SACRED HEART CATHOLIC PRIMARY

SCHOOL & NURSERY













SCHOOL PROSPECTUS 2027-2028

Learning and loving with Christ as our teacher

Welcome from the Executive Headteacher & Head of School

Learning and loving with Christ as our teacher

Dear Parents and Carers,

On behalf of our school community, we would like to welcome you to Sacred Heart Catholic Primary School & Nursery. Sacred Heart is a thriving community of enthusiastic children, dedicated and passionate staff and a committed and supportive Governing Body. At Sacred Heart we pride ourselves on our welcoming Christian ethos, founded on the teachings of Jesus. We aim, through our curriculum, our policies and procedures, and day-to-day witness, to uphold the greatest of Christ's commandments:

"Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is to Love your neighbour as yourself."
(Matthew 22:37-39)

Sacred Heart is a friendly and welcoming school. We provide a happy and safe environment where all children are supported and encouraged to be the best they can be. Every child is unique, and their individual talents are nurtured and developed through a highly engaging curriculum. Extra-curricular opportunities and learning beyond the classroom enable our children to become confident, independent learners who enjoy taking on responsibility. We have high expectations both in terms of behaviour and academic achievement and foster a belief in all children that they can succeed.

A number of values and principles guide our actions in school. First and foremost are the values that are at the heart of the Gospels:

- Love and Solidarity
- Faithfulness and Integrity
- Dignity and Compassion
- Humility and Gentleness
- Truth and Justice
- Forgiveness and Mercy
- Purity and Holiness
- Tolerance and Peace
- Service and Sacrifice

These are also supportive of the values of the modern British Society in which we live:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

All of our values are reflected in our school 'Mission Statement' which best sums up the ethos of our school: *"Learning and loving with Christ as our teacher."*

We live this out in everything we do at school, and it is underpinned by our core aims for pupils to be:

- Disciples of Christ
- Ready to learn
- Secondary Ready

We promote the acronym's SACRED and LEARNER, which includes the core skills they will develop to support them in achieving these aims.

In the Early Years Foundation Stage, we want all of our learners to be 'SACRED'
S - Sentence Superstars: children enjoy mark-making & write letters, words & sentences
A - Amazing Athletes: children show strength, balance, coordination & control
C - Confident Communicators: listen, speak, ask questions & use new vocabulary
R - Resilient Regulators: set goals, persevere, manage needs & emotions, stay healthy
E - Excellent Explorers: curious about the world, follow maps & notice places & times
D - Dynamic Designers: safely choose resources, plan, talk about & evaluate creations.

The learning and experiences provided in the Early Years Foundation Stage help to prepare children for Key Stage 1 and Key Stage 2, where the children continue to develop the skills and values needed to become successful 'LEARNERs'.
L – Love
E – Engage
A – Articulate & Aspire
R - Remember
N – Nurture
E – Effort
R – Resilience

We are extremely proud of Sacred Heart Catholic Primary School and thoroughly enjoy working with the children, parents, staff and governors.

We hope that you find our brochure informative and that it provides you with a flavour of what Sacred Heart has to offer.

If you would like to visit the school, we would be delighted to show you around and look forward to welcoming you.

If you have any questions or comments, please do not hesitate to contact us.

Yours faithfully,

Mrs Linda Payne
Executive Headteacher

Mrs Anna Smith
Head of School

The Catholic School

"The Catholic School, in partnership with the home and the parish, provides education for the children of the Catholic community. Its Governors, Executive Head, Head of School and staff aim to clearly express its Catholic identity and purpose in all their endeavours. They ensure that its corporate life and entire curriculum are threaded through with recognition of its task: to bear witness to the life, death and resurrection of Jesus Christ, which makes possible fullness of life in God who is Father, Son and Holy Spirit."

"This is the task with which we are charged by our Bishops. It is our earnest prayer that we may succeed in it."

Father Jim McNicholas
Parish Priest



Mission Statement

Learning and loving with Christ as our teacher

We live our mission statement by:

- Leading our children to a greater knowledge of God, so they can see His influence on all areas of their lives and His work in the world around them.
- Helping all members of our community to travel a little further on their own faith journey.
- Developing in our children an awareness of and respect for Catholic traditions.
- Growing in knowledge of ourselves and recognising ourselves as special individuals.
- Recognising the uniqueness of everyone in the school and respecting that individuality.
- Developing in each person the gifts and talents that God has given them.
- Developing in our children the skills, knowledge, attitudes and values that will prepare them for the next stage of their education and for life as adult Christians.
- Encouraging parents and carers to share in the triangle of their children's learning between the school, the home and the parish.
- Valuing the contribution of all members of our school community and promoting good communications between them.
- Encouraging active participation in the life of the parish and of the community of Bushey.

