

# Silver Accreditation Visit

Cheadle Catholic Junior School

2022-23



**Cheadle Catholic Junior School**

*"Following in the footsteps of Jesus"*



# STRAND A - contents

- **Page 3 – Outcome 1**
- Curriculum Links through the Reading Spine and PSHE
- Lesson plans/Medium term plans with links to rights
- Subject Action Plans
- **Page 4 – Outcome 1 (contd.)**
- Children's work
- Assembly
- Communication with parents through the newsletters



**Cheadle Catholic Junior School**  
*"Following in the footsteps of Jesus"*



# OUTCOME 1



Rights Respecting links to Reading Spine 2022

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality Text	Stone Age Boy	Angel of Ntshih Rd	Tale of Two Robot The Hodgeheg	Escape to Pompeii	Gregory Cool	Killer Cat
Link to UNCRC	Article 32 – protection from harmful work	Article 19 – protection from violence	Article 9 – keep families together	Article 24 – health, water, food, environment	Article 30 – minority culture	Article 12 – views of the child
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality Text	The Lion, The Witch and The Wardrobe	Bill's New Dress	Varjak Paw	The Guggenheim Mystery	How to train your dragon	The Butterfly Lion
Link to UNCRC	Article 12 – views of the child Article 9 – keep families together	Article 2 – non-discrimination	Article 19 – protection from violence	Article 31 – rest, play, culture, arts	Article 15 – setting up groups	Article 3 – best interests of the child
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality Text	Shackleton's Journey	The boy at the back of the class	Floodland	Journey to Jo'burg	Holes	Rooftoppers
Link to UNCRC	Article 6 – life, survival, development Article 32 – protection from harmful work	Article 22 – Refugee children Article 2 non-discrimination Article 8 – identity Article 30 – minority culture	Article 6 – life, survival, development Article 24 – health, water, food, environment	Article 2 – non-discrimination Article 9 – keeping families together	Article 32 – protection from harmful work Article 37 – children in detention	Article 18 – responsibility of parents Article 21 – adopted children
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality Text	The Explorer	Wonder	Letters from the Lighthouse		The Arrival	
Link to UNCRC	Article 6 – life, survival, development	Article 2 – non-discrimination Article 23 – children with disabilities	Article 22 – refugee children Article 38 – protection in war		Article 2 – non-discrimination Article 39 – recovery and reintegration	

\*Whole school reading spine – linking whole class texts to themes within the books.

Progression mapping and overview of coverage: PSHE (RSA Links to Articles)

	British Values	Circle Times/Mental Health/Emotional-Wellbeing	Relationships (Feelings and Emotions, Healthy Relationships including online)	Health and Wellbeing (Healthy Lifestyles, DATE)	Living In the Wider World (Keeping safe, Rights and Responsibilities, Environment, Money)
Year 3	Respect and Tolerance including self-respect and being polite and courteous.	<ul style="list-style-type: none"> <li>Managing and expressing feelings (Article 13)</li> <li>Sensitivity</li> <li>Independence</li> <li>Learning Styles</li> <li>Self-esteem</li> <li>Well-being, emotional regulation and Mental Health (Article 16)</li> </ul>	<ul style="list-style-type: none"> <li>God's Holy Trinity and the Church Family</li> <li>Spreading Love to others</li> <li>Forgiveness and Reconciliation</li> <li>Maintaining and developing trusting relationships (Article 15)</li> <li>Different types of relationships including acquaintances, family, relatives and friends (Article 3)</li> <li>What makes a good friend and what to do if friendships go wrong?</li> <li>Trusting others</li> <li>Acceptable/unacceptable physical contact and person space.</li> <li>Basic First aid and how to respond quickly in an emergency (Article 24)</li> <li>Anti-bullying- Physical and emotional abuse and different types of bullying including cyberbullying (Article 19)</li> <li>E-Safety-Living Technology safely, how the media influences us, how to report when you come across inappropriate material (Article 32)</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Eating including healthy choices and habits.</li> <li>Growth Mind-set.</li> <li>Personal strengths and achievements.</li> <li>Dangers of smoking (Article 33)</li> <li>Looking at labels and designs on bottles and where to store harmful items at home (Article 5)</li> <li>Medicines and prescriptions, over the counter medicines, dosage instructions (Article 33)</li> <li>Drugs can have harmful and positive effects.</li> <li>Recognise if scenarios are safe/unsafe/unsure (Article 3)</li> </ul>	<ul style="list-style-type: none"> <li>Keeping safe in dark and at home</li> <li>Bankfire Safety</li> <li>Stranger/danger</li> <li>Value of rules and laws. Rights, freedoms and responsibilities (Article 32)</li> <li>Different jobs and skills, job stereotypes and setting personal goals.</li> <li>Risks and hazards staying safe in local environment and unfamiliar places (Article 32)</li> <li>Money-Ways to save/budget, look after money.</li> <li>Jobs-Different types and transferable skills.</li> <li>E-Safety-Being Share Aware, Standing up to others online.</li> </ul>
Year 4	Individual Liberty	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Different Perspective</li> <li>Conflict/Resolution</li> <li>Diversity and Uniqueness (Article 2)</li> <li>Teamwork</li> <li>Well-being, emotional regulation and Mental Health (Article 24)</li> </ul>	<ul style="list-style-type: none"> <li>Holy Trinity and Church's Family</li> <li>Harmfulness of tobacco and Alcohol</li> <li>Medicines are drugs but not all me</li> <li>drugs are medicines (Article 33)</li> <li>Rubbery-What is it, naming genitalia, changes that happen for boys and girls (Article 6)</li> <li>Looking after our bodies.</li> <li>Thankfulness and Resilience</li> <li>Activities that link to positive emotional well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Fitness and exercise</li> <li>Oral hygiene and dental care and personal hygiene routines.</li> <li>Dangers of Obesity (Article 24)</li> <li>Safety at home and storage of legal drugs common to everyday life (Article 33)</li> <li>Understand effects, facts, myths and risks of Alcohol and Tobacco.</li> <li>Peer pressure and saying 'no'</li> </ul>	<ul style="list-style-type: none"> <li>Fire Safety</li> <li>Recycling and Saving Energy (Article 24)</li> <li>Jobs</li> <li>What makes a community and shared responsibilities?</li> <li>Using and keeping money safe.</li> <li>E-Safety-How data is shared and used</li> </ul>



