

ST MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL

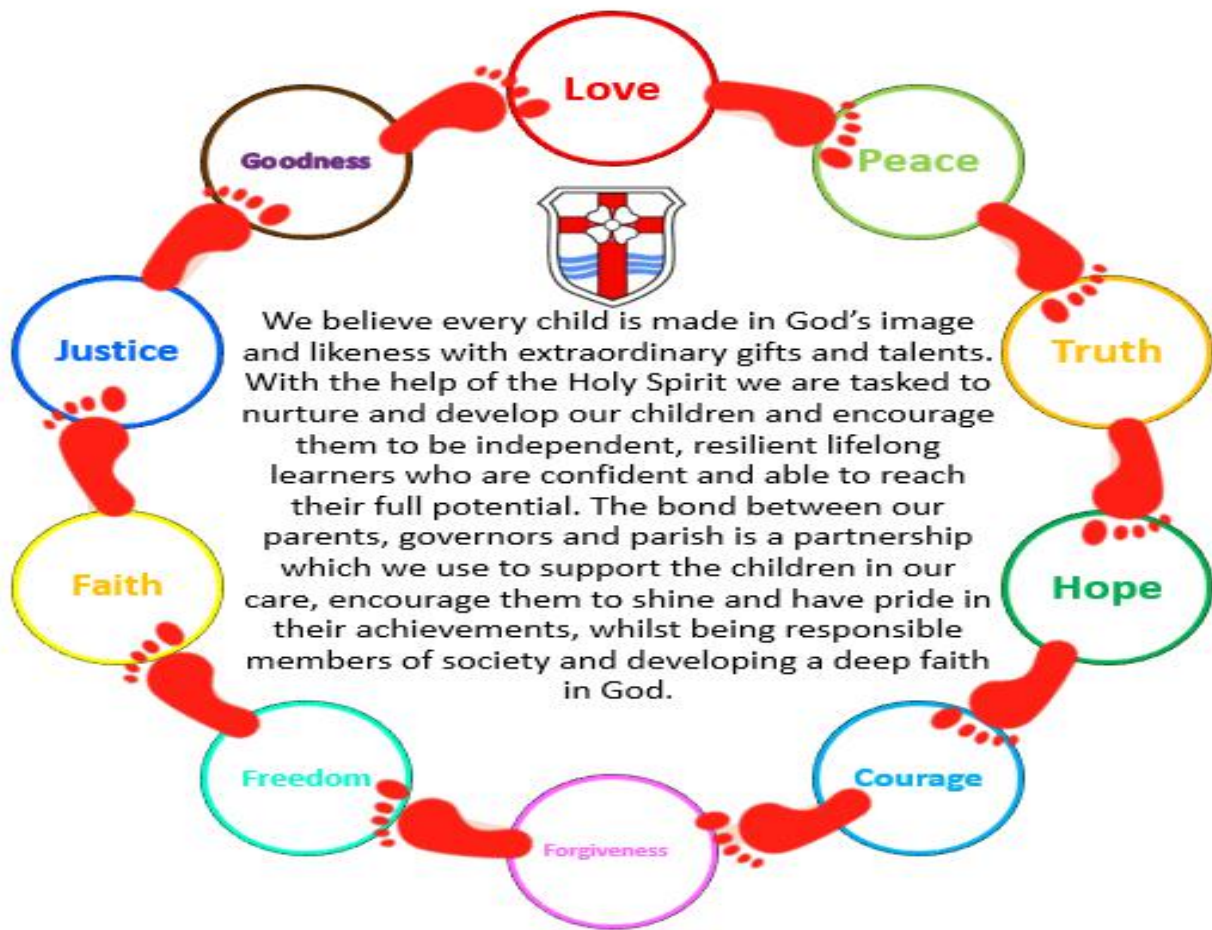


Curriculum Statement



A guide to how we learn.

Our Vision and Values:



Our Aims:

To ensure our school values encompass the Catholic identity and ethos of the school and support the faith journey of all pupils

To maximise potential progress and achievement for all pupils through high quality of education which ensures at least good and often outstanding learning and teaching, monitoring and feedback, leading to sustained high rates of progress and consistently high standards

To enjoy and achieve through the development of a creative approach to the curriculum which improves learning and makes appropriate links between subjects

To sustain and develop a safe and comfortable learning environment which is conducive to effective and creative learning and teaching and which maximises the opportunities for learning indoors and outdoors

To promote and celebrate the diversity of our school community, ensuring pupils understand how to be responsible and respectful to society

To promote pupils' and staff's emotional and mental health wellbeing that enables them to be resilient when they encounter problems and challenges

