



Lisa Atkins

Headteacher

Welcome to  
2023-24

*Live, Learn, Love*



Let us pray

O Sacred Heart of Jesus  
We place all our trust in you  
O sacred heart of Jesus  
Bless our school

Amen

*Live, Learn, Love*

# School Pledge

- Sacred Heart is a special place where children can become everything God meant them to be. We believe every child has gifts and are committed to uncovering passions that will lead to a happy and fulfilled life. As teachers, we put children and learning at the centre and provide the tools the children need to craft their future success.
- Our Pledge (response is ***I will***)
- Parents,
- Will you speak with kindness and listen with patience?
- Will you laugh and find fun at every opportunity?
- Will you share in God's love and show through who you are, inspire who others can be?
- Will you be a person of hope?
- Will you guide your child and open their eyes to every possibility?
- Will you celebrate their successes and sooth any failures?
- Do you pledge to Live, Learn and Love in the Sacred Heart Way?



# No Passengers



Sacred Heart,  
Loughborough  
KS2 results  
comparison  
with National

Table comparing Sacred Heart, Loughborough KS2 results with National

	Combined tests	National	Sacred Heart	National	Sacred Heart
2023	RWM	59%	92% +33%	Not yet avail	24%
2022	RWM	59%	81% +22%	7%	19% +12%
2019	RWM	65%	74% +9%	11%	15% +4%

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## Attendance

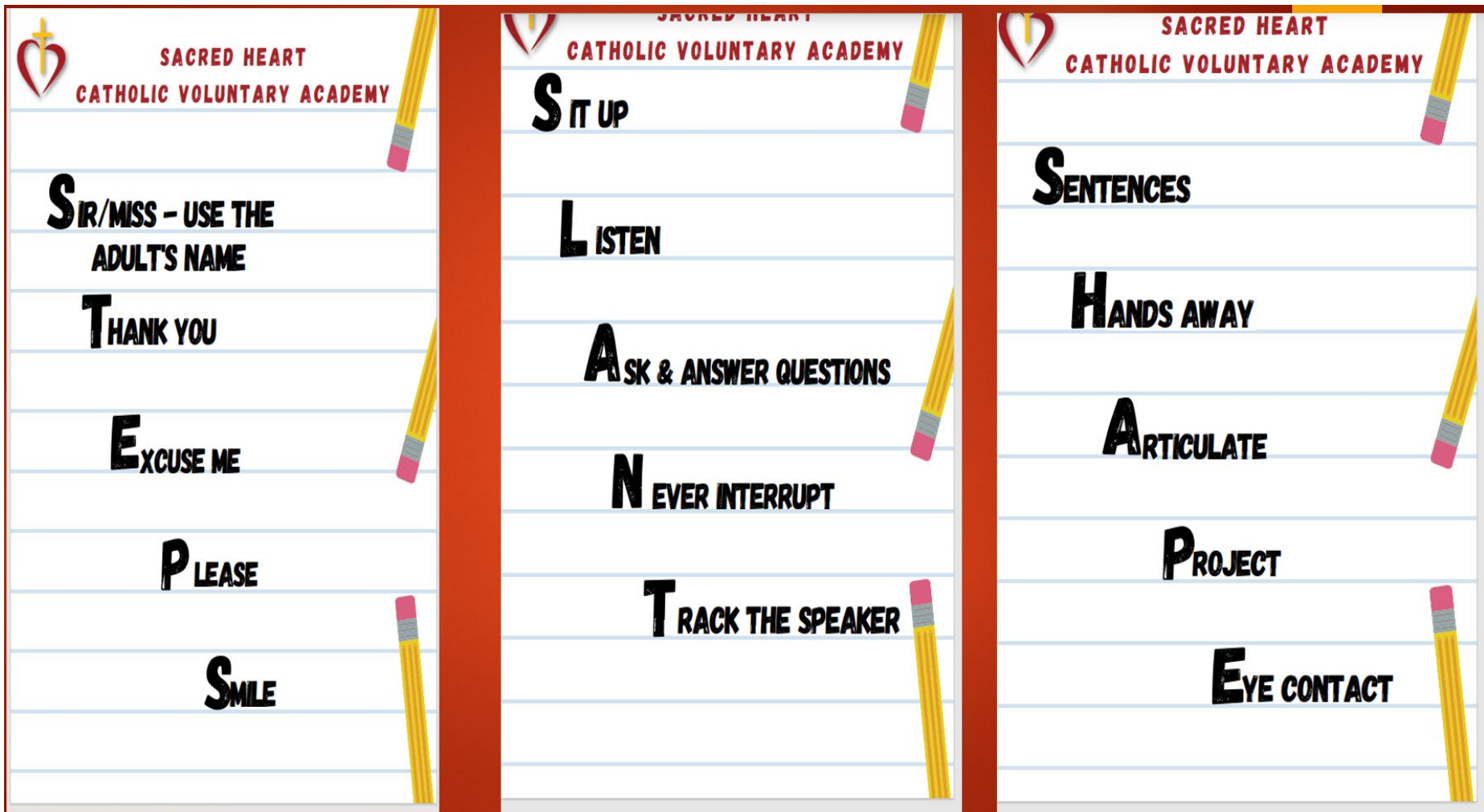
- The gates will be open from 8:30 and registration will be at 8:45-8.50. A child will be registered as Late after this time.
- The end of the school day 3:15pm gates opening at 3:10pm.



