ST JOHN'S
A PRIORY ACADEMY

Personal Development



'Championing children ; making a difference'

Trust MOTTO – Onward to the stars
Trust MISSION – To become true citizens of the world

SMSC: Social, Moral, Spiritual Cultural
BRITISH VALUES: Democracy, Individual Liberty, Rule of Law, Mutual Respect and Tolerance of those with Different Faiths and Beliefs

Impact

At each phase of transition, pupils are ready. Outcomes demonstrate that they are academically ready. Progress of learners (including those with SEND) ensure they are best placed to progress. As St John's learners, they are equipped with the skills and behaviours to succeed as learners. As members of our St John's Family, they understand community, careers and have the empathy and desire to help everyone be the best they can be.

"Championing children : making a difference"

Implementation

Character Development

Citizenship	Values Systems
- High expectations of all staff - Behaviour Curriculum - School Council - S.T.A.R Champion - Community invol	- House System - Priory Star

Wider Curriculum

Assemblies	Enrichment	Extra-Curricular	Visits	Equality & Diversity	Discussion & Debate
- Clearly planned progression document - linked to values and BV - Star of the week - Faith led opportunities	- Educational visits and enrichment - Workshops and visitors - Club offer	- Wide range of clubs and opportunities - PP strategy	- Educational visits planned into the curriculum across breadth of subjects.	- Curriculum model ensures accessibility for all - PSHE curriculum - Worldviews curriculum - Careful thought in all curriculum provision and content - Deliberate choice of texts - Visiting speakers for workshops / assemblies	- Feature throughout the curriculum = children's thoughts, values, knowledge and ideas celebrated - Debate style questions lead non-core subjects.

Schemes

- PSHE: You, Me and PSHE
- Online Safety: Teach Computing and clearly linked to PSHE curriculum

Intent

Frameworks

SEND & Inclusion	Behaviour & Attitudes	Attendance	Cognition & Metacognition	Careers	Priory Star

NC

National Curriculum Subjects: Including RE, PSHE & RSHE Curriculums

Knowledge rich (NC compliant) → Every child has opportunity → Develops understanding of the world → Enriches cultural capital

Foundation

Safeguarding
Policy & Procedures
Keeping Children Safe in Education
My Concern
Safeguarding team and safeguarding culture

Unicef Rights of the Child

Successful Learners		Confident Individuals		Responsible Citizens		Effective Contributors	
Achieving	Nurtured	Active	Respected	Responsible	Included	Safe	Healthy

Values

Kindness	Tolerance	Respect	Self-Discipline	Confidence

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Curriculum												
Safeguarding	**PSHE**	**RSE**	**Online safety**	**SMSC**	**British values**	**Careers**	**Community**	**Knowledge based curriculum**	**Clubs**	**Outdoor learning**	**Characteristics of learning**	**Behaviour**
- Clear processes and systems - Part of our culture - Informs curriculum - Accuracy of records	- Clear links to safeguarding overview so learning is targeted - Clear links to BV, protected characteristics - Clear curriculum in place - Age appropriate progression - Assembly links - Link to 'Stay safe partnership' - Clear vocabulary progression - Diversity woven through class texts - EDI Trust Lead	- Clear curriculum in place - Positive parental engagement - Health care professional led workshops - Clear links to science curriculum - Library offer (wide variety of texts that support children's understanding) - Clear vocabulary progression	- Computing curriculum - Targeted lessons - Part of assembly program - Stay safe partnership - Parental engagement	- Embedded within assembly program - Embedded in curriculum content	- Part of assembly program - Included within PSHE provision - UK Parliament Week - Talks to behaviour system -Knowledge gained through RE curriculum - Protected characteristics within PSHE curriculum	- Embedded within knowledge based curriculum - Aspiration raised through visits - Careers visits linked with PSHE curriculum	- Parental engagement - Community engagement - Visits to places of worship - FoS - St Barnabas and wider charity work - PCSO/Fire & Rescue - The Heath Hub	Knowledge rich (NC compliant) ↓ Every child has opportunity ↓ Develops understanding of the world ↓ Ensures cultural capital	- Wide variety of clubs available - Expert delivery - Links to community clubs (extending beyond the Academy offer)	- Character development focussed - Communication and language development - Environmental awareness - Residential experiences - Strong connections with SMSC	-High expectations of all staff - Foundation Stage curriculum focus - Clear curriculum model that challenges children to 'go deeper' - Connects to behaviour expectations Statutory framework for the early years foundation stage (publishing.service.gov.uk)	- Behaviour curriculum – S.T.A.R Champion - Deliberate botheredness and unconditional positive regard. - High awareness of zones of regulation - High expectations - Tailored support - Clear reporting system - Analysis of behaviour data
True Citizens of the World												

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St John's Values

Kindness | Respect | Tolerance | Self-Discipline | Confidence

Personal development at our school is rooted in our core values of confidence, respect, kindness, tolerance and self-discipline, which are integral to preparing pupils for life in modern Britain. These values are explicitly taught through dedicated assemblies and embedded across our subject curriculums, ensuring pupils understand their importance in both academic and social contexts. Through class reflections and our behaviour curriculum, pupils learn to apply these principles in real-life situations, fostering resilience, empathy and a strong sense of responsibility. This holistic approach equips pupils with the character, confidence and respect for diversity needed to thrive as responsible citizens in an inclusive society.