## GEOGRAPHY POLICY 2021-2022



Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

\*Example of subject policy document setting out curriculum intent, implementation and impact with reference to Rights

\*PSHE progression map with reference to Articles



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# OUTCOME 1 - continued



NEWSLETTER

Friday 2<sup>nd</sup> July 2021  
Cheadle Catholic Junior School – 0161 485 3754  
[admin@cheadle-jun.stockport.sch.uk](mailto:admin@cheadle-jun.stockport.sch.uk)



Monday 13<sup>th</sup> September

Forward in Faith, following in the footsteps of Jesus

Our Children's Aims  
At Cheadle Catholic Junior School we ...

- Grow in Faith
- Respect Everyone
- Celebrate differences and goodness in others
- Challenge ourselves
- Engage ourselves and others through Jesus' example

forward in faith  
C C  
J S

unicef UNITED KINGDOM  
RIGHTS RESPECTING SCHOOLS

RIGHTS RESPECTING SCHOOL

How can we link today's Gospel and our school Driver Words to the Articles of the United Nations Convention on the Rights of a Child?

The Gospel of Mark  
Mary Healy

\*Whole school assembly linking the children's aims, the Gospel of Mark and the Articles on our Rights Respecting journey.

## Focus of the week – Feast of St Peter and St Paul

*"Now you are the Body of Christ, and each one of you is a part of it."*  
Linking to the Euro 2020 Football Tournament, we talked how each player, with their own talents and role, contributes to the one team. We heard St Paul's words about the vital and varied parts we each play in the body of Christ. Our church team stretches all around the world and we call this worldwide Church 'the body of Christ'.



### School Council Meeting

This week, we held a school council meeting in our brand new gazebo. We discussed our Rights Respecting journey (we have recently been awarded Bronze status!) and possible activities that we will carry out next term.



We reviewed our school behaviour policy and the children's views were taken on board.

The children were very excited to think of possible end of term house point treats for the winning house.

\*Communication with parents about the Rights Respecting steering group

### Think about the following questions:

What is a refugee?

What does 'to belong' mean?

As human beings, where do we belong?

What does it mean to be a global citizen?

How would it/does it feel to not speak English here?

\*Questioning during work on 'The Boy at the back of the classroom' – Article 22

Emma Carroll  
**LETTERS FROM THE LIGHTHOUSE**

How do we feel about Esther at the end of the chapter?  
Why do we feel this way towards her?  
Has anything changed?

What can we predict is going to happen next? What informs our prediction?

Which Articles (from the UNCRC) could we link to this Chapter?

How has the author structured the chapter to keep us in suspense?  
Remember to justify all your comments with reference to the text

Read  
'Loose Lips Sinks Ships'  
P74

\*Link to UNCRC Articles during work on 'Letters from the Lighthouse'



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# STRAND B - contents

## **Page 6 and 7 - Outcome 2**

Steering group photos/ideas into action  
Driver words linked to Rights  
Rights Respecting Council discussing where to position rights  
Articles displayed around the school

## **Page 8 and 9 – Outcome 3**

Results of the questionnaire – before and after, including trend analysis  
Examples of class charters

## **Page 10 and 11 – Outcome 4**

Pupil Voice Activity – Questionnaire  
Behaviour policy and Restorative discussion sheet  
Assembly plans

## **Page 12 and 13 – Outcome 5**

Emotional wellbeing links  
Mental health week

## **Page 14 and 15 – Outcome 6**

School Council launch  
Pupil voice activities

## **Page 16 and 17 – Outcome 7**

Interview questions for Restorative Ambassadors  
Interviews for restorative ambassadors  
School council meeting minutes

# OUTCOME 2



\*Rights Respecting assembly – steering group created assembly based on 'For Every Child' book



\*Year 4 and 5 RR councillors discussing where to place our Rights



\*School Council meeting to explore the Articles at work in our school



## Parable of the Mustard Seed

How can we link the parable of the Mustard Seed to our Growth Council?

Choose a line from the story that you think is about Growth (write it below)

Which Article would you choose for the Growth Council and why?



\*School councils linked their council to Bible story and Article from UNCRC



# OUTCOME 2

- Our school community learns about rights and we see them as underpinning our values, vision and mission
- Respect and recognition of rights informs all practice and relationships in school
- Pupil voice is very important



\*New Year 3 intake parent meeting – importance of Rights was outlined



## The Good Samaritan

How can we link the story of The Good Samaritan to our Challenge Council?