# Absence

- Should your child be unwell, their absence needs to be reported to the office by 9:30am
- Children should not attend school if they have a temperature, loss of smell or taste or a persistent cough until they have received a negative Lateral Flow test
- Should a member of your household have Covid, your child can still attend school if they have a negative LFT ( 5 days adults/3 days cren)
- As a school, we monitor children's attendance as we understand its importance. We acknowledge that ill children should not be at school; however, the maximum expected absence is only 5 days across the year (97% attendance). We conduct an attendance check three times a year.





These are our expectations of the pupils and the support necessary from home to ensure the child's success.

# Character Muscles

- The character muscles demonstrate the behaviours expected of successful pupils. We have a focus on a different character muscle every half-term.



Resilience



Self-efficacy



Courage



Concentration



Respect



Curiosity

# Assessments

On-going teacher assessments

Arithmetic tests

Grammar and punctuation tests

Weekly Spelling Tests on Wednesdays

Termly Monitoring with intervention as required.

*Visit the school website to get information about the curriculum*

<https://www.sacredheart.leics.sch.uk/curriculum/curriculum-2/>

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## Children are expected to:

- Bring in their reading diary daily
- Bring in a reading book daily (there are often opportunities within the day for children to read quietly and so should always have some reading material)
- Reception and Y1 children read Monday, Tuesday and Wednesday
- Where appropriate, mark their homework at home prior to bringing it in
- Bring in their homework by the class deadlines listed
- Be well rested and have eaten breakfast (not hungry)
- Speak to a teacher, if a problem occurs



# Communication

WE ARE A TEAM!

Appointments can be made to see me via the School Office – do speak to me with any concerns.

Written Reports – December & June

Parent Meetings – October

Parent Meetings – February

*All communication needs to be respectful at all times in line with our Christian ethos.*

*Live, Learn, Love*

# Reading Volunteers!

We would like to provide more opportunities for the children to read to an adult.

Any help from parents, grandparents etc. would be much appreciated. No qualifications needed. Just share a book with a child as you would hear your own child read at home.

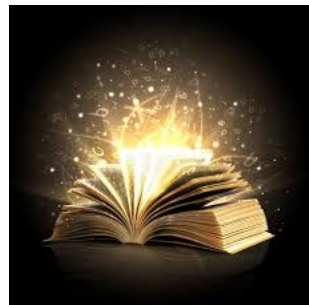
Small blocks of time rather than the full day work best. Just an hour before school pick up would really make a difference.

You may not be working in your child's class.

Please send me a message if you would like to help out or you can volunteer through the school office.



*Live, Learn, Love*





Sacred Heart  
Catholic Voluntary  
Academy

Sacred  
Heart CVA

Catholic  
Life

Collective  
Worship

RE

# Daily Collective Worship

Day	Time and Place	Worship
Monday	2.45pm	Praise led by HT, NDCYS Extra-Ordo-Nary (Introduce the theme of the week from the liturgical calendar.)
Tuesday	In Class	Meditation
Wednesday	In Class	Class Lectio Divina/Visio Divina
Thursday	2.30-2.55pm	Story Time led by HT (Links made to the theme of the week.)
Friday	In Class	Child-led Liturgy



# RE at Sacred Heart, Loughborough



- In the Nottingham Diocese RE is taught using the Come and See Curriculum.
- There are three topics taught in each term and then in every academic year the religion of Judaism is taught for a week and the religions of Hinduism/Islam/Sikhism are taught on a three year rota.
- The same topic is taught in EYFS – Year 6. Within each year group there will be a specific focus within the topic.