Priory Federation of Academies Trust

Wisdom | Curiosity | Generosity | Courage | Passion

When the pupils reach Year 6, we encourage them to reflect on how they have demonstrated the Priory values throughout their time at St John's. The children validate this through an application to achieve the Priory Star, a badge they can wear with pride showing their commitment to these values. If they move to a Priory secondary school, they can wear this badge as they continue with their educational journey.



SMSC Development at St John's

Spiritual

The spiritual development of pupils is shown by their:-

*ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
*sense of enjoyment and fascination in learning about themselves, others and the world around them.
*use of imagination and creativity in their learning.
*willingness to reflect on their experiences

Moral

The moral development of pupils is shown by their:-

*ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
*understanding of the consequences of their behaviour and actions.
*interest in investigating and offering reasoned views about ethical and moral issues and ability to understand and appreciate the viewpoints of others on these issues.

Social

The social development of pupils is shown by their:-

*use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
*willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.
*acceptance and engagement with the fundamental British values.

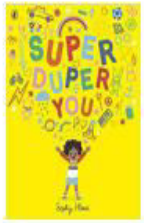
Cultural

The cultural development of pupils is shown by their:-

*understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
*understanding and appreciation of cultures within school and further afield as an essential element of their preparation for life in Modern Britain.
*willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
*interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity.
*knowledge of Britain's parliamentary system and its central role in shaping our history and values.

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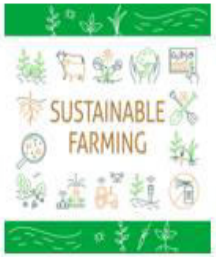
SMSC Development

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SOCIAL Contribute to a diverse society and cooperate with others.	**Celebrate our differences.** 		**Find out about people who help us to stay healthy** 	*Find out about the world of work.* 	Speak to a councillor 	**WRITE A POEM ABOUT ANTI-BULLYING** 	Deliver a speech on the UN rights of a child 
	 *Make a poppy for remembrance.*	**learn about remembrance and the contributions of the armed forces.** 		Interview community leader 	 Take part in a debate on whether we should only eat locally grown produce.	Forms of discrimination and protected characteristics 	Work as a team on an orienteering mission 
	ROLE-PLAY DIFFERENT JOBS AT 	 **Make a Christingle with Rev. Jacqueline**	 **FIND OUT ABOUT A CHARITY WHO HELP THE LOCAL COMMUNITY**			MODERN SLAVERY  *Understand what forms modern slavery can take and why this is wrong.*	
		Complete a team building challenge 		 *Manage a group budget!*	 *Learn Emergency First Aid*		PGL *Go on a residential!*

SMSC Development

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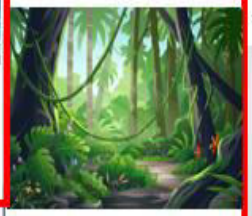
MORAL
Investigate ethical issues and show awareness of different perspectives.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Take part in charity fundraising days. 	 **Suggest improvements to the local area.**	Learn how Nigeria are trying to improve their sustainable farming practices. 	Explore the impact of tourism on mountainous areas. 	 *Learn about fairtrade*	 ***Find out about the impacts of Deforestation***	Discuss sustainable fashion choices 
 Discuss how we can look after our world.	Justify when to save money and when to spend money 	*Write a set of instructions for how to protect the oceans* 	 Know what to do if bullying is witnessed.	 **Discuss content sharing and privacy online.**	*Debate whether the Benin Bronzes should be returned to Nigeria.* 	Be a climate change ambassador 
	 ***Understand dangers of plastic pollution in oceans.***		 Learn about James Baldwin and his role in the Civil Rights Movement.		Discuss image manipulation and editing 	***Discuss why we should protect the NHS*** NHS National Health Service
						Learn about different forms of protest and which are effective. 

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SMSC Development

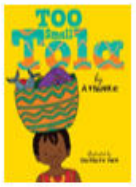
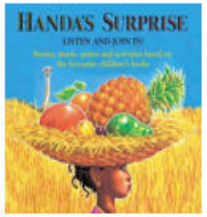
SPIRITUAL
Awe and wonder of the natural world and reflection of own experiences.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Plant some seeds	Observe and record some weather patterns. 	 Learn about biomes	Visit and observe a river 	 Visit the coast, sit on the beach and watch the sea!	***Understand the layers of the rainforest.*** 	Find out about 'green' careers and how businesses are becoming more environmentally aware. 
 ***Take part in the Harvest Festival.***	***Learn about the oceans of the world*** 		 To know how mountains are made	 Learn about volcanoes		
 Observe different life cycles.				 Know how different groups show spirituality.		

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SMSC Development

CULTURAL
Appreciate and participate in artistic, musical and sporting opportunities.
Respect different cultures, beliefs, etc.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Make a Diya lamp for Diwali	Taste food which is special in different cultures 	 Write the next part of Too-Small Tola	Write a letter to the hot school meal provider to encourage them to do a menu from different cultures for a week. 	 Create music inspired by Spanish culture	Find out more about North and South America. 	 Understand different reasons for migration
 Read stories about different places.		Understand why preservation of historic buildings is important. 	 Welcome to Europe! Find out more about Europe.		 Compose a Balinese Gamelan	 Compare cultures of London and Rio
		Identify similarities and differences between us and Inuits. 				