Choose a line from the story that you think is about challenging yourself (write it below)

Which Article would you choose for the Challenge Council and why?



\*Rights placed around the school in noticeable areas for pupils and parents



# OUTCOME 3

## Pupil questionnaire data

School name:  Year groups:   
 Number of pupils completing questionnaire:

	Number of pupils					% of pupils					Total
	Yes	Sometimes	No	Not sure	No answer	Yes	Sometimes	No	Not sure	No answer	
1 I learn about my rights at school	20	26	3	6	0	36%	47%	5%	11%	0%	100%
2 I enjoy being at school	15	36	4	0	0	27%	65%	7%	0%	0%	100%
3 I feel safe at school	42	9	3	1	0	76%	16%	5%	2%	0%	100%
4 Adults treat me with respect	27	20	5	3	0	49%	36%	9%	5%	0%	100%
5 Pupils are kind and helpful	28	26	1	0	0	51%	47%	2%	0%	0%	100%
6 If I felt unsafe, I could tell an adult	30	13	9	2	1	55%	24%	16%	4%	2%	100%
7 My teachers listen to me	32	13	2	7	1	58%	24%	4%	13%	2%	100%
8 I can influence decisions	17	23	12	2	1	31%	42%	22%	4%	2%	100%
9 I know how to make progress	24	16	4	9	2	44%	29%	7%	16%	4%	100%
10 In general, I like the way I am	34	14	2	4	1	62%	25%	4%	7%	2%	100%
11 I can do things to help locally	31	13	3	8	0	56%	24%	5%	15%	0%	100%
12 I can do things to help globally	33	13	3	6	0	60%	24%	5%	11%	0%	100%

	Number of pupils				% of pupils				Total
	Yes	No	Not sure	No answer	Yes	No	Not sure	No answer	
13 Parents	14	31	7	3	25%	56%	13%	5%	100%
Wider family	13	33	7	2	24%	60%	13%	4%	100%
Other adults	10	38	4	3	18%	68%	7%	5%	100%
Other children	14	32	6	3	25%	58%	11%	5%	100%

For secondary pupils only...

	1-2	3-5	6-10	11+	
14 Shared on social media?					0% 0% 0% 0% 0%
How many times?					

## Pupil questionnaire data

School name:  Year groups:   
 Number of pupils completing questionnaire:

	Number of pupils					% of pupils					Total
	Yes	Sometimes	No	Not sure	No answer	Yes	Sometimes	No	Not sure	No answer	
1 I learn about my rights at school	48	7	0	0	0	87%	13%	0%	0%	0%	100%
2 I enjoy being at school	44	9	2	0	0	80%	16%	4%	0%	0%	100%
3 I feel safe at school	48	5	0	2	0	87%	9%	0%	4%	0%	100%
4 Adults treat me with respect	45	5	1	3	1	82%	9%	2%	5%	2%	100%
5 Pupils are kind and helpful	40	9	3	3	0	73%	16%	5%	5%	0%	100%
6 If I felt unsafe, I could tell an adult	53	1	0	1	0	96%	2%	0%	2%	0%	100%
7 My teachers listen to me	50	3	0	2	0	91%	5%	0%	4%	0%	100%
8 I can influence decisions	39	14	2	0	0	71%	25%	4%	0%	0%	100%
9 I know how to make progress	38	15	2	0	0	69%	27%	4%	0%	0%	100%
10 In general, I like the way I am	39	10	5	1	0	71%	18%	9%	2%	0%	100%
11 I can do things to help locally	42	10	2	1	0	76%	18%	4%	2%	0%	100%
12 I can do things to help globally	35	13	6	1	0	64%	24%	11%	2%	0%	100%

	Number of pupils				% of pupils				Total
	Yes	No	Not sure	No answer	Yes	No	Not sure	No answer	
13 Parents	33	12	2	8	60%	22%	4%	15%	100%
Wider family	31	15	4	5	56%	27%	7%	9%	100%
Other adults	21	26	8	0	38%	47%	15%	0%	100%
Other children	26	22	7	0	47%	40%	13%	0%	100%

For secondary pupils only...

	1-2	3-5	6-10	11+	
14 Shared on social media?					0% 0% 0% 0% 0%
How many times?					

\*Pupil Questionnaire taken in Autumn 2021

\*Pupil Questionnaire taken in Autumn 2022

### Analysis of questionnaire data

- In Autumn 2021, 36% of children said that they learned about their Rights in school
- In Autumn 2022, 87% of children said that they learned about their Rights in school



# OUTCOME 3 - continued



## Safeguarding Policy – children’s version.

### How do adults keep you safe at school?

All of the adults at Cheadle Catholic Junior School work hard to keep you **safe**, ensure you feel happy and help you to do your best. We respect all children and help to protect your rights. **It is important that you are safe and feel safe at home, as well as at school.** We want our children to know **where to get help** if they are worried or unhappy about something.