Sacred Heart School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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The Governing Body

The Governing Body plays an active role in the life of Sacred Heart School. Governors are appointed based on their strong interest in, and knowledge of, the Catholic faith and Catholic education. They must also have a desire to develop the school's identity and character within both the Church and the local community.

As a voluntary aided school, there are Foundation Governors appointed by the Cardinal, as Bishop of the Diocese. There are also Staff Governors, including the Head of School, a member of the teaching staff, Parent Governors, and a representative from the Local Authority.

In partnership with the Executive Head and Head of School, the governors ensure that the overall management of the school aligns with its Catholic ethos. With many changes in education over recent years, the day-to-day responsibilities of the Governing Body have increased. Consequently, all governors attend training courses run by both the Diocese and the Local Authority, to equip them for their specific areas of responsibility.



Members of the Governing Body

	Status	Areas of Responsibility
Mrs Vivienne Morgan	EPG	Chair, Resources, Curriculum, Admissions, HT's Performance Appraisal, Safeguarding/CP, Children Looked After, Geography
Mrs Linda Payne	HTG	Resources, Admissions, Curriculum
Mrs Anna Smith	HTG	Resources, Admissions, Curriculum
Mrs Nicole Moran	LA	Vice Chair, HT Appraisal Panel, Health and Safety Governor Development Co-ordinator, Mental Health and Wellbeing Link Governor
Father Jim McNicholas	FG	Curriculum, RE
Mr Giovanni Marseglia	FG	Curriculum Chair, HT Performance Appraisal, Pupil Premium, Music, PFL, PPG Link Governor, Science
Mr Paul Higginson	FG	Resources, Admissions, English
Mr Julian Roberts	FG	Art/DT, Humanities
Mr Martin Coulson	FGP	Curriculum Chair, Maths, Attendance
Mr Chris Yong	FGP	PE Sports Premium
Mr Kevin Sparks	PG	Resources Chair, Admissions, Health & Safety Link Governor, Computing
Miss Hannah Buttigeig	PG	PSHE, RSE, Wellbeing, SENd Link Governor
Mrs Tracey Middleton		Clerk to Governors

FG *Foundation Governor*
FGP *Foundation Governor Parent*
HTG *Headteacher Governor*
LA *Local Authority Governor*
EPG *Elected Parent Governor*
TG *Teacher Governor*
AM *Associate Member*
PG *Parent Governor*

Staff 2026-2027

Mrs Linda Payne	Executive Headteacher
Mrs Anna Smith	Head of School
Miss Rachel McCarthy	Assistant Headteacher
Mrs Emma Travers	SENCO
Miss Paige Leavens	EYFS Leader
Mrs Lorraine Stapleton	Phase 1/2 Leader
Mrs Rachel McCarthy	Phase 3/4 Leader
Mrs Anna Haywood	Phase 5/6 Leader
Miss Sarah Stanton/Miss Katie Long	Nursery Teacher, St Anne
Miss Derval Loftus	Reception Teacher, St Joseph
Miss Paige Leavens	Reception Teacher, St Francis
Mrs Lorraine Stapleton	Year 1 Teacher, St Anthony
Miss Chloe Saunders	Year 1/2 Teacher, St Cecilia
Mrs Emma Shi	Year 2 Teacher, St Therese
Miss Rachel McCarthy/Mrs Aileen Reilly	Year 3 Teacher, St Bernadette
Mrs Jacqui O'Grady/Mrs Jennifer Hussey	Year 3/4 Teacher, St Peter
Miss Emily Pardoe	Year 4 Teacher, St Alphonsa
Miss Michaela Rosenthal	Year 5 Teacher, St Josephine Bakhita
Ms Jennifer Campbell/Mrs Josephine Hiscock	Year 5/6 Teacher, St Padre Pio
Mrs Anna Haywood/Ms Jennifer Campbell	Year 6 Teacher, St John Bosco
Mrs Andrea Hanbury	PPA Teacher
Mrs Nadine Broderick	PPA Teacher
Mrs Mary Ann O'Connor	PPA Teacher
Miss Eva O'Sullivan	Trainee Teacher
Mrs Rebecca Diaz	Higher Level Teaching Assistant
Mrs Josephine Leavey	Higher Level Teaching Assistant