 Take part in Sports Day 

 Take part in French Day 

  Perform in front of an audience  

British Values Development Opportunities

Democracy

Pupils have the opportunity to have their voices heard through our School Council and Pupil voice opportunities throughout the year. Pupils regularly consult with their class to find out the views of pupils and these are represented at School Council meetings. We encourage debate and discussion in our curriculum questions where children are able to share their views and opinions. Our school behaviour policy involves rewards chosen from pupil voice.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country are consistently reinforced throughout the school day. At St John's, we have 3 very simple and very clear rules which can be easily understood by all. Pupils are taught the value of and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences of breaking laws within the curriculum. We also take part in UK Parliament Week every year where the children learn more about how laws are made.

Individual Liberty

We believe in empowering our pupils to make their own choices, knowing they are in a safe and supportive environment. We work on this in our PSHE lessons as well as in other areas of the curriculum. Our behaviour policy also focuses on reflection and supporting pupils to make better decisions through restorative practice. Pupils are encouraged to know, understand and exercise their rights and personal freedoms. As staff, we advise pupils how to do this in a safe way, for example through the promotion of e-safety, citizenship and PSHE. Pupils are free to make choices at lunchtime, through the play activities on offer or through the extra-curricular offer that exists in school.

Mutual Respect

One of the St John's values is 'respect' and one of our 3 rules is 'Be Respectful' We use this as a basis for our choices and our behaviour. Our curriculum involves many opportunities where children will need to demonstrate their respect for different beliefs, cultures, life choices etc.

Tolerance

Tolerance is one of the St John's values. We aim to work beyond tolerance and into acceptance. We are a diverse pupil body and accept all individuals as part of our school. This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience diversity. Our Worldviews curriculum covers other faiths which the children learn about and the experience of pupils, parents and staff is utilised through this. We promote an acceptance of everyone's beliefs and our children enjoy learning about other cultures and faiths as part of their learning across the curriculum.



British Values – Autumn Term

British Value	Assembly / Class Reflections	PSHE Curriculum	Other curriculum areas	Behaviour curriculum	Whole School Events
Democracy	UK Parliament Week School Council - Assembly	Year 4 - Democracy	Year 4 History – Ancient Greece	Rules: Be ready, be respectful, be safe.	School Council votes
Tolerance	Black History Month Rosh Hashanah Advent	Year 1 – Fun times (tasting food and playing games from other cultures) Year 5 – Stereotypes, Discrimination and Prejudice	Year 2 History – Explorers Year 5 History - Benin Year 5 – Transatlantic Slave Trade Whole School RE Curriculum Year 6 Geography – Rio and London		World Mental Health Day Black History Month
Respect	Fairtrade Fortnight Remembrance Anti – Bullying Week	Year 2 – Friendship Year 3 – Bullying Year 5 – Stereotypes, Discrimination and Prejudice Year 6 – Healthy relationships	Year 1 History – Remembrance Year 5 History – Benin Whole School RE Curriculum Year 6 Geography – Rio and London		Anti Bullying Week Black History Month Remembrance events
Individual Liberty		Year 2 – What keeps me healthy? Year 4 – Democracy Year 5 – In the Media Year 5 – Stereotypes, Discrimination and Prejudice Year 6- Healthy relationships	Year 2 History – Explorers Year 5 – Transatlantic Slave Trade Year 6 – WW2 Whole School RE Curriculum		World Mental Health Day
Rule of Law	UK Parliament Week	Year 4 - Democracy	Year 4 History – Ancient Greece Year 5 - Benin		UK Parliament Week





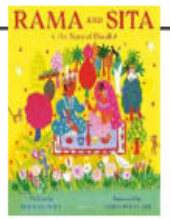










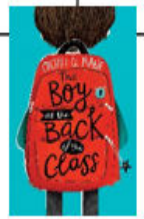










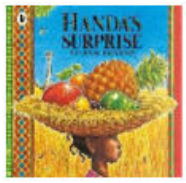




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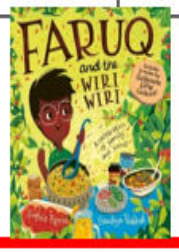
British Values – Spring Term

British Value	Assembly / Class Reflections	PSHE Curriculum	Other curriculum areas	Behaviour curriculum	Whole School Events
Democracy		Year 6 – Human Rights		Rules: Be ready, be respectful, be safe. Playground Buddies KS1 and KS2 House system and house patrons.	
Tolerance	World Religion Day Lent Ramadan Holi	Year 3 – Celebrating Difference	Year 1 RE – Who is Allah and why is he Important to Muslims? Year 1 RE – Is it possible to speak to God? Year 3 RE – What is a good life? Year 4 RE – Can spirituality make things better? Year 5 RE – Do people always put their beliefs into action? Year 6 RE – Is technology a good thing for worldviews?		Children's Mental Health Week
Respect	School value – Respect		Year 2 History – Lincoln's Buildings Year 3 Geography – Europe Year 5 Geography – North and South America		
Individual Liberty	Protected Characteristics	Year 1 – Me and Others Year 3 – Strengths and Challenges	Year 4 Geography – Journey of food including fairtrade		British Science Week
Rule of Law		Year 6 – Human Rights	Year 5 Geography – North and South America		