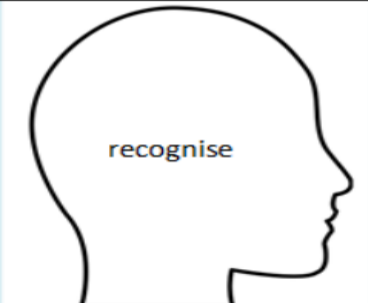

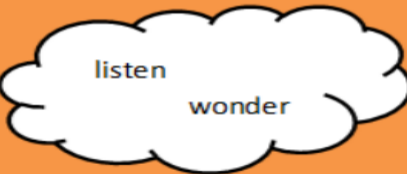
THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Domestic church family</b>	<b>Myself</b> God knows and loves each one	<b>Families</b> God's love and care for every family	<b>Beginnings</b> God at every beginning	<b>Homes</b> God's dream for every family	<b>People</b> The family of God in Scripture	<b>Ourselves</b> Created in the image & likeness of God	<b>Loving</b> God who never stops loving
<b>Baptism/confirmation belonging</b>	<b>Welcome</b> Baptism; a welcome to God's family	<b>Belonging</b> Baptism an invitation to belong to God's family	<b>Signs &amp; symbols</b> Signs & symbols in Baptism	<b>Promises</b> Promises made at Baptism	<b>Called</b> Confirmation: a call to witness	<b>Life choices</b> Marriage commitment and service	<b>Vocation &amp; commitment</b> The vocation of priesthood and religious life
<b>Advent/Christmas loving</b>	<b>Birthday</b> Looking forward to Jesus' birthday	<b>Waiting</b> Advent a time to look forward to Christmas	<b>Preparations</b> Advent; preparing to celebrate Christmas	<b>Visitors</b> Advent: waiting for the coming of Jesus	<b>Gift</b> God's gift of love & friendship in Jesus	<b>Hope</b> Advent; waiting in joyful hope for Jesus; the promised one	<b>Expectations</b> Jesus born to show God to the world
<b>Local church community</b>	<b>Celebrating</b> People celebrate in Church	<b>Special people</b> People in the parish family	<b>Books</b> The books used in Church	<b>Journeys</b> Christian family's journey with Jesus	<b>Community</b> life in the local Christian community: ministries in the parish	<b>Mission</b> Continuing Jesus' mission in diocese [ecumenism]	<b>Sources</b> The Bible, the special book for the Church
<b>Eucharist relating</b>	<b>Gathering</b> The parish family gathers to celebrate Eucharist	<b>Meals</b> Mass; Jesus' special meal	<b>Thanksgiving</b> Mass a special time for saying thank you to God for everything, especially Jesus	<b>Listening &amp; sharing</b> Jesus gives himself to us in a special way	<b>Giving &amp; receiving</b> Living in communion	<b>Memorial sacrifice</b> The Eucharist the living memorial of Jesus' sacrifice	<b>Unity</b> Eucharist enables people to live in communion.
<b>Lent/Easter giving</b>	<b>Growing</b> Looking forward to Easter	<b>Change</b> Lent a time for change	<b>Opportunities</b> Lent; an opportunity to start anew in order to celebrate Jesus' new life	<b>Giving all</b> Lent a time to remember Jesus' total giving	<b>Self discipline</b> Celebrating growth to new life	<b>Sacrifice</b> Lent a time of aligning with the sacrifice already made by Jesus	<b>Death &amp; new life</b> Celebrating Jesus' death & resurrection
<b>Pentecost serving</b>	<b>Good News</b> Passing on the Good news of Jesus	<b>Holidays &amp; holydays</b> Pentecost: feast of the Holy Spirit	<b>Spread the word</b> Pentecost a time to spread the Good News	<b>Energy</b> Gifts of the Holy Spirit	<b>New life</b> To hear & live the Easter message	<b>Transformation</b> Celebration of the Spirit's transforming power	<b>Witnesses</b> The Holy Spirit enables people to become witnesses
<b>Reconciliation Inter-relating</b>	<b>Friends</b> Friends of Jesus	<b>Being sorry</b> God helps us to choose well Sacrament of Reconciliation	<b>Rules</b> Reasons for rules in the Christian family Sacrament of Reconciliation	<b>Choices</b> The importance of examination of conscience Sacrament of Reconciliation	<b>Building bridges</b> Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	<b>Freedom &amp; responsibility</b> Commandments enable Christians to be free & responsible	<b>Healing</b> Sacrament of the Sick
<b>Universal Church world</b>	<b>Our world</b> God's wonderful world	<b>Neighbours</b> Neighbours share God's world	<b>Treasures</b> God's treasure; the world	<b>Special places</b> Holy places for Jesus & the Christian	<b>God's people</b> Different saints show people what God is like	<b>Stewardship</b> The Church is called to the stewardship of Creation	<b>Common good</b> Work of the worldwide Christian family