Mr Ricardo Borg	Teaching Assistant & Midday Supervisor
Mrs Melissa Conway	Teaching Assistant & Midday Supervisor
Miss Emily Corrigan	Teaching Assistant & Midday Supervisor
Mrs Emma Davis	Teaching Assistant & Midday Supervisor
Mrs Kelly Galvin	Teaching Assistant & Midday Supervisor
Mrs Sarah King	Teaching Assistant & Midday Supervisor
Miss Sarah Mattson	Teaching Assistant & Midday Supervisor
Mrs Maggie O'Connor	Teaching Assistant & Midday Supervisor
Mrs Cathy O'Sullivan	Teaching Assistant & Midday Supervisor
Mrs Julia Pepper	Teaching Assistant & Midday Supervisor
Mr Jack Thompson	Teaching Assistant & Midday Supervisor
Mrs Angharad Tobin	Teaching Assistant & Midday Supervisor
Mr Ben Taylor	Breakfast Club Manager
Mrs Iryna Poderienie	Breakfast Club Assistant
Mrs Iryna Poderienie	After School Club Manager
Mrs Sandra O'Kelly	After School Club Assistant
Miss Sacha Lowe	After School Club Assistant
Mrs Sandra O'Kelly	Cook Manager
Mrs Suzanne Pryke	Office Manager
Mrs Lara Clancy	Administration Assistant & Admissions
Ms Eloise Candilio	Administration Officer & Midday Supervisor
Mrs Georgina Harrington	Caretaker

School Organisation

Sacred Heart School is a Roman Catholic Voluntary Aided Infant and Junior school, with a Nursery, located in the Diocese of Westminster. There are currently 336 children on roll for this academic year, including 26 children in the Nursery. The current admission number for Reception is 45, and children are taught in classes of up to 30.

FoundationStage – EYFS	School Years
St. Anne	Nursery
St. Joseph	Reception
St. Francis	Reception

Key Stage 1 Phase 1/2	School Years
St. Anthony	1
St. Cecilia	1/2
St. Therese	2

Lower Key Stage 2 Phase 3/4	School Years
St. Bernadette	3
St. Peter	3/4
St. Alphonsa	4

Upper Key Stage 2 Phase 5/6	School Years
St. Josephine-Bakhita	5
St. Padre Pio	5/6
St. John Bosco	6

From Year 1 onwards, children are organised into three groups based on age, ability, emotional development, and the professional judgement of the teaching staff. These groups are named "S", "H" and "P", representing *Sacred Heart Primary*. Each group consists of 15 children who remain together throughout their journey at Sacred Heart, providing a strong sense of security and continuity.

Every year group will form a class with another group of 15 children, from either the same year group or the year group above or below. This structure ensures that all children experience an equal balance of single and mixed age classes during their time at Sacred Heart.

All parents will be informed of their child's group and their route through the school by the end of the Reception year, as outlined in the following table.

Key Stage	Key Stage 1 Phase 1/2			Lower Key Stage 2 Phase 3/4			Upper Key Stage 2 Phase 5/6		
Current Class Name	St Anthony	St Cecilia	St Therese	St Bernadette	St Peter	St Alphonsa	St Josephine-Bakhita	St Padre Pio	St John Bosco
Composition	Single	Mixed	Single	Single	Mixed	Single	Single	Mixed	Single
Year	1	1/2	2	3	3/4	4	5	5/6	6
Groups	PH	S	P HS	SP	H	P SH	PH	S	H SP
Learning Journey	1st School Year		2nd School Year	3rd School Year		4th School Year	5th School Year		6th School Year

Each class teacher is responsible for teaching a carefully structured curriculum. Detailed day-to-day planning allows them to meet the needs of all pupils within their class. Over the course of the year, class teachers develop close relationships with every pupil, forming the foundation of pastoral care at Sacred Heart School.

Teaching Assistants also work closely with the children, supporting both learning and wellbeing. Staff work collaboratively to ensure continuity and progression in learning from one age group to the next. Within each class, teacher's continually monitor each child's progress, identifying their current stage of development and building on their skills and knowledge.

