weekly class attendance at parish Mass.
- Weekly newsletter which shares and celebrates achievements of pupils in all aspects of school life.
- Class pages on website
- Rewards for good behaviour - Mr Happy, Stickers, stamps, treats, Saints House Points, notes home, texts home, certificates, recognition on Twitter/ newsletter, Head teacher stickers
- Behaviour monitoring systems (e.g CPOMS), contact sheets, reports, think-sheets
- Promotion of positive role models amongst all races and nations, cultures through texts, assemblies, collective worship, curriculum links
- Modelling a 'moral code of conduct' as 'real-life' role models for our children
- The development of collaboration in lessons to encourage and open and safe learning environment (e.g. evidence of this in marking/learning conversations)

- Focus on engagement and joy for living and learning
- Breaches of moral code - e.g. addressing issues around social media/networking and it's pitfalls - 'Education first'
- Children's contribution to LENT - raising money for chosen charities - St. Mary's
- Hospice/CAFOD/Father Hudson's Society/ Cancer charities and others
- Children supporting the homeless - whole school contributions to make up bags of useful items donated to Tabor House
- Year 6 lessons on 'Random acts of Kindness' (a social media viral craze but given a moral platform to justify doing something good for another because it is a Christian act)
- Staff mentoring/inclusion. Thorough program for integration of NQTs
- Supportive network for staff to talk through potential issues including SLT/ phase leaders/ line managers/ year partners/ Pastoral Manager/ St Anne's school 'family' ethos.
- School/phase assemblies/ collective worship - addressing moral issues
- Multi-cultural weeks - linked to school mission statement of respect and recognition that we each share similarities and differences.
- School Mission taught to children and referred to throughout the day- 'Each one of us is unique, each one of us is special because we are created by God's love.'
- Fully inclusive school - all children having the right to belong and be fully involved in school occasions/activities e.g. trips (no child left out), Masses, assemblies, visits to other places, visits from different organisations
- A commitment to treating everybody fairly (inclusion, intervention, adult support, groupings, parental involvement).
- Jigsaw PSHE program- opportunity for children to raise and address moral issues in a 'safe' environment
- Addressing of breaches of moral behaviour in RE e.g. Jesus' death, (all year groups learn and reflect on the events of Holy week)
- Bible stories e.g. Zacchaeus, the Prodigal Son - forgiveness and changing to follow gospel values
- School Council/pupil voice raise any issues of concern and work together to address them e.g. when choosing wet play games it was very important that there was an equal amount purchased to ensure the interests of both girls and boys were considered
- E-Safety - ongoing work in school and with parents addressing appropriate use of the internet, particularly around social networking sites
- Eco-Monitors
- Through Mass, RE, collective worship and daily interactions, children learn the importance of saying sorry, know that God will always forgive and understand the importance of forgiving others
- Strong tradition of fair play in sporting activities. Children participate in Solihull Inclusion sporting tournaments.
- Sense of fairness - children acknowledge themselves right and wrong choices .Parents supportive of behaviour policy of school - few complaints, parents working in partnership with school.
- "Flourishing Fives" - enterprise initiative to raise money for age concern
- Year 5 "Buddies" with Reception children



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## **Spiritual Development**

**Spiritual development examples include: -**

- Liturgical leaders
- Mini-Vinnies
- Faith friends
- Prayer readers
- Jigsaw PSHE program - teaching children the value of 'mindfulness', quietness and calm reflection.
- Links to St Augustine's - sacramental and prayer friends (Year 3, Year 6 in previous years)
- Traditional prayers taught in every year group and further promoted through supporting materials on the website and each child also having a prayer book for use at home.
- Year 3 and year 6 Sacramental programmes have been evaluated.
- Snippets of Faith
- Home/ school inks have been further developed.
- Year group Catholic Life pages are kept fully up to date to share the depth and breadth of spirituality at St Anne's with the wider community.
- Social media - Twitter/ Catholic Diocese
- Diocesan virtues embedded into school life through collective worship, RE lessons, behaviour policy, bespoke display etc - celebration assemblies, Saints House Points
- Internal CPD- staff prayer and staff CPD- including modelled/ shared collective worship sessions,
- External CPD - Diocesan training
- Established links to John Henry Newman Catholic College
- Annual Catholic Schools Mass for staff
- All children given differentiated weekly homework linked to Wednesday Word .publication.
- Link SEN school for children from other schools to make their Sacraments
- Inclusion - use of task boards, individualised learning to support vulnerable children to access the spiritual life of school.