# Knowledge Organisers and Respond Pages

- Each topic starts with a Knowledge Organiser and within the Knowledge Organiser there is a Big Question. This is formally answered at the start and the end of the topic. It is also referred to throughout the topic.
- Each topic culminates with a Respond Page. This asks the children to reflect back and summarise what they have learnt throughout the topic.

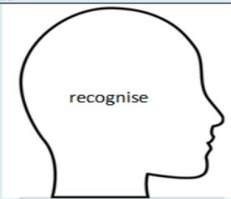


# AT1, AT2 and AT3

Each topic will cover the three attainment areas: AT1 looks at learning factual information and building up a sound knowledge of scripture, AT2 focuses more how the behaviour of believers is influenced by their beliefs and AT3 asks the children to start thinking more philosophically. They are asked to wonder about different beliefs and teachings.

Year Group In Year 1 this means...	AT1	AT2	AT3
Driver Words	<ul style="list-style-type: none"> <li>The pupil is able to <u>recognise some</u> key elements of religious stories and the people in them. <i>Make links</i></li> <li>Children are also beginning to recognise <u>many</u> religious signs and symbols and use some religious words and phrases. <i>Give reasons</i></li> <li>The children are able to <i>recognise</i> that people act in a certain way because of their religion. <i>Live it out</i></li> </ul> 	<ul style="list-style-type: none"> <li>The child is able to talk about many of the things that they have done <i>and how these made them feel.</i></li> <li>The children can also reflect upon some things they wonder about <i>and talk about these.</i></li> </ul> 	<ul style="list-style-type: none"> <li><u>Listen</u> to a point of view.</li> <li><u>Wonder and Talk about</u> some prayers and hymns.</li> </ul> 

# End of Year Expectations

Every Year Group has certain driver words that are the skills that children need to achieve to be 'Age Expected' by the end of that year.

Year Group In Year 1 this means...	AT1	AT2	AT3
	<ul style="list-style-type: none"> <li>The pupil is able to <b>recognise some</b> key elements of religious stories and the people in them.</li> <li><b>Make links</b></li> <li>Children are also beginning to recognise <b>many</b> religious signs and symbols and use some religious words and phrases.</li> <li><b>Give reasons</b></li> <li>The children are able to <b>recognise</b> that people act in a certain way because of their religion.</li> <li><b>Live it out</b></li> </ul>	<ul style="list-style-type: none"> <li>The child is able to talk about many of the things that they have done <b>and how they have done them</b>.</li> <li>The children can also reflect upon some things they wonder about <b>and how about them</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Listen</b> to a point of view.</li> <li><b>Wonder and Talk</b> about some prayers and hymns.</li> </ul>
Driver Words			

Target for Year 6 is to *Show Understanding*.

Therefore, children need to be able to show greater understanding of Bible stories and how they effect people's beliefs; show how decisions are informed by our beliefs; linking to a wide variety of religious sources.

# Key Question 1

**I approve of my child learning the names of external genitalia in KS1.**

## BODY Parts

Toes	Thumb	Elbow
Foot	Hand	Shoulders
Knee	Arm	Neck
Leg	Nose	Head
Fingers	Mouth	Ears
	Hair	Eyes

## PRIVATE Body Parts

Penis	Vulva
Testicles	Vagina
Urethra	

## Key Question 2

**I am happy for my child to be taught about sexual intimacy in Year 6, in a way that is respectful of Catholic beliefs.**

- Basic scientific facts about sexual intercourse between a man and woman;
- The physical, emotional, moral and spiritual implications of sexual intercourse;
- The Christian viewpoint that sexual intercourse should be saved for marriage.



## Key Questions 3 & 4

**I think it is important that pornography is covered from an internet safety perspective.**

**I think it is important that pornography is discussed as a way in which people are 'used'.**

- The difference between harmful and harmless videos and images;
- The impact that harmful videos and images can have on young minds;
- Ways to combat and deal with viewing harmful videos and images.