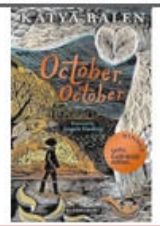


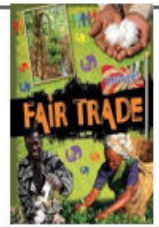
















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British Values – Summer Term

British Value	Assembly / Class Reflections	PSHE Curriculum	Other curriculum areas	Behaviour curriculum	Whole School Events
Democracy	British Values assembly			Rules: Be ready, be respectful, be safe. Playground Buddies KS1 and KS2 House System and House Patrons	
Tolerance	British Values assembly Pride	Year 6 – Identity Workshop Year 6 – Healthy Minds	Year 1 RE – What is my view of the world? Year 1 RE – Is there a right way to worship? Year 2 RE – How do people welcome a new member to their community? Year 3 RE – Do Christians have to believe in God as trinity? Year 4 RE – How do people express their spirituality? Year 5 RE – Are all people equal? Year 6 RE – What is my view of the world? Year 2 Geography – The UK / Nigeria Year 6 Geography – Future Planet		French Day
Respect	British Values assembly World Environment Day Vesak				French Day National School Sports Week
Individual Liberty	British Values assembly Pride	Year 5 – Different Influences Year 6 – Identity Workshop Year 6 – Keeping safe and Managing Risk	Year 3 RE – Do Christians have to be believe in God as trinity? Year 4 RE – How do people express their spirituality together? Year 5 Geography – Trade and Economics Year 6 Geography – Future Planet		
Rule of Law	British Values assembly Pride	Year 5 – Different Influences Year 6 – Mini Police Workshop Year 6 – Keeping safe and Managing Risk			













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Protected Characteristics

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have.

Under the Equality Act, there are nine Protected Characteristics:

1.Age
2.Disability
3.Gender reassignment
4.Race
5.Religion or belief
6.Marriage or civil partnership
7.Sex
8.Sexual orientation
9.Pregnancy and maternity



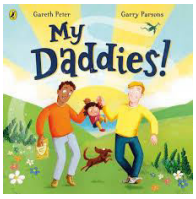
The 9 Protected Characteristics are actively promoted in school through:

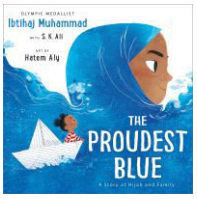
•Our school ethos
•Our school values – Respect, Confidence, Tolerance, Self-Discipline, Kindness
•Our school behaviour curriculum
•Conscious role modelling by all adults in the school community
•Active engagement and communication with parents and carers
•Assemblies
•Promotion of British Values across the school community
•Discussion within curriculum subjects, taking a cross-curricular approach
•Promoting articulation by building appropriate language and a coherent vocabulary across all subject areas
•Personal, Social, Health and Economic education (PSHE) sessions
•Worldviews lessons, RSE lessons and Protected Characteristic talks
•Sporting competitions, festivals and opportunities
•Art and Cultural activities
•Pupil Voice e.g. School Councillors, Playground Buddies etc.
•Educational visits
•Guest speakers and visitors from the wider community
•Developing stronger links with the local, national and international communities
•Extra-curricular activities, after-school clubs, charity work and work within the local community

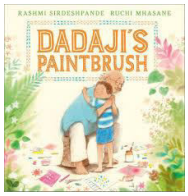
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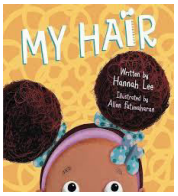
Protected Characteristics

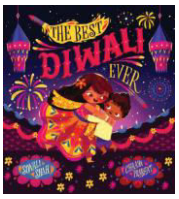
Quality texts we have in school to promote the protected characteristics:

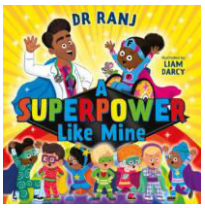




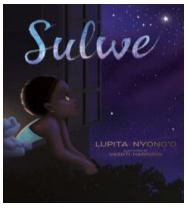


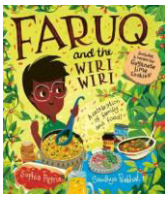


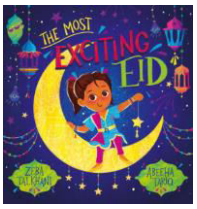


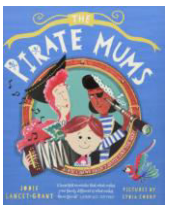


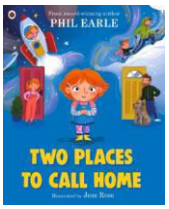




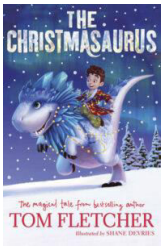


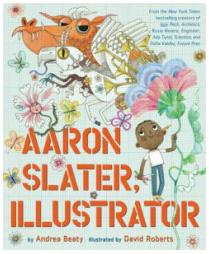


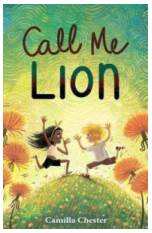


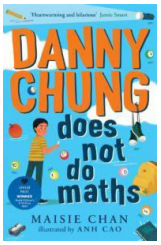


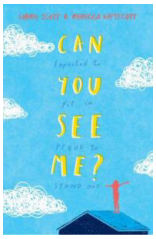


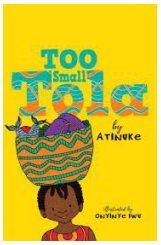


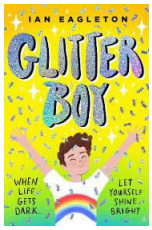


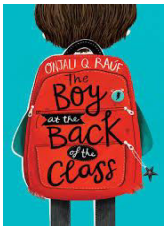


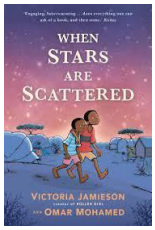




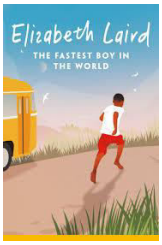


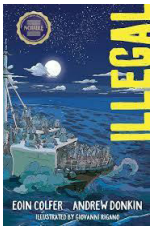


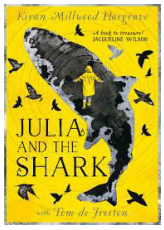


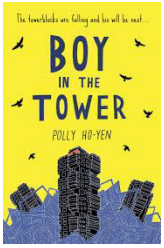


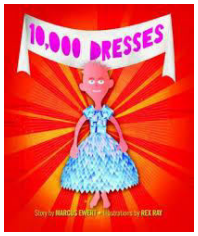




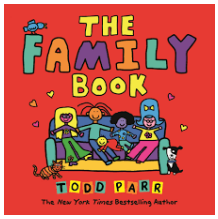


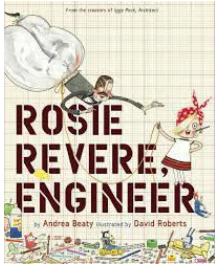
















ST JOHN'S
A PRIORY ACADEMY

Protected Characteristics

Protected Characteristics in the curriculum:

Protected Characteristics	What it means	Links to PSHE Curriculum	Links to Wider Curriculum
Age	Where this is referred to, it refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-yearolds)	Year 2 SRE – Families Life cycle and growth from baby to old age. Year 3 – Celebrating Difference Year 5 – Stereotypes	House Patrons School Values
Sex	A man or a woman	Year 1 – Me and Others Year 2 SRE – Families. Boys and Girls Life cycle and growth from baby to old age. Year 3 – Celebrating Difference Year 4 – Growing up and changing Year 5 – Stereotypes Year 6 – Healthy Relationships	House Patrons School Values
Religion / No Religion	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	Year 1 – Me and Others Year 3 – Celebrating Difference Year 4 – What is important to me? Year 5 – Stereotypes, prejudice and discrimination	House Patrons School Values Rosh Hashanah – Assembly World Religion Day Advent Assembly Lent Assembly Holi Assembly Ramadan Assembly Worldviews Curriculum
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	Year 1 – Me and Others Year 3 – Celebrating Difference Year 5 – Stereotypes, prejudice and discrimination	World Mental Health Day School Values Inclusion in sport – wheelchair basketball experience
Race	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.	Year 1 – Fun times Year 1 – Me and Others Year 2 – Families Year 3 – Celebrating Difference Year 5 – Stereotypes, prejudice and discrimination Year 6 – Human Rights	House Patrons Black History Month School Values
Marriage / Civil Partnership	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	Year 1 – Me and Others Year 2 – Families Year 3 – Celebrating Difference Year 5 – Stereotypes, prejudice and discrimination Year 6 – Healthy Relationships	UK Parliament Week Pride Month School Values

ST JOHN'S
A PRIORY ACADEMY

Protected Characteristics

Protected Characteristics in the curriculum:

Being pregnant or on maternity leave	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the nonwork context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding	Year 2 - Families Year 4 – Growing up and changing Year 6 – Healthy Relationships	School Values
Gender Reassignment	The process of transitioning from one gender to another.	In our PSHE scheme, the focus is on accepting all people as unique individuals, not on transitioning itself. Year 3 – Celebrating Difference Year 5 – Stereotypes, prejudice and discrimination	Pride Month School Values
Sexual Orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Year 3 – Celebrating Difference Year 5 – Stereotypes, prejudice and discrimination Year 6 – Healthy Relationships Year 6 – Human Rights	Pride Month School Values

ST JOHN'S
A PRIORY ACADEMY

Careers

At St John's, we believe that understanding the world of work is an essential part of preparing children for their future. From the earliest stages of education, we aim to nurture curiosity about different careers and help pupils recognise the wide range of opportunities available to them. This commitment is embedded throughout our knowledge-rich curriculum, where subjects are taught with real-world connections, and is given dedicated attention within our PSHE curriculum, ensuring that children develop aspirations and an understanding of the skills and qualities needed for success.