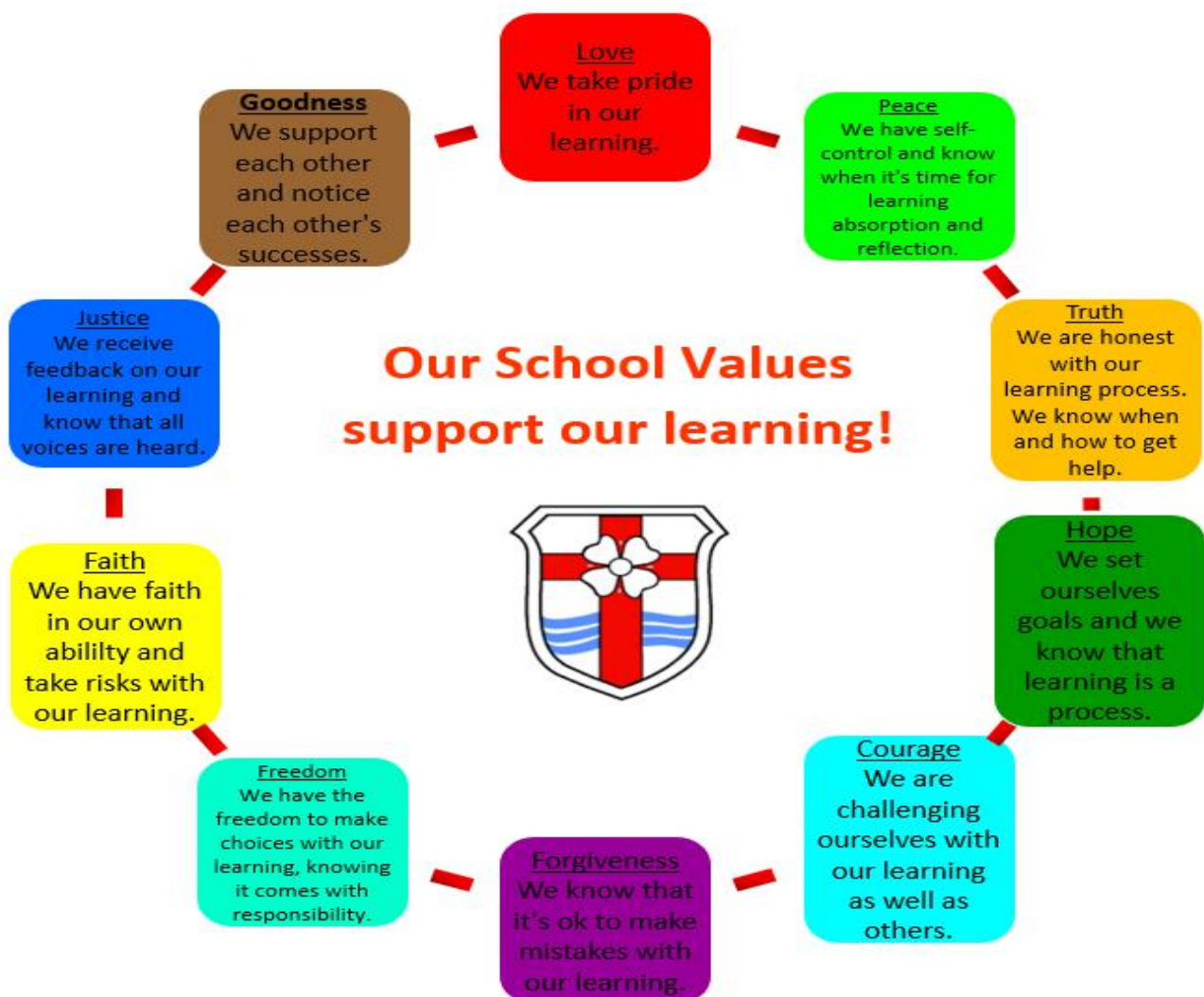
Our Curriculum Vision

We pride ourselves on knowing our children, knowing them as unique individuals and how they best develop as learners. We understand the community they live in and the challenges they face as they grow in an ever-changing world. This understanding is our starting point.

Our curriculum, underpinned by our Catholic ethos and school values, has been reviewed for 2023. Our aspiration is to ensure that our children are exposed to high quality learning in all subject areas; gaining, not only key skills and knowledge, but also enjoying rich, varied and challenging opportunities and experiences in which to apply and deepen their learning.

Our curriculum is carefully planned and sequenced to ensure core skills are taught effectively. Teaching staff are empowered to consider how best to secure key knowledge, content and skills and to plan learning sequences in a responsive and engaging way. This enables our pupils to secure high quality learning outcomes and make excellent progress.