In addition, opportunities are provided for all children within a year group to maintain their group identity. These include phase Masses and liturgies, phase productions and school trips.

Admission Procedure

Admissions to Reception 2027-2028

At the beginning of the autumn term, parents of eligible children will receive information from their Local Authority. The Local Authority form must be completed, preferably online, or sent directly to the Local Authority. At the same time, the school's Supplementary Information Form (SIF) should be completed and submitted to Sacred Heart School, along with any supporting documents.

All applications received for the school year starting the following September will be considered by the governors. Places in the Reception class are allocated in accordance with the admission criteria. Offers of places will be sent out by the Local Authority, and parents must accept the place in writing within 14 days. Offers for all primary schools are sent out at the same time. Places declined at this stage will be offered to the next eligible applicants according to the admissions criteria. If the class is oversubscribed, a continuing interest list will be maintained. Parents have the right of appeal if their request for a place is refused.

It is the school's policy to admit pupils in September of the school year in which their fifth birthday occurs. Legally, a child does not have to start school until the start of the term following their fifth birthday. Parents are now allowed to keep summer-born children in Nursery for an extra year. Summer-born children for Reception 2026 admissions are those born between 1 April 2022 and 31 August 2022. If your child was born between 1 April 2022 and 31 August 2022, and they do not start in Reception in the 2026 academic year, you may instead make an application for your child to start Reception in September 2027.

The current admission number for Reception is 45. Children are taught in classes of no more than 30.





Admissions to Nursery 2027-2028

From the latter end of the Autumn Term, until February 2027, you can apply for a Nursery place. To do this, please complete the school's Nursery Application Form, which is available on the school's website or you can request a paper copy https://sacredheart682.herts.sch.uk/our-school/nursery/

We have 33 Nursery places. All Nursery pupils must attend the morning sessions. In addition, we offer afternoon sessions for up to 26 pupils, which finish at 3.10pm.

Nursery children eat lunch in their classroom, and then play in the Nursery setting for the remainder of their lunchbreak. In the afternoon, they take part in a range of activities in line with the Early Years Foundation Stage (EYFS) curriculum.

Afternoon Provision and Costs *(please note we accept Tax-Free Childcare payments and childcare vouchers as payment options for Nursery afternoon sessions)*

- For families entitled to 30 hours of funded childcare (working families):
  Afternoon sessions are charged at £5.00 per afternoon which is for the additional 30 minutes from 2.40pm to 3.10pm, outside of the funded hours (8.40am to 3.10pm).
  Payment is made via School Gateway, our online payment system.
  Children must bring a packed lunch to school.

- For families not entitled to 30 hours of funded childcare (working families):
  You may opt to self-fund afternoon provision at a cost of £18.00 per afternoon.
  Payment is made via School Gateway.
  Children must bring a packed lunch to school.



In-Year Admissions 2026–2027

For In-Year admissions, please apply online via Hertfordshire County Council's website: www.hertfordshire.gov.uk/admissions

In addition, you must complete the school's Supplementary Information Form (SIF) and return it to the School Office. This ensures your application is considered under the correct category in our oversubscription criteria. The SIF can be found on our website or requested as a paper copy. https://sacredheart682.herts.sch.uk/our-school/admissions/

If a place is available and there is no waiting list, your child will be admitted. If more applications are received than places available, the Governing Body will rank applications according to the school's oversubscription criteria. If a place cannot be offered at the time of application, you may request the reasons for the refusal and you will be informed of your right to appeal. You may request to be placed on the continuing interest list.

This list is maintained by the Governing Body in the order of the oversubscription criteria, not by the date the application was received. Names are removed from the list at the end of each academic year. If you would like your child to remain on the list, you must reapply through the Local Authority at the end of the academic year.

When a place becomes available, the Governing Body will apply the oversubscription criteria and an offer will be made on their behalf by the Local Authority.



Daily Routine

Children can go into class from 8:40am. Children are not expected to arrive more than 10 minutes before the start of the morning session and should leave no later than 10 minutes after the end of the afternoon session, unless they are taking part in an organised school activity.

The school cannot accept responsibility for the welfare and safety of children outside these times.

If your child is late, please bring them to the School Office so they can be registered and taken to their classroom by a member of the office staff.