- Spiritual Learning Journals
- Children to listen respectfully to each other's viewpoints and respond appropriately.
- Children encouraged to speak freely about faith and beliefs
- Phase collective worship focal points
- Collective worship planning/ resources/ good practise shared in staff meetings and through Catholic pages on website.
- Monitoring of collective worship sessions by SLT
- Discussion news events/world events (weekly newspaper for KS2 classes 'First News'/ children's news round clips)
- A wide range of inspirational quotes around the school providing numerous opportunities for 'deeper thinking' and supporting our spiritual development
- Books monitored through subject leader and SLT in work scrutiny.
- School Mission - appreciating that we are all unique and special and respecting each other's differences.
- Faith expressed through prayers and liturgy which is an integral part of school life
- Exploring other faiths (e.g. "Other Faith Week")
- Timetabled visits from Parish Deacon to work with, and instruct children in all year groups.
- RE lessons - 10% curriculum time. Monitored by SLT
- Prayer Garden - regular visits made by classes to reflect and worship
- Awe and wonder evident in RE lessons and planning, collective worship, science (e.g. life cycle of a butterfly), etc.
- Sense of belonging- developing faith at home, school and wider community
- Prayer bags containing prayer books, cloths, religious symbols - taken home weekly by a child from each class to facilitate worship and reflection at home. Pupils encouraged to contribute prayer/ reflection to home/school book.
- Celebration of the Sacraments
- Class focal points created in partnership with pupils and by the pupils for daily class worship.
- Celebrations of events in the Liturgical Calendar (e.g. Christmas)
- Links with other schools - Year 6 - Cluster Mass, Year 3 - Links with St. Augustine's
- Creation and reflection on the natural world and the environment (prayer garden/ nature area/ Alcott wood visits/ Animal Man visit/ gardening club etc.)
- Mentors - Nurture Groups/ Sunshine breakfast club/ lunchtime 'Den'
- Meet and greet for pupils with transition/ family issues
- Inclusion team
- Family worker
- Differentiation/groups/setting
- Spiritual Learning Partners
- Monitoring of lessons/collective workshop
- Opportunity for silent/open/written individual prayers
- "Other faith" week-Visits and experiences
- Quality stories in guided reading/reading for pleasure/class readers
- Art/Music
- Children's contribution to display
- E-Safety/ICT lessons - e.g. Purple Mash
- Science - inventors
- History lessons - Visitors Tudors/Greeks
- Geography - visits to locality, Alcott Woods, town centre
- Music lessons/Assemblies, singing collective hymns
- RE Year 6 followers - E-Safety Workshops/Educating children on social media and Christ lessons
- Opportunity to develop spiritually at Alton Castle (children AND staff).

- Leaders/Inspirational figures (e.g. Leaders of the World)
- Collaborative Masses & celebrations
- Achievement through the Sacraments (i.e. working towards Confirmation)
- Daily prayer - 4 times daily exclusive of Collective Worship session
- Regular class/phase/whole school Masses.
- Gospel values underpin school policies and procedures
- Displays convey the catholic faith of St. Anne's and the way that faith is realised in action
- Children have a developing awareness and understanding of their own and others belief
- Thinking of others made in God's image who are not as fortunate as themselves by supporting
- Charities through church collections, Lenten activities and fund-raising throughout the year
- Celebration of Saints' days (houses)
- RE Enrichment events - all attended at other schools and hosted here at St. Anne's.