We provide a vibrant curriculum that is broad, balanced and appropriate for all our pupils.



RE Intent at St. Margaret Clitherow School

Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence, and spirituality. Our RE curriculum teaches children about God's love developing religious literacy as they learn about their Christian responsibilities, and are provided with experiences of church, Catholic traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school, and parish community.

EYFS Intent at St. Margaret Clitherow School

Our Early Years Curriculum aims to lay a secure foundation for future learning and expect our children to leave us as happy, confident, and skilful communicators who are curious about the world around them. Pupil's individuality and unique starting points are recognised with first hand learning opportunities, skilful adult interactions, and environmental prompts provided that follow their own interests and natural inquisitiveness allowing them to develop interpersonal skills and become creative thinkers who reach their full potential.

English Intent at St. Margaret Clitherow School

Language, both written and spoken, is the key to all learning. In our school we want children to be able to speak in a range of contexts, developing their confidence and ability to communicate with everyone in our community.

We want every child to love reading as a gateway to new worlds and new understanding, which is opened by their fluency and comprehension of what they read.

Our children will develop and hone their writing skills throughout their time with us, learning to express their own voice through the written word. They will be able to consider the wants and needs of their audience and use their writing to communicate effectively with others.

Maths Intent at St. Margaret Clitherow School

We aim to provide a high-quality mathematics education, providing an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity in mathematical learning.

Science Intent at St. Margaret Clitherow School

We aim for all pupils to confidently explore a variety of scientific scenarios, analyse, question and draw conclusions using scientific language and tools.

Computing Intent at St. Margaret Clitherow School

We aim for pupils to become confident, independent learners who are digitally literate, thus enabling them to be successful and safe in an ever-changing world of technology.

History Intent at St. Margaret Clitherow School

We aim for all pupils to develop an interest and awareness of the past and to help children understand the impact individuals, groups and countries have had on society over time. We aim to build a sense of identity through learning about the development of Britain, Europe and the World and the relevance historical events have on our lives today.

Geography Intent at St. Margaret Clitherow School

At St. Margaret Clitherow School we aim for all pupils to develop a curiosity through the study of places, people, and the interactions between them, preparing them for life in a diverse community and encouraging respect for the environment.

Art & Design Intent at St. Margaret Clitherow School

Art provides pupils with expressive and creative opportunities to respond to the world around them. We aim to encourage children to find a sense of enjoyment in visual communications, using a range of media to explore ideas. Art is also a way of seeing into new worlds, learning from and about others, through evaluating the work of a range of artists from their own and other cultures.

Design and Technology Intent at St. Margaret Clitherow School

Design Technology provides a chance for children to build up their capability, combining designing and making skills with a knowledge and understanding to create and evaluate quality products.

PE Intent at St. Margaret Clitherow School

We aim to inspire healthy young people who can follow the rules of a game, develop good sportsmanship and set themselves personal challenges.

Music Intent at St. Margaret Clitherow School

We aim for all pupils to participate in a wide range of musical experiences, which enable them to respond to, and make music which reflects a broad cultural spectrum.

MFL Intent at St. Margaret Clitherow School

The skills, knowledge and understanding gained through learning a language contribute to the development of children's oracy and literacy and to their understanding of their own culture and those of others.

PSHE and RSE Intent at St. Margaret Clitherow School

We aim for our PSHE curriculum to be accessible to all pupils to enable them to become independent, responsible and healthy members of society. It seeks to help them to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up in a diverse society.

Our RSE programme plays an integral part of PSHE teaching across the school. Children explore a variety of age-appropriate themes, which support their emotional and physical development.

The Early Years Foundation Stage (EYFS)

The EYFS Framework explains how and what children will be learning to support their healthy development during Nursery and Reception classes.

Children in the EYFS learn skills, acquire new knowledge and demonstrate their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are essential for the child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

The seven areas are used to plan the learning and activities for individuals and groups. The

curriculum is designed to be really flexible so that staff can follow the child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active and following their own lines of enquiry in a supportive and stimulating environment.

Learning is often through carefully designed play and exploration opportunities, alongside more formal adult led activities or 1:1 work. The learning environment, inside and outside of the class, aims to be fully enabling and stimulating, encouraging children to explore. Tasks may be child initiated, using a continuous provision that has been carefully planned to enhance the next steps and interests of learners. During this time the adult role is to enable, observe and intervene with further enhancements that will enable learning to move on or interest levels to be sustained. At other times a direct skill may be taught 1:1 or in a small group with the aim that during CIL (Child Initiated Learning) these skills might then be used independently. On other occasions a whole class session may be used to engage all of the children in a key learning moment or series of moments. High levels of engagement are key as is expert intervention at the right time and for the right period by the adult, ensuring that children's learning is uninterrupted.