Session Times

Group	Morning Session	Afternoon Session
Morning Nursery	8:40 – 11:45pm	
All day Nursery	8:40 – 11:40pm	11:40 – 15:10 pm
Reception	8:40 – 11:30pm	12:30 – 15:10 pm
Phase 1/2	8:40 – 12:00pm	13:00 – 15:10 pm
Phase 3/4	8:50 – 12:30 pm	13:30 – 15:20 pm
Phase 5/6	8:50 – 12:30 pm	13:30 – 15:20 pm

All children have a 15-minute morning break.

Milk is provided free of charge for children under 5 and can be purchased in advance for Infants who are 5 and over, as well as Junior children. All children may bring their own water drink (no glass bottles or cans) and a piece of fruit for their morning break. (Infant children have fruit provided as part of a national scheme).

Infant children also have an afternoon break.

Collective Worship

Collective Worship is an important aspect of the community life of the school. It offers opportunities for sharing news, passing on information, teaching, learning and worshipping together.

Our Collective Worship varies in format to meet these diverse aspects, but all include an element of worship. We have whole school assemblies, phase assemblies and class assemblies.

We also celebrate Mass and liturgies both in school and at Sacred Heart Church.



Lunchtimes

Reception children break for lunch at 11:30pm. They eat in their classrooms and then play outside. Phases 1/2 and 3/4 begin lunch at 12:00pm, but their routines differ slightly: Phase 1/2 eat in their classrooms before playing outside, while Phase 3/4 play outside first and then eat in their classrooms. Phase 5/6 start lunch at 12:30pm, during which time they play outside before eating in their classrooms. Children are supervised throughout their lunchtimes. Junior children are play leaders organising games for the Infant children during playtime.

During lunchtime, children are cared for by a team of Teaching Assistants and Midday Supervisory Assistants. Our school kitchen offers delicious school dinners prepared and cooked on site, including Wednesday Roasts and Friday Specials.

Parents may choose for their children to have school lunch on some days and bring a packed lunch on others, if they do not wish to have a school lunch every day.

Packed lunches must not contain any type or form of nuts (including spreads such as Nutella), fresh eggs (such as hardboiled eggs, egg sandwiches or quiche), sesame products, houmous, or kiwi fruit. This includes fruit and nut bars and some cereal bars, as we have children with severe allergies.

As we are a healthy eating school, we also ask that children only have chocolate bars or crisps on Fridays, in line with children who have Friday Specials.

Attendance

Students who attend school regularly (96% or above) are statistically more likely to make good progress and outperform those with lower attendance rates.

The Government defines any student with attendance below 90% as a persistent absentee.

- 90% attendance = half a day off school every week
- 80% attendance = one day off school every week
- 70% attendance = one and a half days off school every week

Good attendance at school and active participation in learning are fundamental to helping children become successful learners and confident individuals. Regular school attendance also helps to establish a positive work ethic from an early age.

Parents and carers play the most important role in ensuring good attendance. It is their legal responsibility to make sure their child is educated.

At Sacred Heart, we expect all students to maintain a minimum of 96% attendance. Every day missed is a missed opportunity for learning and can significantly impact your child's ability to reach their full potential. Poor attendance can also negatively affect your child's social development and friendships.

Good Attendance:	97 – 100%
Expected Attendance:	96%
Cause for Concern:	Below 90%

We work closely with our Local Authority Attendance Officer (LAAO) at Hertfordshire County Council, who also monitors student attendance. If a child's attendance remains low over time, the LAAO will become involved.

By working together with parents, and where necessary, the LAAO, we aim to resolve any difficulties that may be preventing a child from attending school regularly.

Parental Involvement

Children learn best and are happiest and most confident at school when they know their parents and school staff are working together with a shared purpose. At Sacred Heart, we offer many opportunities for parents to be informed about their child's learning, and to become actively involved in school life. As part of our strong parent-school partnership, we ask for your support in key areas such as homework, uniform, discipline and punctuality. We believe in this partnership between parents and school and strive hard to make our half of the partnership work. We ask that you do the same; it is your child who benefits from this teamwork.

We hold 'Meet the Teacher' sessions where parents are invited to meet their child's teacher and learn how we can work together to support learning throughout the year. Class teachers also send home curriculum letters, which provide information about topics being covered and offer suggestions for how parents can support learning at home.

During the autumn and spring terms, we hold parent consultation evenings where parents are invited to discuss their child's progress with the class teacher. In the spring term, Junior children are invited to attend the consultation alongside their parents. At the end of the academic year, parents receive a written report outlining their child's achievements and progress. Parents may request an appointment to discuss the report with the class teacher if they wish.