### What should you do?

If you are worried about something at home or school, or think something is not right, you can speak to any adult at school. Remember, **it’s good to talk**. Even if you think your worry is little, you can talk to an adult about it. Our teachers who are responsible for safeguarding and keeping children safe are called **Designated Safeguarding Leaders**. At Cheadle Catholic Junior School these are: **Mrs Fender, Mrs Sheehan, Mrs Bird, Mrs Warwick**

### What we will do

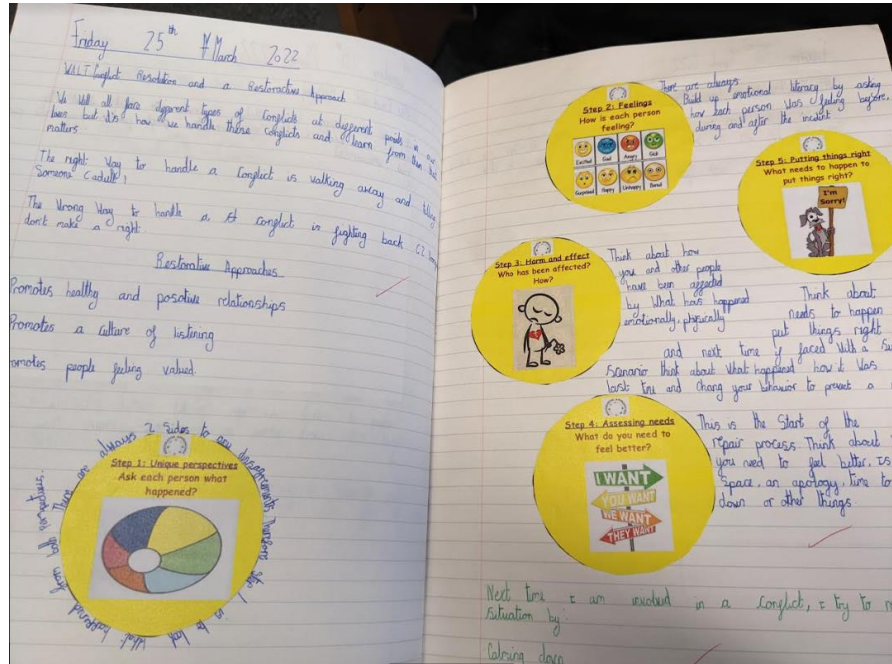
We will teach you how to recognise risks in different situations, and how to protect yourselves and stay safe.

We will make school a safe place for you to learn in.

We will make sure you know where to get help if you are worried or unhappy about something.

**Need to talk? You can talk to ANY adult in school if you need to, they will ALWAYS be there for you - just tell them!**

Remember, you can also talk to **ChildLine**: [www.childline.org.uk](http://www.childline.org.uk)



\*Year 4 – explicit teaching of restorative approaches to resolve conflicts. Children empowered to resolve issues and feel more secure in school.

\*Children’s version of the safeguarding policy is displayed around the school and shared with the children regularly

**All members of staff in our school are committed to safeguarding all our children**

We will strive to:

- Create and maintain a safe learning environment for our children
- Identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate
- Develop our children’s understanding of how to keep themselves safe

**Our Safeguarding Officers are:**



Mrs Fender



Mrs Sheehan



Mrs Bird



Mrs Warwick

\*Safeguarding team are visible around the school and their identity is clearly signposted across the school



**Cheadle Catholic Junior School**  
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# OUTCOME 4

## Our Aims

- Grow in Faith
- Respect Everyone

- Celebrate differences and goodness in others
- Challenge ourselves
- Engage ourselves and others through Jesus' example

## Good Work Certificates (Curriculum Drivers)

- Faith
- Respect
- Engagement
- Challenge
- Growth

## House points

- Positive behavior choices
- Exemplifying our curriculum drivers

## Consequences for not following 'Beattitudes'

- Lower Key Stage 2 (Year 3 and 4) – 20 minutes of lunch
- Upper Key Stage 2 (Year 5 and 6) – 30 minutes of lunch
- Reduced Golden Time

## Our Attitude in school (Our 'Beattitudes')

- Be respectful
- Be ready to learn
- Be the Inspiration

## Our Mission

'Forward in Faith, following in the footsteps of Jesus'



\*Summary of our Behaviour Policy which is centred on restorative approaches. Discipline at CCJS respects the rights and dignity of the children.



## Restorative Discussion Sheet

Name \_\_\_\_\_ Year \_\_\_\_\_ Date \_\_\_\_\_

What happened?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How were you **feeling** at the time?



What do you **need** to feel better?

What **needs to happen next** to put things right?

\_\_\_\_\_

\_\_\_\_\_

Is there anything else that you would like to mention?

\_\_\_\_\_

\_\_\_\_\_

Reflected with: \_\_\_\_\_

## Restorative Discussion Sheet

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

What happened?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did you feel at the time?

\_\_\_\_\_

\_\_\_\_\_

What needs to happen to put things right?

\_\_\_\_\_

\_\_\_\_\_

Which Article do we need to think about and why?

\_\_\_\_\_

\_\_\_\_\_

Is there anything else that you would like to mention at this point?

\_\_\_\_\_

\_\_\_\_\_

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

\*Restorative discussion sheet for 21-22 and 22-23. More explicit link to Articles this year.

← Tweet



Cheadle Catholic Junior School  
@CheadleRCJnr

Our Growth pupil leaders met with Miss Toon today to evaluate how we help children develop key vocabulary in Science. They contributed some excellent ideas!