The EYFS curriculum themes are mapped across the year and are broken down into each term. The aim, however, is not to be rigid with this context, but rather to respond to the needs and interests of all learners, ensuring that the characteristics of learning are a key focus.

Key Stage 1 and Key Stage 2

The curriculum is carefully planned by the teachers based upon the age related expectations laid down in the National Curriculum (2014) and the Curriculum Directory for Catholic Schools (2012). **Religious Education** is taught as a separate subject but is also fed into other areas, taking up at least 10% of curriculum time, as required by the Bishops' Conference of England and Wales. RE is taught as a Core Subject.

The **National Curriculum** for KS1 and KS2 is comprised of the following **Core Subjects**:

- English
- Mathematics
- Science
- Computing

The following **Foundation Subjects** are also included:

- History
- Geography
- Art
- Design Technology
- Music
- Physical Education
- Modern Foreign Languages (KS2 only)

In addition, although not statutory, the National Curriculum states that 'all schools should make provision for **Personal, Social Health and Economic (PSHE) Education**. PSHE remains an essential aspect of our curriculum planning at St Margaret Clitherow School.

Curriculum Implementation at St. Margaret Clitherow

Religious Education



The taught curriculum is derived from the Curriculum Directory for Catholic Schools (a mandatory requirement of the Bishops' Conference of England and Wales). The Curriculum Directory builds knowledge and understanding at an age appropriate level about faith from the following broad areas:

- Revelation (scripture & history);
- Church;
- Celebration (sacraments, liturgy & prayer); and
- Life in Christ (the challenges and joys of living a Christian life).

Our planning is based upon a commercially produced scheme, **The Way the Truth and the Life** (published by TERE). This is supplemented by materials drawn from a range of other sources.

We aim to produce religiously literate pupils who know their way around the scripture and traditions of the Catholic Church and are able to consider how this impacts on their everyday life.

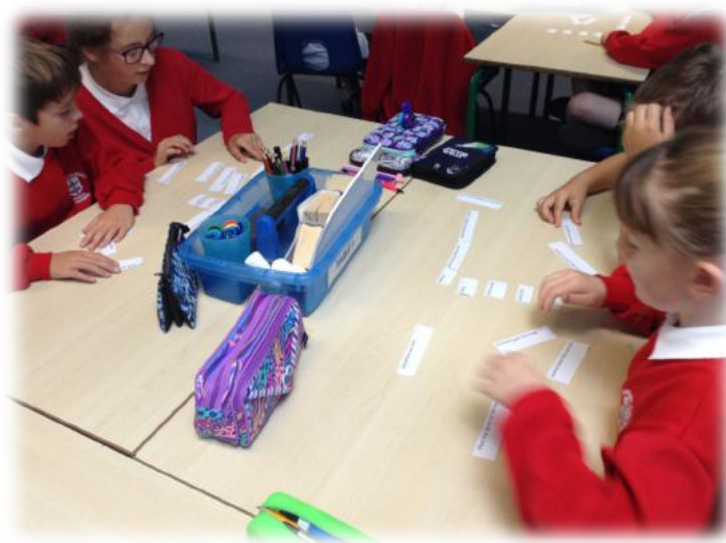


Other Faiths: In the EYFS children begin to explore a range of ways that different faiths celebrate at key points in the year. From Year 1 onwards, pupils explore a unit each year studying Judaism (linking to Jesus' life as a Jew) and a further other faiths unit. As the children become older, they are also increasingly exposed to the concept that Christianity is wider than Catholicism; that all Christians are not Catholic; and that not all people live their lives according to a faith.

RE is not taught in isolation, but as a subject that underpins our daily actions. A rhythm of prayer throughout the school day and the development of a rich tapestry of Catholic Life underpins the RE curriculum at every stage.

English

English is an integral and fundamental component of the whole Primary Curriculum. A good literacy education is pivotal for all learning in every curriculum area. Developing good communication skills are at the core of our English curriculum and ensure that children are able to function effectively in everyday life.



The National Curriculum for English divides the subject up into the following areas:

- Spoken language: speaking, listening & responding;
- Reading: word reading;
- Reading: comprehension;
- Writing: transcription: spelling and handwriting;
- Writing: composition; and
- Writing: vocabulary, grammar & punctuation.

English is taught daily and is woven into many other curriculum areas. Our English curriculum is taught using a high-quality core text and other supporting texts.