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## Vocational Development

**Vocational development examples include:-**

- St Anne's Mini Vinnie's- working together to reach out to people in need all over the world.
- Faith Friends- older pupils helping to support and assist the spirituality and understanding of Catholicism (Gospel readings, virtue and value links, stories) and providing 'faith' role models for younger pupils.
- Vocational lessons/ displays/ I wonder focus-- Who is God Calling Me to be?
- Liturgical Leaders- helping to support, monitor, develop and celebrate all of the Catholic Life at St Anne's.
- Staff recruitment / performance management - focus on personal and professional vocation aspirations.
- CPD for teaching, learning and assessment of vocation
- Pupil monitor roles (vocations in school)- including Eco-monitors / playtime pals / dinner time helpers / arts ambassadors/ digital ambassadors/ liturgical leaders/ faith friends/ Mini Vinnie's'/ year 6 leaders
- Buddy system- Year 5 with Reception pupils/year 6 with year one
- KS2 children attend a parish Mass at least once each half term
- Year 2 children attend weekly parish Mass during second half of summer term
- Assessment for learning policy- empowers children to take more responsibility for their own learning and progress

- Curriculum enables children to make links in their learning, between subjects and between their lives in school and the wider community/ world.
- Addition of inspirational quotes throughout school to promote a 'Growth Mindset' and positive affirmations about life's possibilities to raise aspirations.
- 'Learning Muscles' introduced, linked to 'Growth Mindset' and development of meta-cognitive skills in whole school community.
- Mission statement - recognising that each member of the school community is created by God's love highly valued and all pupils irrespective of age, ethnicity, ability, gender, faith, background are encouraged to fulfil their potential
- Commitment to 'Growth Mindset' approach to education in all aspects of pupil development
  - Extra curricular activities aimed at developing the interest and talents of all pupils
- Saints House system
- Daily collective worship
- Regular school Masses
- Gospel/ school virtues- importance of living our lives in accordance with these virtues
- Talk partners, small group work, differentiated learning, intervention - raises self-confidence in pupils.
- Excellent parish links established - Deacon Stuart a regular visitor to school, working with pupils throughout the school in RE lessons.
- Children regularly attend Mass and visit Church for RE lessons and Sacramental preparations
- RE units covered in every year- developing the pupils understanding of discipleship, biblical characters, saints as sources of inspiration.
- Confirmation children research and discuss why they are inspired by a certain saint
- Celebration of Saints days
- All children belong to 'Saints' house in school - Saints events in teams throughout the academic year
- Confirmation preparation focuses on the presence of the Holy Spirit in our lives
- Children serve others in school by collecting for charity, school council, year 6 buddies to reception children, altar servers, Year 6 leaders
- Celebration of Sacraments of Reconciliation, First Holy Communion and Confirmation.
- Reference to vocations in assemblies and celebration
- Religious Vocations, the structure/ hierarchy of the Church
- "What is God calling you to be?" display and CW focus
- "What is your vocation today" - going forth message through Collective Worship



# SMVSC at St. Anne's Catholic Primary School

## Cultural Development

### **Cultural development examples include:-**

- Daily prayer and liturgy in class and weekly phase assembly to include one session per week with a focus on The Gospel, Virtues, religious calendar, making links between religions and promoting British values, the school virtues, Catholic Social Teaching - World Wide Links.
- Values and Virtues - including display
- Catholic Social Teaching Principles
- Work with CAFOD representative- Chris Lynn on charitable outreach/Catholic Social Teaching
- Liturgical Leader working together to reach out to people in need all over the world through Lenten Charities and other charitable outreach opportunities
- Other Faith Weeks - linked to the Mission - to recognise, respect and celebrate similarities and differences.
- Phase assemblies - Cultural themes threaded through assemblies and referenced dependant on topic - aspect of different faiths within assemblies
- National Initiatives such as Black History Month widely celebrated in school
- A diverse range of texts including authors and texts from various cultures around the world
- Polish Heritage Appreciation Day
- School of Sanctuary award - preparation for life in modern Britain
- God's Greatest Gift Assemblies - children receive certificates and awards relating to: demonstrating the values and virtues, achievement, attitude to learning, sporting and out of school achievements and attendance.
- Involvement in a three year project linked to Artsmark involving photography linked to virtues, British values and community. Pupil arts ambassadors in KS2 (received training), dance and song.
- Mission Statement "Each one of us is unique, each one of us is special" recognising diversity - underpinning this.