**Questions**

- What are the key languages in South America?
- What is the capital of Brazil?
- What is the population of Brazil?
- What are the 4 colours of the Brazilian flag?
- What is a key natural resource that Brazil is famous for?
- Name a famous Brazilian landmark.

South America is one of the seven continents of the world. It is mostly in the Southern Hemisphere which means that its seasons are opposite to ours, i.e. when it is summer in England it is winter in the countries of South America. There are 12 countries in the continent of South America. The largest of which is Brazil. The Falkland Islands are British-held islands off the coast of Argentina.

**Human Geographical Features:**

- Deforestation of the rainforest to create new areas for people to live or to farm.
- Favelas of Brazil are shanty towns on the edge of cities where the poor live in homemade shacks.

**Physical Geographical Features:**

- Amazon rainforest is the world's largest tropical rainforest. It makes Brazil the most biodiverse country in the world with 20% of the world's species.
- Amazon river - biggest river in world in terms of volume.
- Andes - longest mountain range in the world.
- Guayana Falls - largest waterfall in the world.

**Human geography - how humans affect the Earth:**

- Favelas** - a slum, unplanned housing for the poor.
- Deforestation** - clearing or cutting down of forests.
- Physical geography** - study of Earth's natural features.
- Rainforests** - tall, dense forest that receives a lot of rain.
- Floodlands** - flat land liable to flooding, good for farming.
- Wetlands** - ground saturated with water and swampy.
- Coastal plains** - flat land close to the coastline.
- Southern Hemisphere** - area below the Equator.
- Economic** - how much money a country has and the goods they sell.
- Natural resources** - Materials created by environment.
- Biodiversity** - variety of life in an ecosystem, number of species.
- Indigenes** - first people in a particular area. Not immigrants.

**Trash**

Class book: Trash by Andy Mulligan  
Recommended reading: The Great Kapok Tree by Lynne Cherry; Mr. Elephant's Rio tour by Jana Dillard; How rights came from the sea by Mary-Jean Gerson; The barefoot book of earth poems by Judith Nicholls; Brazilian Folktales by Livia del Almeida; The Explorer by Katherine Rundell; Journey to the River Sea by Eva Hesse.

# Knowledge Organisers

- Created Knowledge Organisers for Geography, History, Science, Maths and RE
- These detail key vocabulary, important facts and questions associated with the topics
- They should provide you and the children with a better understanding of the topics, allow for pre-learning and make suggestions on how to find out more
- <https://www.sacredheart.leics.sch.uk/curriculum/curriculum-2/>

**Key Vocabulary:**

- reflection** - changing the direction of light
- electromagnetic spectrum** - the rainbow spread of all light colours
- prism** - a triangular block of glass
- magnify** - make bigger
- transparent** - allows light to pass straight through
- opaque** - does not allow light through

**LIGHT Year 6**

How does light behave?

How do we see?  
Can light be split up?  
How are shadows created?  
How can I change a shadow?  
How do we get different colours?  
Can I make white light?

Sir Isaac Newton

Prism splitting white light

Nottingham Roman Catholic Diocesan Education Service

God is the loving parent of the human family and Jesus was born and lived in a human family.

God's love is unconditional and eternal.

God himself is an eternal exchange of love, Father, Son, and Holy Spirit, and he has destined us to share in that exchange.

**LOVING**  
Year 6 Topic 1

**OUR BIG QUESTION**  
Do we have to earn love?

**REFLECTION**  
Father, creator of all, you 'ordered the earth' to bring forth life and crowned its goodness by creating family life. Teach us the value of family life and help us to live in peace with everyone.

**KEY VOCABULARY**  
Unconditional Forgiveness  
Mercy Prodigal  
Parable Reconciliation

**SCRIPTURE**  
Isaiah 40: 1-5; 9: 11, 28-31  
Psalms 23 and 136  
Luke 15: 11-32  
Matthew 5: 1-12, 44-48  
John 15: 9-14  
Ephesians 4: 26, 31-32  
Titus 3: 4-8

## Online Safety: do you know your apps and games?



TikTok

13+  
years



Snapchat

13+ years



Whatsapp

16+ years



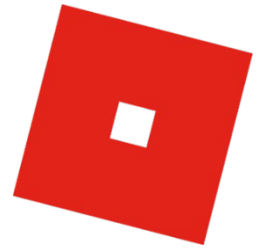
Twitch

13+  
years



Minecraft

10+  
years



Roblox

7+ years  
(games can  
have blood and  
horror themes)