How do we teach reading at school?

Learning to read as well as developing a love of reading is a priority at St Margaret Clitherow School.

We use Little Wandle Letters and Sounds Revised as our scheme for teaching phonics and early reading, with the aim that children leaving Year One are able to read all of the phoneme/grapheme correspondences taught, as well as being able to apply this knowledge when reading appropriately matched books.

As soon as children begin to decode words, we also begin to teach them to develop the skills of prosody and comprehension. This continues as they move through key stage one and key stage two, developing key reading skills such as retrieving evidence and making inferences, predictions and summaries, as well as considering the choices made by authors and how these affect the reader.

Children are given opportunities to enjoy reading aloud to others in an expressive way which show understanding, as well as having the opportunity to listen to their teacher reading to them. A phonics based reading scheme (Collins Big Cat) is used in EYFS and KS1 and for some pupils in KS2 alongside a range of other reading materials. Reading books directly match the phonic stage the pupils are at. When children leave our school, we aim for them to be fluent readers who are able to navigate the written word in a way which will allow them to succeed in their academic career and the wider world.

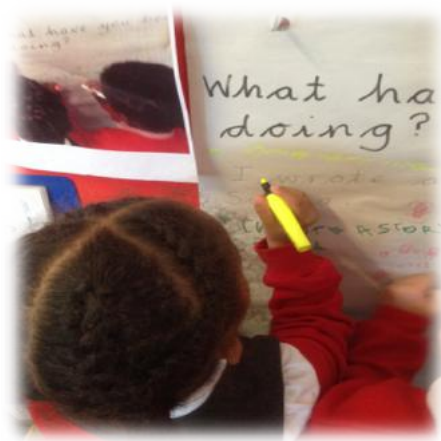
How do we teach writing?

From the moment pupils begin school we encourage them to communicate through spoken and written language. Opportunities to record ideas through speech, drawing, writing, photographs and word processing are provided at all stages. We aim to provide opportunities for our children to develop their spoken and written language through exposure to high quality texts and the use of a “Think it, say it, write it, read it” model. As the children become more confident and skilled, we aim to develop an evaluative approach to writing encouraging our children to edit and redraft their work. We aim to develop pupils who enjoy writing and actively engage with the writing process for personal enjoyment.

How do we teach handwriting?

A pre cursive script is taught from Nursery, with a stroke that leads in and a tail at the end. In this way all letters start from the line and children are enabled to begin joining letters effectively when ready. Handwriting lessons take place in each class.

An example of the pre cursive writing script is available in **Appendix 1**. Pupils learn to join from Year 2 (or earlier if ready!). When pupils begin to use pens, a liquid or gel ink is used. As pupils become more proficient in KS2, a personal joined style is encouraged. Please see our Handwriting and Presentation Policy for a breakdown of outcomes and milestones for each year group.



How do we teach spelling?

From an early stage, pupils are encouraged to use their phonic skills in attempting spellings. Certain irregular words need to be learnt. Teachers correct the spellings that pupils should know in their work and target key words for pupils to learn.

How do we teach spelling?

Children begin to learn to spell during their phonics lessons in Reception and Year One, as they apply their knowledge of phoneme/grapheme correspondences. In Year Two, children begin to learn the spelling rules for each year group as outlined in the National Curriculum.

National Curriculum wordlist for Years 3 and 4 and Years 5 and 6 set the standard for spelling. These are available in **Appendix 2**.

Mathematics

We follow the Essential maths sequences designed by Herts for learning at St. Margaret Clitherow School. The teaching sequences support the delivery of a spiral curriculum, in which learning is built upon step by step, sequence by sequence and year on year. The materials are aspirational and ensure progression and coverage throughout the primary phase in Years 1-6. We supplement the Essential Maths sequences with additional materials as and when needed, including White Rose Maths, NRICH, and NCETM.

The learning sequences are designed to cover National Curriculum statements and key concepts, through small learning steps with a mastery approach. They aim to develop conceptual understanding and procedural fluency in parallel, including speaking frames, practice examples, games and problem-solving opportunities for the children to build upon their prior learning.

Teachers deliver careful modelling using a concrete, pictorial, abstract approach when teaching new concepts; the children are provided with multiple representations of new concepts to ensure they have a deep and secure understanding of the new learning. Pupils actively participate through purposeful questioning, whole class discussions, talk partners, and by using their own resources to demonstrate their thinking. Regular recording opportunities encourage pupils to represent and internalise their learning, and the children are encouraged to use models, drawings, symbols and concrete resources.