We are proud to have a very active parents' association, Friends of Sacred Heart (FOSH) who work tirelessly to provide a wide range of social events for our school community while also raising funds. These funds help provide many extras that benefit all of our children. FOSH has a core committee of twelve, but the involvement of all parents is warmly welcomed.

Many parents also volunteer in school on a regular basis. If you have time to spare or a particular skill to share, we would love to hear from you. We are sure we can find a role for you. Please note that all parent volunteers must be DBS checked through the School Office. In addition to volunteering, we also invite parents to join us for Masses, liturgies, concerts and presentations. You will always be most welcome.

Wrap Around Care

We are pleased to offer Wrap Around Care at Sacred Heart School, providing both Breakfast and After School Club to support families. These clubs run five days a week during term time and are open to children from Nursery to Year 6. At both clubs, children enjoy a friendly and relaxed environment with access to a wide range of toys, games, and fun activities.

BREAKFAST CLUB

- Time: 7:40am to 8:50am
- Days: Monday to Friday (term-time only)
- Supervisor: Mr Ben Taylor
- Eligibility: Nursery to Year 6
- Includes: A healthy, nutritious breakfast
- Flexibility: Parents can choose which days their child attends

Breakfast Club prices are charged as follows:

- £5.00 per child, per day
- £4.25 per child, per day for two children or more of the same family

AFTER SCHOOL CLUB: *A one-off registration fee of £10.00 per family applies for After School Club.*

- Days: Monday to Friday (term-time only)
- Supervisor: Mrs Iryna Poderienie
- Eligibility: Nursery to Year 6
- Includes: A healthy snack and sandwich
- Flexibility: Parents can choose which days their child attends

After School Club prices are charged as follows:

After School Club Session	Time	Cost
Early Pick-Up	End of school to 4:30pm	£6.00
Full Session	End of school to 6:00pm	£11.00
Late Start *(for children attending external clubs that operate from within the school premises)*	4:15pm/4:30pm to 6:00pm	£8.00

Pastoral Care

At Sacred Heart School, the spiritual, social and emotional well-being of every child is a top priority. Each teacher is responsible for the care of the children in their class, fostering a nurturing and supportive environment from the moment they start school.

The special relationship between teacher and child begins in Reception and continues throughout the school years. Caring, respectful relationships between children and all adults in the school community are promoted every day.

We are also supported by Father Jim McNicholas, our Parish Priest, who is always keen to strengthen the bond between the parish and the school. Father Jim is available to help in pastoral matters as needed.

The Executive Head, Head of School and class teachers are always happy to speak with parents or carers. If you wish to discuss any pastoral or personal matters regarding your child, please contact the School Office to arrange an appointment.





School Discipline

Discipline in Sacred Heart School is based on the Gospel values of trust, respect for people, places and property, honesty and consideration. We have high expectations of our children, which we realise by encouraging them to care for one another, and to be courteous, self-disciplined, and confident. We also expect them to work hard and strive to achieve their full potential.

We believe that a shared understanding between staff, parents, and children of what is expected is key to maintaining good discipline in school. Misdemeanours are addressed in a Christian context; with firmness and understanding in an atmosphere of forgiveness and reconciliation.



Health and Well-Being

The physical well-being of our children is the responsibility of all staff. Children who become unwell during the school day are initially cared for on the premises. If they are too ill to remain in school, parents will be contacted and asked to take their child home.

We ask that unwell children are not sent to school. When unwell, children can become very distressed and will not benefit from being in the school environment. In addition to putting other children and staff at risk of infection, they are also more vulnerable to further illness. If a child has experienced sickness or diarrhoea, they must remain home until they have been free from symptoms for at least 48 hours.

There are exceptions to this rule and we make arrangements to support children with ongoing medical conditions such as asthma, hay fever, diabetes, epilepsy and similar conditions. For asthma, hay fever or allergies the school requires written permission to administer medicines or inhalers, along with clear dosage instructions. Inhalers, EpiPens, and similar medication must be clearly labelled with the child's name and handed in to the School Office. These are always accessible to children. For other medical conditions, please discuss medication arrangements directly with the Head of School.

Teachers and other staff do not routinely administer antibiotics. However, arrangements can be made in certain circumstances. As a general rule, children who require regular doses of medicine are considered too unwell to attend school.