**'Today most children are tech savvy, but they may not be tech safe.'**

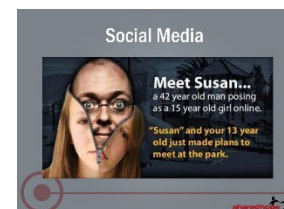
***(Paul, IWF (Internet Watch Foundation) analyst)***



## True or false:

Children are safer playing and socialising inside the home rather than outside of the home

- Risks exist both inside and outside of the home. Particularly inside the home we need to consider the very real risks that online activity can expose children to.
  - Social networking: communicating with people they don't know.
  - Grooming for sexual exploitation and/or abuse
  - Online gaming: grooming for sexual abuse/exploitation.
  - Accessing inappropriate content: pornography, self harm, extreme violence (including content aimed at radicalisation for violent extremism)
  - Taking / sharing self produced images (sharing nudes and semi nudes)
  - Cyber bullying
- The 'traditional' perspective was one of stranger danger, risks posed by traffic and the fear of abduction. These remain real concerns and of course there are cases with tragic consequences, however children being at home, unsupervised perhaps in bedrooms with online access brings a whole other range of safeguarding risks.



## Know their world

- It is not only computers that are internet enabled, with games consoles, mobile phones and tablets all allowing the children who use them access to chat rooms, pornography and other sites where they may be at risk.
- In this digital age, online safety is a concern for all who work with, or are parents to children and young people.
- The internet is a wonderful resource for learning but there are inherent risks in online activity, online abuse is increasing at an alarming rate with a 298% increase in reported incidents of indecent images over the last eight years.



## Know the risks

- **Grooming:** through social media and/or gaming, this may involve radicalisation and/or sexual abuse.
- **Cyberbullying:** can occur through any ICT, especially mobile phones.
- **Sharing nudes and semi nudes:** sending explicit or compromising photos or videos.
- **Sexual abuse:** including non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways.
- **Financial:** although this is rare towards children it does occur – online gambling is an increasing risk.
- **Exposure** to inappropriate materials, racial hatred, frightening or pornographic pictures and videos.
- **Obsessive use** of the internet and ICT, for example, addiction to video games.
- **Inappropriate or illegal behaviour,** for example, exposure to hate mail or offensive images.
- **Copyright infringement,** for example, the illegal sharing of music, pictures, videos or documents.

## Spot the signs

It is not always easy to spot signs of online abuse or lack of understanding of online safety. They may include:

- Spending much more or much less time online, texting, gaming or using social media.
- Appearing withdrawn, upset or outraged after using the internet or texting.
- Being secretive about who they're talking to and what they're doing online or on their mobile phone.
- Having lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

# Cyber bullying

Most children have access to electronic devices outside of school.

As well as playing games, most children are in contact with their peers using WhatsApp etc.

WhatsApp has a legal age limit of 16; therefore, if you are happy for your child to use the app, it is important that they are and know that they are, monitored by yourselves.

It has proven very easy to say something online which the child would never dream of saying in person.

# School Uniform



Girls: Grey skirt or pinafore, white shirt, school tie, school jumper or cardigan. White socks or grey tights and black shoes.

No tights with gingham dress. School coloured modest hair accessories are allowed.

Boys: Grey trousers, white shirt, school tie, school jumper. Grey or black socks and black shoes.

In Pentecost Term boys may wear shorts.

The only caps that can be worn in school are school caps.

Hair that is shoulder length or below should be tied up for school.

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# PE Uniform – check your child's 2 days



Red shorts <b>White, round neck t-shirt, with or without school logo</b> Trainers	Non logo black jogging bottoms Grey hoodie with school logo
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Children **should not** wear any jewellery when taking part in PE – this includes earrings. If the child is not able to remove their earrings themselves, they should not be worn on days when they have PE.

Children who do not have the correct kit will be unable to participate fully in the lesson.

Children to come to school on Tuesdays & Wednesdays in their PE Kit.

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# Pupil Premium at Sacred Heart

Who is eligible for benefits-related free school meals?

- Income support
- Income-based jobseeker's allowance
- Income-related employment and support allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child tax credit (provided you're not also entitled to working tax credit and have an annual gross income of no more than £16,190)
- The guarantee element of state pension credit
- Working tax credit run-on - paid for four weeks after you stop qualifying for working tax credit.
- Universal credit with annual net earned income of less than £7,400