#Science #STEM #STEMeducation



1:01 · 11 Feb 22 · Twitter for Android

\*Pupil voice with subject leaders monitoring and evaluating subject



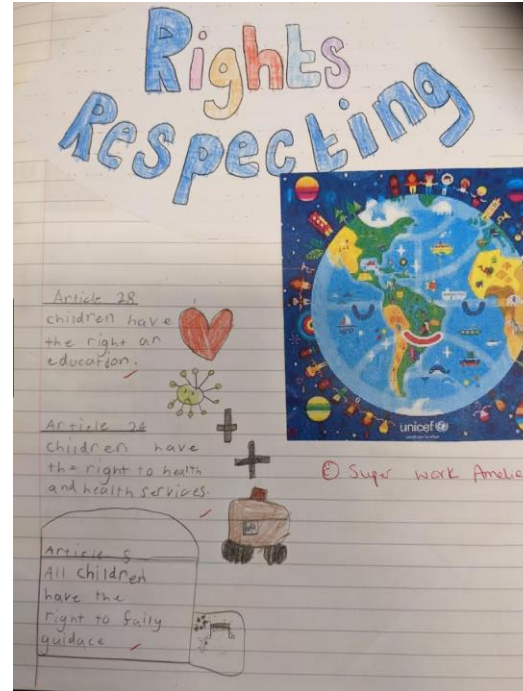
# OUTCOME 4 - continued

Cheadle Catholic Junior School



WEEK	GOSPEL FOCUS	PROPOSED ASSEMBLY TOPIC(S)	RRSA ARTICLE OF THE WEEK	SCHOOL COUNCIL MEETING
2 6 – 10 September	<ul style="list-style-type: none"> <li>Luke 14 25</li> <li>Jesus said, 'If you want to be my disciple, follow me'</li> </ul> <p>Hymn – Follow me</p>	<p>Welcome to the school year</p> <p>Curriculum drivers – one person from each class will be representing each word – which one will you choose? Presentations and elections in class... 1<sup>st</sup> meeting next week</p> <p><b>Behaviour</b> Expectations</p>	<p>Article 28 – Access to Education (discipline in schools should respect children's rights)</p>	<p>RRSA – choosing the Rights for this term</p> <p>Create a steering group charter – what is our vision?</p> <p>Audit – where shall we put messages/visuals? What areas of school life can we make rights explicit?</p>
M 13 – 17 September	<ul style="list-style-type: none"> <li>Mark</li> <li>"If anyone wants to follow me, he must say 'no' to the things he wants. Whoever wants to save his life will lose it. But whoever gives up his life for me and for the Good News will have true life forever."</li> </ul>	<p>RRSA</p> <p>UNICEF focus</p> <p>Class Charters</p> <p>Hymn – Father I place into your hands</p>	<p>Article 13 – Sharing thoughts freely (share freely what they learn, think and feel by talking, drawing, writing – unless it harms others)</p>	<p>Curriculum drivers – how can we show our curriculum drivers in class? What does 'engagement' look like?</p>
4 20 – 24 September	<ul style="list-style-type: none"> <li>Matthew 19: 16-22</li> <li>Money, power, and pleasure are not bad in themselves. A person needs those to survive. When one makes them as the <b>centre</b> of everything it becomes a threat to faith and a person's ability to follow in the footsteps of Jesus.</li> </ul>	<p>Laudato Si – eco council meeting this week – pass on ideas.</p> <p>Restorative Ambassadors – explain the role – would you make a good ambassador?</p>	<p>Article 29 – Aims of Education. It should help them to live peacefully and protect the environment.</p>	<p>Eco-Council – objectives for the term... what are we going to focus on? How can we reduce our footprint? What are we going to do to make a difference?</p> <p>Split ideas up into different year groups (i.e. litter – year 4 etc.)</p>

\*Assembly plan including Gospel, RRSA Article and school council meeting



\*Year 3 follow up task after Rights Respecting assembly



\*Class discussions regarding Articles using set of UNICEF cards.



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# OUTCOME 5

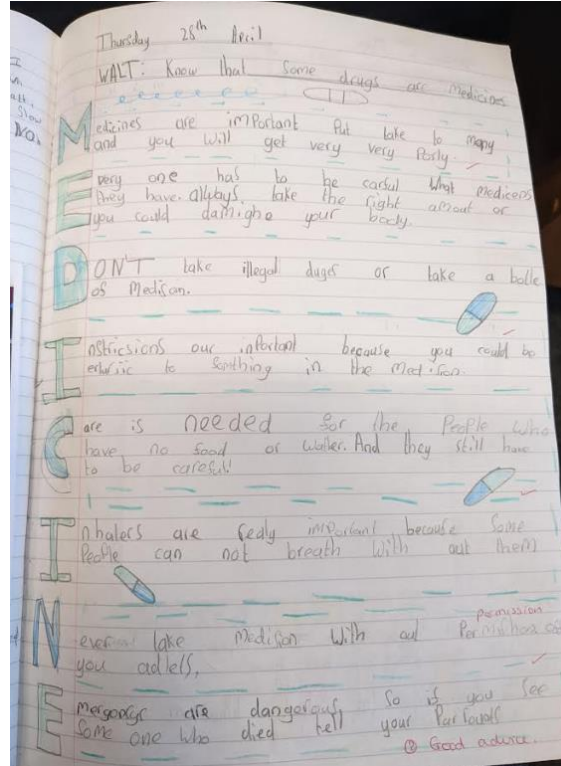
## WELL-BEING TEAM FUND RAISER



**CJS** Cheadle Catholic Junior School @CheadleRCJnr · Nov 15, 2021 ...  
 In assembly this morning we talked about 'juggling' emotions. How can we get help to keep our minds healthy? #Wellbeing #MentalHealthAwarenessWeek



\*Mental health awareness week



Year 5 – promoting safe and healthy lifestyles by covering safe/unsafe medicines and drugs