All learners are given access to the same challenges so that the whole class moves through topics at broadly the same pace. Each topic is studied in depth and teachers do not move to the next stage until all children demonstrate that they have a secure understanding of the mathematical concepts being taught. Those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent are provided with additional support to consolidate their understanding before moving on.



Developing reasoning skills, particularly through the use of talk frames and vocabulary prompts is a key aspect of the children's learning. These enable the children to articulate their thinking using accurate technical vocabulary, and support core skills such as conjecturing and generalising to investigate and problem solve.

'Destination Questions' are used throughout each learning sequence. These ensure that pupils have exposure to a variety of different question types and potential misconceptions at each stage of their learning. They allow teachers to check that pupils are secure in their understanding, before moving on to the next step and help to map each pupil's learning journey against age-related expectations. As well as their daily maths lesson, the children take part in a daily, 10-minute 'fluency' session. The aim of these quick sessions is to revisit and secure previous learning, close gaps and build confidence. Children have the opportunity to remember and embed mathematical learning and secure fluency.

Times Table Rockstars is introduced in Year 3 and used daily throughout KS2. Times Table Rockstars is a carefully sequenced programme of daily times tables practice to ensure children become fluent in their times table facts.

All teachers have a strong knowledge of the maths curriculum and undertake regular training to update their knowledge and understanding of the curriculum.

Effective formative assessment allows teachers to embed and consolidate learning and to identify gaps and misconceptions. Clear feedback is provided through the marking policy and children are given regular opportunities to respond to marking. Opportunities to mark learning during lessons are encouraged so that misconceptions can be addressed as they arise. Summative maths assessments take place termly at school, ensuring accurate and robust assessment.

Science

Through our science curriculum, we aim to develop:

- Scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;

- Understanding of the nature, process and methods of science through different types of science enquiry that help pupils to answer scientific questions about the world around them;
- The scientific knowledge required to understand the uses and implications of science today and for the future.



Our science curriculum has been divided into topics with 'working scientifically' being emphasised in all topic areas. Science is taught as an independent subject across both Key Stages but, wherever appropriate, cross-curricular links are developed to enhance learning in a range of other subjects. Many aspects of Personal Social and Health Education are also linked to the study of Life Processes and Living Things.

The 'Wiggly Path' is an incredibly valuable outdoor resource for science experiences, investigation and exploration. It is expected that all classes will regularly access it, using it to develop science skills alongside a love for nature and outdoor pursuits.



Experimentation and exploration are key aspects of our science work. Although full experiments may well be carried out, recording will often emphasise just one aspect of the scientific process (e.g. diagrams, results or conclusions) and will not necessarily include the whole experiment. This is to ensure that we teach on the key skills of scientific enquiry rather than tipping the balance to literacy aspects. Needless to say, however, aspects of literacy and mathematics are developed through recording at all levels in science and tasks are used as an opportunity to reinforce such skills.

Computing

The school devotes considerable resources to both the computing curriculum and to general Information and Communications Technology. There is no specialist computer suite, instead a trolley of laptops and iPads are deployed to classrooms as required. This ensures that technology will be used regularly rather than just in a 'specialist slot' and enables pupils to make choices about the use of ICT at key moments in their learning.

Alongside the Computing curriculum, we aim to develop and revise skills, using applications and programs that are widely available.

We teach the Computing Curriculum through our topic based learning, which is rooted in the 2014 National Curriculum. At the heart of this curriculum are the following areas:

- Coding (learning to write, interpret and debug computer programs, using logic);
- Managing and using digital content effectively;
- Using search technology effectively;
- Selecting, using and combining a variety of software on a range of digital devices;
- Collecting, analysing, evaluating and presenting data and information; and
- Using technology safely, respectfully and responsibly.



eSafety skills are an essential element of the whole curriculum. Pupils will be prepared to ensure that they have the appropriate skills to remain safe whenever using technology on a range of platforms and devices, including those used at home. SMILE eSafety Rules form an integral part of our eSafety approach. These are included in **Appendix 3**. Throughout the school, discreet eSafety lessons are taught.

History

We teach history to develop an awareness and interest in the past and to help children understand the impact of individuals and groups on society over time.

We aim to develop a sense of identity through learning about the development of Britain, Europe and the World and how all nations, regardless of race, class, gender and religious background have impacted upon the world in significant ways.



Geography

Teaching high quality Geography allows pupils to develop the study of people and places and the interaction between them, preparing them for life in a diverse community and encouraging respect for the environment.

Art

Art provides pupils with expressive and creative opportunities to respond to the world around them. We aim to encourage children to find a sense of enjoyment in visual communications, using a range of media to explore ideas.