We go beyond classroom learning by inviting visitors from a variety of professions to share their experiences and inspire our pupils. These encounters provide valuable insights into the working world and help children see the relevance of their learning to future possibilities. Importantly, we actively challenge stereotypes and promote equality and diversity, ensuring that every child feels empowered to pursue their ambitions without limitations. By fostering ambition, resilience, and an appreciation of lifelong learning, we aim to equip our pupils with the confidence and knowledge they need to thrive in an ever-changing world.

Within the PSHE Curriculum:

KS1

3. Pupils learn about the different jobs people do

Pupils

- know that there are a range of jobs that people can do
- recognise that both men and women are able to do a range of jobs
- understand that having a job means people can earn money

LKS2

3. Pupils learn about the world of work

Pupils

- know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work
- know about a number of different jobs people do
- can identify the skills and attributes needed for different jobs

UKS2

3. Pupils learn what influences people's decisions about careers

Pupils

- understand that money is one factor in choosing a job and that some jobs pay more than others
- can debate the extent to which a person's salary is more or less important to job satisfaction
- understand how people choose what job to do

We have visitors as part of our curriculum who talk about their career. These include:



Y1: Armed Forces



Y2: Healthcare Professional



Y3: Volunteer



Y6: NHS worker



Y1: Road Crossing Officer



Y2: Fire Service



Y4: Councillor



Y6: Business Owner

ST JOHN'S
A PRIORY ACADEMY

Careers



In Year 1 and Year 3, the children invite people in as part of a careers afternoon to find out more about different jobs and the skills and qualities needed to do those roles. In the last couple of academic years, this has included roles such as: chefs, farmers, radio producers, animation workers to name a few.

We also use the opportunities to engage with careers through themed weeks at school such as British Science Week, National School Sports Week and UK parliament week and invite guest speakers / businesses in to inspire pupils through workshops and activities.

Recently, this has included welcoming Siemens engineering firm to complete some STEM activities with the pupils, a Paralympic athlete to share their journey of competing at a world class level and young famers to discuss the importance of farming especially in our locality of Lincolnshire.

SIEMENS

mens Engineering Pathway Curricul

NATIONAL FEDERATION OF YOUNG FARMERS' CLUBS

WORLD ATHLETICS

We also take children to the Waterstones Book Festival each year to meet and hear from inspiring authors on their journey to becoming writers and their tips for inspiring young writers who want to write stories.

WATERSTONES CHILDREN'S BOOK FESTIVAL IN LINCOLN

ST JOHN'S
A PRIORY ACADEMY

Citizenship KS1

Developing confidence and responsibility and making the most of their abilities

Knowledge, Skills and Understanding	How it is taught
a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;	Year 1 PSHE – Me and Others, Feelings Year 2 PSHE - Friendship
b. to share their opinions on things that matter to them and explain their views;	Year 1 Geography – My Local Area
c. to recognise, name and deal with their feelings in a positive way;	Year 1 PSHE – Feelings Year 2 PSHE - Friendship
d. to think about themselves, learn from their experiences and recognise what they are good at;	Year 1 PSHE – Me and Others
e. how to set simple goals	Year 1 PSHE – Me and Others

Preparing to play an active role as citizens

Knowledge, Skills and Understanding	How it is taught
a. to take part in discussions with one other person and the whole class;	All topic learning questions
b. to take part in a simple debate about topical issues;	Year 1 Geography – My Local Area and Wonderful Water
c. to recognise choices they can make, and recognise the difference between right and wrong;	Year 1 PSHE – Feeling Safe Year 2 PSHE – Indoors and Outdoors S.T.A.R Champion lessons
d. to agree and follow rules for their group and classroom, and understand how rules help them;	Year 1 PSHE – Me and Others S.T.A.R Champion lessons
e. to realise that people and other living things have needs, and that they have responsibilities to meet them;	Year 1 PSHE – Me and Others Year 1 PSHE – Feeling Safe Year 2 PSHE – What keeps me healthy
f. that they belong to various groups and communities, such as family and school;	Year 1 PSHE – Me and Others House system
g. what improves and harms their local, natural and built environments and about some of the ways people look after them;	Year 1 Geography – My Local Area Year 1 Geography – Wonderful Water Year 2 Geography - Farming
h. to contribute to the life of the class and school;	S.T.A.R Champion lessons House system
i. to realise that money comes from different sources and can be used for different purposes.	Year 1 PSHE – My Money Maths Curriculum

CITIZENSHIP

ST JOHN'S
A PRIORY ACADEMY

Citizenship KS1

Developing a healthy, safer lifestyle

Knowledge, Skills and Understanding	How it is taught
a. how to make simple choices that improve their health and wellbeing;	Year 1 PSHE – Fun times Year 2 PSHE – What keeps me healthy? Year 2 PSHE – Friendships Children's Mental Health Week
b. to maintain personal hygiene;	Year 2 PSHE – What keeps me healthy?
c. how some diseases spread and can be controlled;	
d. about the process of growing from young to old and how people's needs change;	Year 2 PSHE – Boys and Girls
e. the names of the main parts of the body;	Year 2 PSHE – Boys and Girls
f. that all household products, including medicines, can be harmful if not used properly;	Year 2 PSHE – Medicines and Me
g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe	Year 1 PSHE – Feeling Safe Year 2 PSHE – Indoors and Outdoors Year 1 – Road Safety Workshop Year 2 – Fire Safety Workshop