## School Poster

### Happy Mind, Happy Me



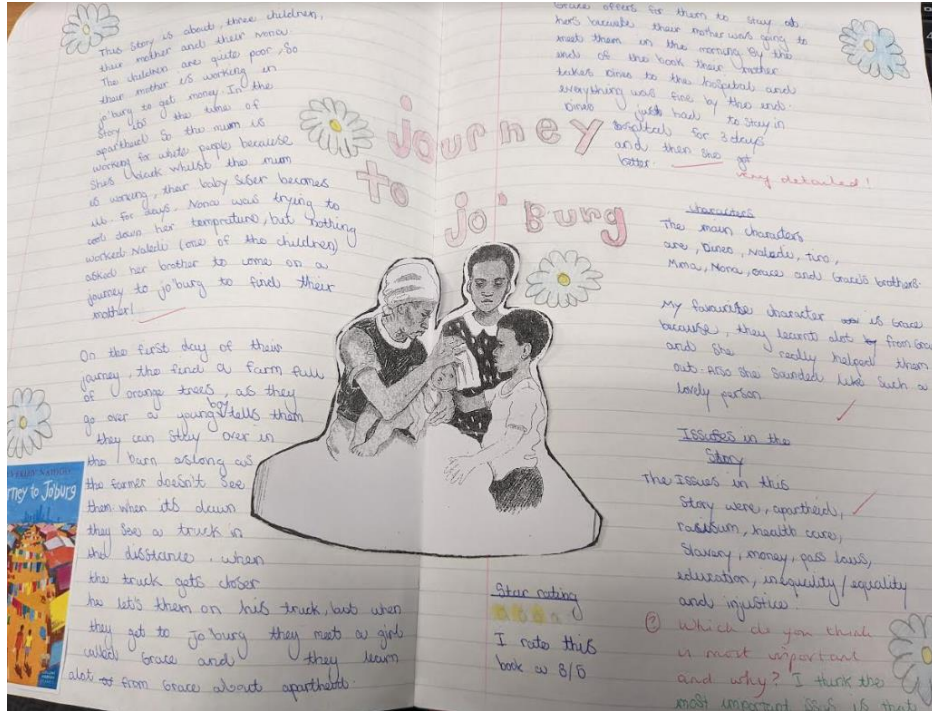

First of all this is the combination of the winning posters from the competition which will now be put up in each classroom in our school to represent our shared vision.

Lets take a minute to explore in our classes what this poster represents and stick in the picture in our books and write a short summary about it.

\*School poster design to raise the profile of mental health and ensure that it is at the forefront of everyone's mind



# OUTCOME 5 - continued

**Five Ways to Wellbeing**

At school we promote the 'Five Ways to Wellbeing' approach which is all about how positive actions can contribute to and boost feelings of wellbeing. Each of these actions or ways will have a beneficial impact. Here are some activities you can try at home that link to each area. Have fun and let me know how you get on with them.

Connect	Be active	Take Notice	Keep Learning	Give
<ul style="list-style-type: none"> <li>• <b>Smilers Challenge</b> – how long can you stare at each other without smiling?</li> <li>• <b>Read a book</b> – share a book with someone at home and take turns with the storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Den building</b> – build a den inside or outside.</li> <li>• <b>Dance</b> – can you share five different moves with someone at home? Can they do the same back?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mindful or Mind Full?</b> People often think that being able to do lots of things at the same time will get more done. However, the opposite is true. By being mindful and focussing on one thing at a time, you can get much more done and it can help to feel calmer.</li> <li>• <b>Draw a picture to show what it's like to have your mind full in this way. Then draw a second picture to show what your mind is like when you feel calm and focussed.</b></li> <li>• <b>Look at your pictures:</b> <ul style="list-style-type: none"> <li>• Which version shows your mind right now?</li> <li>• When is your MIND FULL?</li> <li>• When are you MINDFUL?</li> <li>• What could you do differently so that you feel MINDFUL more often?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spark up your creativity</b> Imagine you're an alien who has just arrived on Earth from another planet. You see a sock for the first time but don't know that it goes on a foot (you may not even have seen a foot). How many creative ways can you think of to use the sock?</li> <li>• <b>There's no such thing as a bad idea in this challenge. Let your imagination run free!</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Message</b> – record or write a message for someone in your family.</li> <li>• <b>Dressing up</b> – dress up in someone else's clothes or as a character. Put on a show. Make someone laugh.</li> </ul>

\*Year 5 classes centred a lot of their work on Journey to Jo'burg on discussing the Rights that were denied for all people during the period of Apartheid

\*Wellbeing newsletter for children, staff and parents

We are excited to present - Time to Shine [express.adobe.com/page/D34J86XfX...](https://express.adobe.com/page/D34J86XfX...)

Watch out for booklets coming home later in the week.



[express.adobe.com](https://express.adobe.com)  
 Time to Shine

\*Parallel curriculum set up to ensure children are leading healthy and varied lifestyles -

<https://express.adobe.com/page/D34J86XfXeTxt/>

# OUTCOME 6

← Tweet

 **Cheadle Catholic Junior School**  
@CheadleRCJnr

Year 3 children enjoying the cooler weather as they carry out their Geography field work.