- Development of Protective Characteristics in school and the children demonstrating a clear understanding that the nine characteristics should be protected - race/religion.
- Learning environment demonstrates culture and diversity through display and resources, including images of the "universal Jesus" and Other Faith Week displays
- Active and on-going monitoring linked with RE curriculum, teaching, learning and assessment to ensure progression.
- Visits to St Chad's Cathedral.
- Values and Virtues certificates and half-termly certificates and medals
- Developing a fuller understanding of the virtues through cultural experiences
- Quality texts including guided reading texts, English unit texts, class readers, home time readers, class libraries, book fair selection, comprehension cards, electronic texts and links to local library.
- Specific texts per year group to develop understanding of British Values.
- Specific texts focusing on the Protective Characteristics
- Cultural Capital through the arts - art competition entries,
- Social Justice - Work with the Philippines linked to the Hiaganon Project (James Trewby)
- Celebrations - Baptisms, Weddings, Chinese New Year, Diwali, Christmas, Easter, May devotions etc.
- Positive behaviour policy - consistently applied, regularly reviewed and updated.
- School councillors - democratically voted for annually by classmates
- Monitoring linked with RE curriculum to ensure progression e.g. for older children recognising the similarities with Catholicism, Judaism and Christianity.
- Learning about less developed countries Fair Trade fortnight (whole school)
- Lenten Charities - links with St. Mary's Trust (OLOW representatives) / CAFOD and charities chosen by the children.
- Knowledge of the British parliamentary system - debate club (Enrichment)
- Opportunity to debate at Birmingham Town Hall
- Year 6 -WW2 - learning about holocaust
- Respect and understanding shown during the month of November linked to Remembrance
- Meeting other children at RE Enrichment events/ sports events/ religious events/ musical events.
- Geography topics including comparisons in KS1 between Britain and a foreign country, KS2 - Egypt, Africa, America, Baghdad etc
- Visitors into school - Fire fighters, authors, storytellers, Animal experts, 'pirates', Lego Man, Tudors, PCSOs.
- Inspirational quotes around the school representing a range of cultures and origins.
- Established links to John Henry Newman Catholic College e.g year 6 joining to watch the dance company A.C.E to watch a multi culturally inspired dance - discussing themes and inspiration linked to the choreography (African)
- All racist incidents logged and investigated by SLT
- PREVENT training all staff
- Project on "Across the World" - display examples (crosses from around the world)
- Other faith - opportunities to invite external visitors into school from different cultural backgrounds (e.g. Dr. Bhogal - Yr6 Sikhism topic).
- Citizenship through PSHE lessons
- Music lessons (Kapow) covering a wide range of cultures including War Songs and music through the differing continents (old and new)
- MFL curriculum - French
- EAL ambassadors - Celebration of other languages displayed in classrooms

- Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.
- Curiosity and wonder development through Building the Kingdom. Developing the children's questioning skills to think deeper - building a better, more informed appreciation of the world and its history
- Appreciation of artists around the world as inspiration for differing styles of art work
- Within history lessons children are given opportunities to learn about inspiring and significant people from different cultures and time periods.
- PSHE lessons: Children are encouraged to debate, investigate, present and problem-solve by conversing using extensive vocabulary. This will allow them to be able to mix and talk to others, socialise in diverse groups and present themselves well in society