Developing good relationships and respecting the differences between people

Knowledge, Skills and Understanding	How it is taught
a. to recognise how their behaviour affects other people;	Year 1 PSHE – Me and Others Year 1 PSHE – Feelings Year 2 PSHE – Friendship
b. to listen to other people, and play and work cooperatively;	Year 1 PSHE – Me and Others S.T.A.R Champion lessons
c. to identify and respect the differences and similarities between people;	Year 1 PSHE – Me and Others Year 2 PSHE - Families
d. that family and friends should care for each other;	Year 1 PSHE – Me and Others Year 2 PSHE - Families
e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying	Year 1 PSHE – Me and Others Year 2 PSHE – Friendship Anti-Bullying Week



ST JOHN'S
A PRIORY ACADEMY

Citizenship KS2

Developing confidence and responsibility and making the most of their abilities

Knowledge, Skills and Understanding	How it is taught
a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society;	All topic questions across subjects
b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;	S.T.A.R Champion lessons Growth Mindset Year 3 PSHE – Strengths and Challenges Year 6 PSHE – Healthy Minds
c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;	Year 3 PSHE – Strengths and Challenges S.T.A.R Champion lessons House System
d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;	Year 4 PSHE – Growing up and changing Year 5 PSHE – Dealing with feelings Year 6 PSHE – Healthy Relationships Children's Mental Health Week
e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;	Year 3 PSHE – Careers Year 4 PSHE – Democracy Year 5 PSHE – Borrowing and earning money Year 5 Geography – Trade and Economics Year 6 Geography – Future Planet
f. to look after their money and realise that future wants and needs may be met through saving	Year 3 PSHE – Saving, spending and budgeting Year 5 PSHE – Borrowing and earning money

Developing good relationships and respecting the differences between people

Knowledge, Skills and Understanding	How it is taught
a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;	Year 3 PSHE – Strengths and Challenges Year 4 PSHE – Democracy Year 5 PSHE – Dealing with feelings Year 6 PSHE – Healthy Minds
b. to think about the lives of people living in other places and times, and people with different values and customs	Year 3 Geography – Europe Year 3 PSHE – Celebrating Difference Year 5 Geography – North and South America Year 6 PSHE – Human Rights
c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;	Year 4 PSHE – Growing up and changing Year 6 PSHE – Healthy Relationships
d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;	Year 3 PSHE – Bullying – see it, say it, stop it Year 5 PSHE – Stereotypes, prejudice and discrimination Anti-Bullying Week Black History Month
e. to recognise and challenge stereotypes	Year 3 PSHE – Celebrating Difference Year 5 PSHE – Stereotypes, prejudice and discrimination
f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability	Year 3 PSHE – Celebrating Difference Year 5 PSHE – Stereotypes, prejudice and discrimination Worldviews curriculum Protected Characteristics
g. where individuals, families and groups can get help and support.	Year 3 PSHE – Bullying – see it, say it, stop it Year 4 PSHE – Growing up and changing Year 5 – Dealing with influences