\*Year 3 taking their Geography learning outside as a class

## Lunchtime Club Timetable – Spring 2

Year 3 and 4 – 12-12:30				
Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
	Music (Mrs O'Leary)	Lego (Mrs Warwick)		Reading (Miss Toon)
Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
	Gardening (Mrs McGaw)		Art (Miss Reilly)	History (Mr Redpath)
Year 5 and 6 – 1-1:30				
Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Mini Vinnies (Mrs York)	TT <del>Books</del> (Miss Shaw)	Board Games (Mrs Bird)		
Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
	Reading (Mrs Millar)	Lego (Mrs Doherty/Mrs <del>Labia</del> )		Maths (Mr Sheehan)

\*School council fed back that some children would appreciate clubs taking place at lunchtime – teachers then created different groups based on the clubs that the children chose

← Tweet

 **Cheadle Catholic Junior School**  
@CheadleRCJnr

Our lunchtime gardening club have been busy today. Lots of weeding and planting to be done. 🌱🌿🌻☀️



12:28 · 22 Mar 22 · [Twitter for Android](#)

\*Gardening club in action – the children chose to set up a gardening group and have working hard at cultivating of the garden – it looks wonderful

# OUTCOME 6 - continued



\*School council meeting to discuss and adapt the Restorative discussion sheet – children’s feedback and ideas led to an adaptation of the script



The impact of climate change has been a key theme throughout our eco-council meetings and the children have been involved in the development of plans for our school grounds. They have been thinking of ways that we can live sustainably and leave a sustainable and environmentally friendly legacy at our school.

Our plan includes: a prayer/peace garden, a family allotment, a forest school, willow whips to go around the perimeter of the fence,

All stakeholders of the school will be involved in making plans for living simply.

Other activities:

1. Prayer/Peace Garden to be maintained and used for collective worship. Outdoor Mass to be held for the children and selection of local community.
2. Outdoor vigils to be held throughout the year: Advent service (lantern release), Easter service (Stations of the Cross), Pentecost Service (Lauda 5).

#### Actions to live sustainably with creation

Main action:

Create a family allotment at the front of the school. We plan to completely change the orientation of the front of the school to make room for a family allotment.

Other activities:

1. 2000 Willow whips to be introduced around the perimeter of the school – on the fences
2. Packs of hedges and trees to be planted with the help of the Woodland Trust.

Please send us a copy of your plan to [livesimplyward@catod.org.uk](mailto:livesimplyward@catod.org.uk) or CAFOD Campaigns team, Romero House, 55 Westminster Bridge Road, London SE1 7JB. We'll send you a certificate to display to show that your community is working towards the [livesimply](#) award.

\*Live Simply Action Plan that is running alongside a lot of development of the outside spaces by John Usher



**Cheadle Catholic Junior School**  
"Following in the footsteps of Jesus"



\*School council launch – the following councillors were elected:

- 1 Growth
- 1 Respect
- 1 Challenge
- 1 Faith
- 1 Engagement
- 1 Rights Respecting
- Mini-Vinnies

Children were congratulated and told that their voices are integral this year



# OUTCOME 7



Rights Respecting/Respect Council interviews for Restorative Ambassadors

- What would you do if someone had fallen out with their friends?
- How would you make sure you heard both sides?
- How would you lead by example?
- How would you be fair?
- Do you have any ideas about how to make our playground become a better place?
- What would you do if someone lost their temper?
- How would you try to re-build friendships?
- What would you do if you saw someone start an argument?
- How would you react to physical behaviour?
- What would you do if you suspected someone of being untruthful?

Sample of the interview which was designed by the Respect Council

**Netball & Fitness – Wednesdays -3.30pm – 4.30pm for the 1<sup>st</sup> Half Term (7 weeks), open to all year groups**

A maximum of 40 children and in the event of oversubscription, names will be drawn out of a hat. Please either complete the slip at the bottom of the page or pay online to register your child's interest.

**Christmas Crafts – Wednesdays -3.30pm – 4.30pm for the 2<sup>nd</sup> Half Term (8 weeks), open to all year groups**

A maximum of 40 children and in the event of oversubscription, names will be drawn out of a hat. Please either complete the slip at the bottom of the page or pay online to register your child's interest.

Each of these are priced at **£2.50** per session to cover the cost of resources/ materials – Current Y2 children won't be able to pay on Pay360 until they transfer in September but you may wish to pay via contactless payment at the office once your place is confirmed..

**\*After school clubs in response to children (school council) putting forward a request on behalf of lots of children...**



**Cheadle Catholic Junior School**  
"Following in the footsteps of Jesus"



**\*Tree planting day – idea originated from Growth (Eco) council suggestion**





# OUTCOME 7 - continued

School Council Meetings

Challenge Council meeting – 28/9/22



Bible Stories and Quotation, and UNCRC Article linked to School Councils:



- Rights Respecting Council – Jesus at the Pharisee's house  
*'...invite the poor, the disabled, the weak, the blind, and you will be blessed. Although they cannot repay you, you will be repaid at the resurrection of the righteous.'*  
Article 42 – everyone should know the Rights of the Child



- Growth Council – Parable of the Mustard Seed  
*'Though it is the smallest of seeds, when it grows it is the largest of garden plants and becomes a tree so big that the birds come and perch in its branches.'*  
Article 24 – Health, Water, Food, Environment



- Respect Council – The Last Son  
*'...this brother of yours was dead and is alive again; he was lost and is found.'*  
Article 12 – respect for children's views



- Faith Council – Doubting Thomas  
*'Blessed are those who have not seen and yet believe.'*  
Article 14 – freedom of thought and religion



- Engagement Council – The Last Supper/The Washing of the feet  
*'Love one another as I have loved you.'*  
Article 13 – sharing thoughts freely

- Challenge Council – The Good Samaritan  
*'Love your neighbour as yourself'*  
Article 29 – Aims of Education



Year 3 and 4 'bubble' school council meeting – celebrating achievements and setting goals for the future.