Art is also a way of seeing into new worlds, evaluating the work of a range of artists from their own and other cultures.



Design Technology

“Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values” (National Curriculum 2014). Specific skills in the use of materials and tools are developed and pupils are encouraged to research, design, plan, make and evaluate.

Music

Specialist music teachers deliver the Music curriculum from Reception to Year 6 on a weekly basis.

Singing is developed in a whole school approach and in individual classes by each teacher as an enjoyable and valuable activity, drawing upon music from both religious and secular domains. As a school, we recognise the importance of group singing for wellbeing.

A peripatetic music teacher visits each week during the school day and offers Violin lessons to pupils in Key Stage 2; there is usually a waiting list for pupils to join.

Physical Education

Pupils are encouraged to engage in regular physical activity through the provision of curricular and after school sports. We aim to inspire healthy young people who are able to follow the rules of a game, develop good sportsmanship and set themselves personal challenges.

We invest in a Sports Coach through an external agency who teaches the Games, Gym, Dance and Athletics aspects of the curriculum twice per week for each class from Reception to Year 6. In Years 3 and 4 during the Autumn Term every child has a weekly swimming lesson taught by qualified swimming teachers at the town centre pool.

Children are communicated with regarding sporting provision. Their preferences influence the selection of after school sports. Children will use these clubs to develop fitness, skills and sportsmanship. Children who show keen interest in certain sports may be selected to represent the school. We compete against other schools through our active involvement with the Stevenage Schools Sports Partnership and engagement with the local netball and football leagues.



Modern Foreign Languages: French

The MFL introduced in the infants and taught formally across KS2, is French. Children begin developing oral and aural skills and soon develop reading and writing skills. By the end of Year 6 we not only aim to have laid the foundations for future language learning through the four key skills of listening, speaking, reading and writing, but to give our pupils an appreciation of other cultures and communities.

Personal, Social, Health and Emotional (PSHE) Education

PSHE is at the heart of our curriculum at St Margaret Clitherow and our Personal, Social, Health and Economic (PSHE) Education Programme is specifically aimed at enabling our pupils to become healthy, independent and responsible members of society.

The PSHE Programme is a planned spiral curriculum, which is taught from EYFS through KS1 and KS2, covering three key areas of Relationships Education, Physical Health and Mental Wellbeing and Living In The Wider World. It aims to support our pupils' emotional and physical development within a moral, ethical and spiritual framework, which adheres to statutory requirements as well as guidance from the Catholic Education Service and diocese. and tackles many of the moral, social and cultural issues that are part of growing up.

By the end of year 6, we aim to enable our pupils to move on to secondary school having acquired the knowledge, understanding and skills they need to lead happy, safe and fulfilled lives now and in the future.

As part of our approach to keeping children safe, pupils review their 'hand network' each half term and, through this, are encouraged to think about the individuals that they can turn to when they are in need of advice or support in a range of situations. Some information about recording a 'hand network' is included in Appendix 4.

Relationships and Sex Education (RSE)

Our RSE programme plays an integral part of PSHE teaching across the school. The children are given the opportunity to explore a variety of age-appropriate themes, which support their emotional and physical development, within a moral, ethical and spiritual framework, which adheres to guidance from the diocese and Catholic Education Service.



British Values

The Department for Education requires all schools “to create and enforce a clear and rigorous expectation ... 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 and there has been much media speculation about what this actually means.

At St Margaret Clitherow, in our diverse Catholic Community which is fully representative of the Universal Church, these values are reinforced regularly through curriculum opportunities and are underpinned by our Christian ethos.

The four aspects of ‘British Values’ are addressed throughout the curriculum and daily life at school. They are unpacked further in our ‘British Values Statement’ which is available on the school website.

Children have many opportunities for their voices to be heard. We have a Youth Leadership Team (YLT) which meets fortnightly to discuss issues raised by different children via the YLT suggestion box. The School Council has its own budget and is able to genuinely effect change within the school. The YLT members (Year 3-6) for each year group are voted in by their class.

Feedback and Assessment at St. Margaret Clitherow

Marking at St. Margaret Clitherow serves a single purpose – to advance pupil progress and outcomes. All marking should be meaningful, manageable and motivating.

Formal assessments are carried out in reading, writing and maths and these are recorded using the Assessment Manager 7 (AM7) easy tracking system along with HertsforLearning assessment criteria each term. In addition, formal assessments of RE are recorded termly using the Diocesan Standards Framework through the AM7 data collection system. Assessments in the Foundation Subjects of the National Curriculum are recorded at the end of each Year using the AM7 system.