Children must not bring medicines into school under any circumstances. This includes items such as cough lozenges, headache tablets, or homeopathic remedies.

Accidents at School

Minor cuts and bruises are an inevitable feature of school life and will be treated by a first aid trained member of staff. If your child bumps their head, you will receive a letter via your child informing you of the incident. In more serious cases, we will contact you by telephone.

Mobile Phones

Children in Year 6 who walk to school may bring a mobile phone (not smart-phones). Phones must be handed to the class teacher at the start of the day and collected at home time.

Absence

If your child is absent from school, you must notify the school by 8:30am on the day of the absence. All absences must be explained and will be recorded as authorised or unauthorised in line with Government policy.

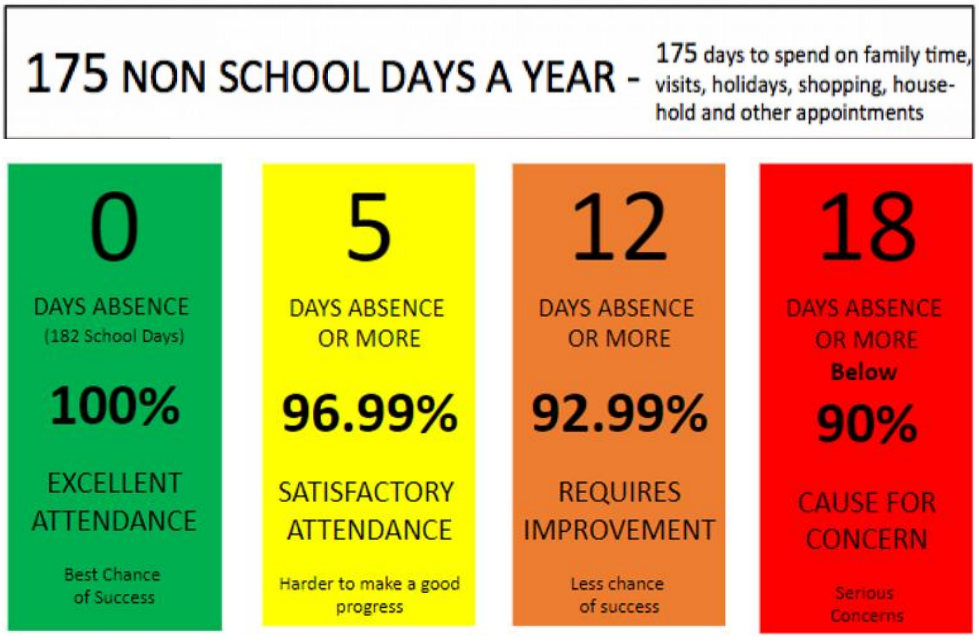
There is no official or unofficial period of time that a child is allowed off school. If it is necessary to take your child out of school for any reason, such as a family holiday, leave of absence will not be granted except in exceptional circumstances. In such cases, a request must be submitted at least 2 weeks in advance using the appropriate form.

We also ask that you inform the school of any medical appointments. A Leave of Absence Form must be completed for all occasions, including medical appointments. These forms are available in the porch area by the school's main entrance.

Rates of Absence

As required, the school publishes its pupil absence data annually. For the academic year 2025-2026, the absence rates at Sacred HeartSchool are as follows:

- Authorised absence: 3.89%
- Unauthorised absence: 0.40%



Uniform & Equipment

The policy of the Governing Body is that all children will wear school uniform as listed below.

Nursery Uniform



Nursery school sweatshirt



Red or white polo/t-shirt



Grey jogging bottoms

All Nursery children must bring:



- In case of an accident or messy play, a spare pair of underwear, socks and change of clothes, preferably in a Sacred Heart named PE bag (available to order through our online uniform shop Mapac or DJ Uniforms, Bushey).
- A named pair of wellington boots to stay at Nursery.
- A named splash suit to stay at Nursery.
- A named water bottle filled with water (not squash or juice) to be brought in with your child on a daily basis.

All items of clothing must be named.

Reception to Year 6 Uniform

Our school uniform can be purchased either online from Mapac by visiting their website at www.mapac.com or from DJ Uniforms in Bushey High Street, www.djuniforms.co.uk.

Infant children, Nursery to Year 2, must bring a red book bag (no rucksacks) to bring their school reading books in each day. Years 3 to 6 can bring a small rucksack or bag to school each day.