\*Children decided on the Article that was linked to their school council

Year 3/4  
Posters around the school  
RRS trail/hunt  
Leaflets to be given out to the children  
Split the articles up between the classes and they create posters  
Share Rights with the Infants  
Rights Respecting song

Year 5  
Links to Boy at the back of the Class: article...22, 38, 29, 27, 22, 20,  
Create a Friendly Frank box – concerns/worries/rights being denied

Year 6  
Hold a Rights Respecting day with mascot and treasure hunt  
Main articles that we should focus on: article 28, 23, 34  
Article 31 in the playground  
Article 41 in sports  
Article 28 in the library  
Article 29 on each classroom door  
Article 16 in the bathroom  
Article 39 in the First Aid area  
Article 27 in the hall  
Article 26 in the playground  
Article 32 in the Willow dome  
Article 42 – everyone must know about children's rights  
Article 24 – hall  
Article 31 – playground  
Article 14 – Faith Room

\*Ideas generated in Rights Respecting Council meeting

# STRAND C - contents

## Pages 19 and 20 – Outcome 8

Pupil voice activities

School council input on charity events

## Pages 21 and 22 – Outcome 9

Letter to Home Secretary

Foodbank offerings

CAFOD

# OUTCOME 8

← Tweet

**Cheadle Catholic Junior School** @CheadleRCJnr

A truly wonderful poem written by Joseph in Year 5 children about a child's experience of the war in Ukraine.

12:18 · 28 Apr 22 · Twitter for Android

\*Poetry written in response to work war in Ukraine and after work in class on the book, 'The Boy at the Back of the Class'.

← Tweet

**Cheadle Catholic Junior School** @CheadleRCJnr

As part of their literacy work on persuasive writing the children wrote to Priti Patel sharing their views on the current refugee crisis. @Pontifex @CAFOD @CAFODShrewsbury

17:23 · 30 Nov 21 · Twitter for Android

2 Retweets 1 Quote Tweet 15 Likes

\*Letters written to the Home Secretary and Tweet (which was retweeted by Priti Patel)

**Cheadle Catholic Junior School** @CheadleRCJnr · Dec 15, 2021

Well done to our Mini-Vinnies for organising the 'Reverse Advent Calendar' collection of groceries for Chelwood Foodbank. Thank you everyone for your kind donations. @ChelwoodFBplus @SVPEnglandWales

1 10

\*Reverse Advent calendar – collections for local foodbank



\*Fundraising Coffee Morning in aid of Macmillan Cancer Support

**Cheadle Catholic Junior School** @CheadleRCJnr · Nov 25, 2021

Thank you to everyone who helped on our planting day. 200 trees and over 2500 bulbs planted between @CheadleRCJnr and @CheadleRCInfSci . A fabulous school family day! #livesimply #ClimateAction #woodlandtrust #hso

3 3 31

\*Tree planting day – Growth council played major role in suggesting/ planning the day

# OUTCOME 8 - continued



Cheadle Catholic Junior School @CheadleRCJnr · Sep 24, 2021  
Year 4 and 6 becoming play leaders at CCJS @StockportSHAPES



\*New playground markings – the school council fed back to us that the children wanted more things on the playground



Cheadle Catholic Junior School Retweeted  
John Usher @johnusher061111 · Nov 12, 2021  
Willow work @CheadleRCJnr today. More to come.



1 9

\*New structures were suggested by the school council and they were built soon after



Cheadle Catholic Junior School  
@CheadleRCJnr

A member of our school community is travelling to the Polish border soon to take much needed supplies for families who have fled Ukraine. Can you help?  
Needed by the end of the week:  
Children's clothes/blankets  
Toiletries/ Sanitary products  
Baby dry goods  
Underwear/ socks



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"Following in the footsteps of Jesus"



# OUTCOME 9



\*Summer Fair – school council were part of the planning of activities and stalls – Article

← Tweet

 **Cheadle Catholic Junior School**  
@CheadleRCJnr

Mr Pheiffer and Mr Sheehan dropped off our donations at Chelwood Foodbank this morning. 👍👍



13:16 · 16 Dec 21 · [Twitter for Android](#)

3 Retweets 1 Quote Tweet 32 Likes

\*Children consulted on how we can help those less fortunate than ourselves – they decided to collect food

 **Cheadle Catholic Junior School** · 09 Mar

Year 5 are learning more about the Jewish faith with Rabbi Zvi



🗨️ ↻️ ❤️ 3 🔗

\*Children learned about Judaism and were 'joined' by a London based Rabbi.

# OUTCOME 9 - continued



Cheadle Catholic Junior School ... · 29 Jun ·

On its way !!!  
A huge Thankyou to our wonderful community & Cheadle catholic infant & junior schools for all their support & contributions to allow us to send our 4th vehicle of medical & food aid to Ukraine. ❤️💛💙💛



\*Growth council filming for a bid to Manchester Airport Community Funding - We want to expand and improve our outdoor learning areas where wildlife will flourish and, through a community allotment, become more sustainable as a School Community.



\*Children campaigned for donations of medical and food aid for Ukraine when the conflict first broke out



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"Following in the footsteps of Jesus"