National Assessments are carried out, according to Government protocols, and subject to LA guidance and moderation, at the end of the Early Years Foundation Stage (Early Years Foundation Stage Profile); at the end of Year 1 in Phonics (Test); at the end of KS1 in Reading, Writing, Maths & Science (all Teacher Assessment); Multiplication Timestable Check (MTC) at the end of Year 4; and at the end of KS2 in Reading (test), Writing (Teacher Assessment), Maths (Test) & Science (Teacher Assessment).

Join Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

0123456789 The quick brown
fox jumps over the lazy dog.
How quickly daft jumping
zebras vexed.

Appendix 2

Spelling Wordlists – National Curriculum Expectations at KS2

Word list – years 3 and 4

accident(ally) early knowledge purpose
 actual(ly) earth learn quarter
 address eight/eighth length question
 answer enough library recent
 appear exercise material regular
 arrive experience medicine reign
 believe experiment mention remember
 bicycle extreme minute sentence
 breath famous natural separate
 breathe favourite naughty special
 build February notice straight
 busy/business forward(s) occasion(ally) strange
 calendar fruit often strength
 caught grammar opposite suppose
 centre group ordinary surprise
 century guard particular therefore
 certain guide peculiar though/although
 circle heard perhaps thought
 complete heart popular through
 consider height position various
 continue history possess(ion) weight
 decide imagine possible woman/women
 describe increase potatoes woman/women
 different important pressure woman/women
 difficult interest probably woman/women
 disappear island promise woman/women

Word list – years 5 and 6

accommodate embarrass persuade
 accompany environment physical
 according equip (-ped, -ment) prejudice
 achieve especially privilege
 aggressive exaggerate profession
 amiable excellent programme
 ancient existence pronunciation
 apparent explanation queue
 appreciate familiar recognise
 attached foreign recommend
 available forty relevant
 average frequently restaurant
 awkward government rhyme
 bargain guarantee rhythm
 bruise harass sacrifice
 category hindrance secretary
 cemetery identity shoulder
 committee immediate(ly) signature
 communicate individual sincerely(ly)
 community interfere soldier
 competition interrupt stomach
 conscience* language sufficient
 conscious* leisure suggest
 controversy lightning symbol
 convenience marvellous system
 correspond mischievous temperature
 criticise (critic + ise) muscle through
 quic(ly) necessary twelfth
 definite neighbour variety
 desperate nuisance vegetable
 determined occupy vehicle
 develop occur yacht
 dictionary opportunity
 disastrous parliament

eSafety Rules



Staying safe means keeping your personal details private, such as full name, phone number, home address, photos or school. Never reply to ASL (age, sex, location)

Meeting up with someone you have met online can be dangerous. Only meet up if you have first told your parent or carer and they can be with you

Information online can be untrue, biased or just inaccurate. Someone online may not be telling the truth about who they are - they may not be a 'friend'

Let a parent, carer, teacher or trusted adult know if you ever feel worried, uncomfortable or frightened about something online or someone you have met or who has contacted you online

Emails, downloads, IM messages, photos and anything from someone you do not know or trust may contain a virus or unpleasant message. So do not open or reply

Appendix 4

Explaining Hand Networks

Each child updates their hand network each half term. This is a practical and visual way for children to remember the trusted adults that can help them at different times, in a range of different settings.

Personal Network

A suggested network may include 4 adults we have regular contact with in addition to any adults we may have at home and choose to use. Spaces can be seen as 'situations vacant' so we can be considering people we meet who may be able to be network people for us in the future.

BORROWED NETWORK

e.g. an adult starting a new job may borrow a colleague's network.

A child sleeping over may borrow their friend's network.

INSTANT / EMERGENCY NETWORK

e.g. an adult breaks down away from home with no phone signal.

A child who gets lost in a shop.

We can use our Early Warning Signs to decide who feels like the safest 'stranger' to approach for help

Other adults – from different places
e.g. one finger school adults, one finger after school adults, one finger community adults, one finger safe family adults

Some people have additional networks of support for specific purposes e.g. a work network or a family network, or different people to go to depending on the nature of the problem.

Any adults at home I choose to use as network people

pets, toys, god/s, imaginary friends, dead relatives, diary, myself,

SOS Contacts

999, childline
0800 1111,
Samaritans,
alcohol advice,
domestic abuse
support etc.

Children are encouraged to have a separate 'friend' network. Sometimes talking with a friend is not enough to help us feel safe again so then an adult network would be required



PBTP upholding quality standards in #ProtectiveBehaviours training
www.protectivebehaviourstraining.co.uk

B Protective Behaviours
Training Partnership

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