Citizenship KS2

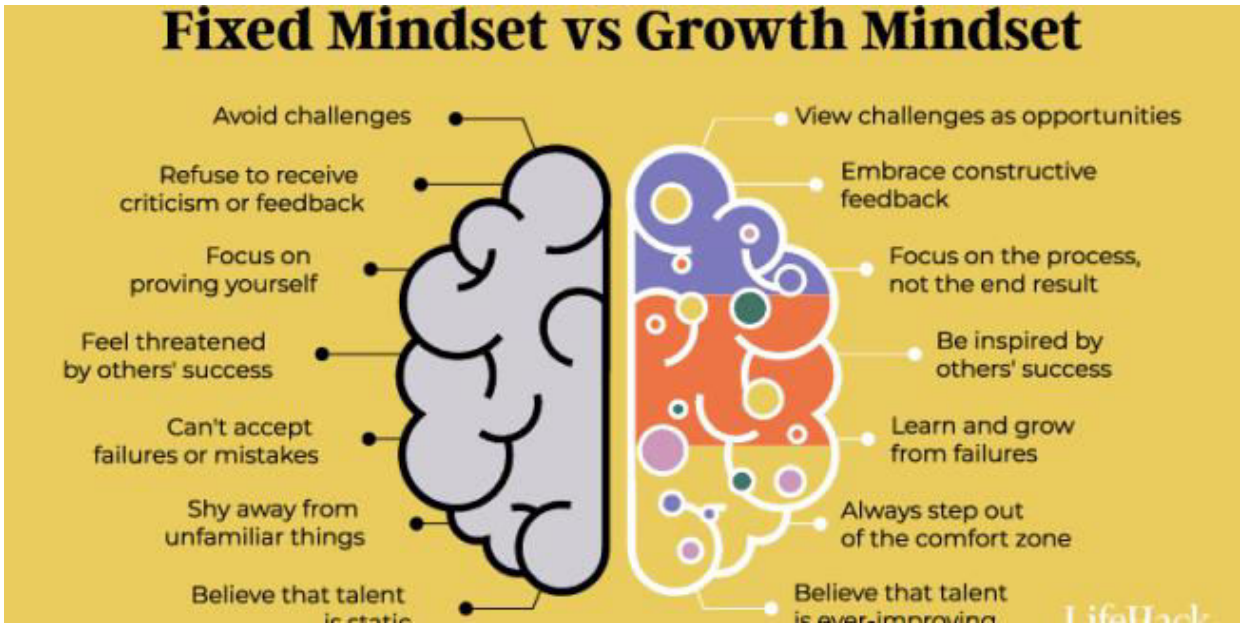
Developing a healthy, safer lifestyle

Knowledge, Skills and Understanding	How it is taught
a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;	Year 3 PSHE – What helps me choose? Year 4 PSHE – What is important to me? Year 5 PSHE – When things go wrong Year 6 PSHE – Keeping safe Science Curriculum
b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;	Year 4 PSHE – Growing up and changing
c. about how the body changes as they approach puberty;	Year 4 PSHE – Growing up and changing Year 6 PSHE– Healthy Relationships
d. which commonly available substances and drugs are legal and illegal, their effects and risks;	Year 3 PSHE – Tobacco is a drug Year 4 PSHE – Making choices Year 5 PSHE – Different Influences Year 6 PSHE – Weighing up risk
e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;	Year 3 PSHE – Tobacco is a drug Year 4 PSHE – Playing safe Year 5 PSHE – When things go wrong Year 6 PSHE – Keeping safe out and about
f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;	Year 5 PSHE – Different influences Year 6 PSHE – Keeping safe out and about
g. school rules about health and safety, basic emergency aid procedures and where to get help	School rules – ready, respectful, safe Year 4 PSHE – Playing Safe

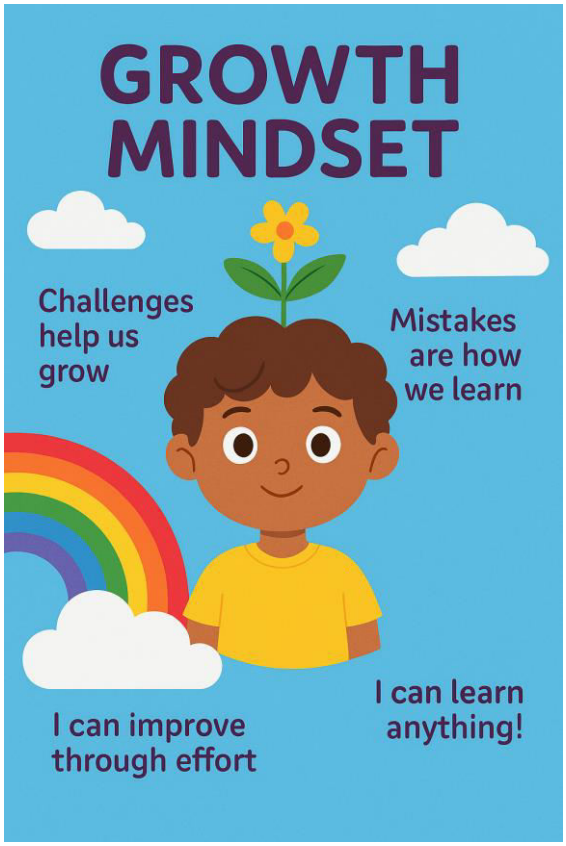
Preparing to play an active role as citizens

Knowledge, Skills and Understanding	How it is taught
a. to research, discuss and debate topical issues, problems and events;	Year 5 Geography – North and South America Year 5 History - Transatlantic Slave Trade Year 6 Geography – Future Planet
b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;	STAR Champion lessons Year 4 PSHE – Democracy UK parliament week
c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;	Year 3 PSHE – Bullying – see it, say it, stop it Year 5 PSHE – Stereotypes, prejudice and discrimination Year 6 PSHE – Keeping safe out and about
d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;	STAR Champion lessons Year 4 PSHE – What is important to me?
e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;	Worldviews Curriculum SMSC Overview
f. to resolve differences by looking at alternatives, making decisions and explaining choices;	STAR Champion lessons
g. what democracy is, and about the basic institutions that support it locally and nationally;	Year 4 PSHE – Democracy UK parliament Week
h. to recognise the role of voluntary, community and pressure groups;	Year 3 PSHE – Celebrating Differences
i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;	Year 3 PSHE – Celebrating Differences Worldviews Curriculum
j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;	Year 6 Geography – Future Planet Year 5 Geography – Trade and Economics Year 4 Geography – Fairtrade
k. to explore how the media present information	Year 5 PSHE – In the media

Growth Mindset



At St John's, we embrace the growth mindset approach, which is based on the belief that abilities and intelligence can be developed through effort, perseverance, and a positive attitude toward learning. We encourage children to see challenges as opportunities, mistakes as part of the learning process, and effort as the key to success. This is implemented through our daily teaching practices, where we use language that promotes resilience, celebrate progress rather than perfection, and provide constructive feedback that focuses on strategies and improvement. We also integrate growth mindset principles into classroom discussions, assemblies, and our reward systems, ensuring that every child understands the power of "yet" – the idea that they may not have mastered something *yet*, but with determination and support, they can achieve their goals.



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