Girls Winter Uniform

Grey pinafore dress, grey skirt or grey trousers (skirts should be plain style or pleated without embroidery or tiers)
White shirt
Grey cardigan with the school logo
Red tie
Red or grey tights
White or grey socks
Black shoes (not trainers or boots)
Outer coat or jacket



Girls Summer Uniform

Red & white striped or checked dress, or white open neck blouse with grey skirt, grey pinafore or grey trousers
Grey cardigan with the school logo Black shoes (not trainers or boots)
Light-weight rain coat
Please see examples below:



Boys Winter Uniform

Grey long trousers
White shirt
Grey jumper with school logo
Red tie
Grey socks
Black shoes (not trainers or boots)
Outer coat or jacket
Grey blazers may be worn by boys and girls



Boys Summer Uniform

Red short sleeved polo shirt
Grey shorts or long trousers
Grey jumper with school logo
Grey socks
Black shoes (not trainers or boots)
Light-weight rain coat
Please see examples below:



Boys & Girls PE Kit

Red shorts

White polo shirt with school logo

Grey hoodie

Grey tracksuit bottoms (no leggings)

Plimsolls or trainers

A named PE bag











General Guidelines

Hair

- Fashion haircuts are not permitted; all children should adhere to sensible hairstyles suitable for school.
- Children are not permitted to wear gel, wax, mousse or other styling products.
- Hair styles should not be shorter than a grade 2 and should have no shaved patterns or designs.
- Hair accessories should be plain red, black or white with no fancy attachments or sparkles.
- Long hair must be tied back.

Clothing & Personal Items

- All items of clothing must be clearly marked with your child's name.
- Jewellery may not be worn except for one small pair of circular stud earrings (no stones). Children must not wear hoop earrings to school. For health and safety reasons, children must not wear earrings for PE.
- Children may war a simple digital or analogue watch. They must not wear smart watches or Fitbits.
- Nail varnish is not permitted.
- Book bags and school bags must not have key rings or accessories hanging from the handles.
- Labelled water bottles must be brought to school daily (not PRIME water bottles or Air Up Bottles)
- Summer hats, caps and school ski hats are available from our school uniform suppliers.

Second hand uniform is sold throughout the year outside the School Office.

Pencil Cases (Years 1-6)

Children in Years 1, to 6 need a plain pencil case to be kept in the classroom. It should contain a pen, pencil, green pen, rubber, ruler, sharpener, colouring pencils, glue stick and scissors.

The Curriculum

We aim to provide the best possible opportunities for the growth and development of every child by ensuring a broad and balanced curriculum.

The Early Years Foundation Stage Curriculum for Nursery and Reception

The Foundation Stage Curriculum is divided into two key areas: Prime Areas and Specific Areas.

Prime Areas

Communication & Language	Physical Development	Personal, Social & Emotional Development

"The prime areas begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the Early Years' Foundation Stage" *The New EYFS in Practice*

These areas form the foundation for children's learning and are prioritised in the early months of the EYFS.

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts & Design

"The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning" *The New EYFS in Practice*

These areas build on the prime areas and offer rich, purposeful contexts for learning.

Communication and Language

Listening & Attention, Understanding, Speaking

We develop children's listening skills through discussions, games and role play. Their thinking and language development are supported through meaningful interactions during play. We encourage accurate use of language by sharing repetitive stories and playing games that involve the repetition of key words and phrases.

To help children build their vocabulary, we provide a wide range of rich and varied experiences that extend their understanding of the world around them.

Physical Development

Moving & Handling, Health & Self-Care

This area of learning focuses on developing children's physical control, co-ordination, and movement. At this stage, children's gross motor skills are developing rapidly, and we plan activities that build stamina, improve co-ordination and promote spatial awareness. At the same time, their fine motor skills are also developing quickly. Children are encouraged to use tools such as painting equipment, scissors, and construction materials. Through activities that involve building, balancing and manipulating objects, they develop the control needed for tasks like holding a pencil and writing.

This area is distinctive from all other areas of learning because the children learn through being active and interactive.

Personal, Social & Emotional Development

Making Relationships, Self Confidence & Self Awareness, Managing Feelings & Behaviours

This area of learning focuses on emotional well-being, understanding who you are and how you fit in, feeling confident and good about yourself, and developing respect for others. Children will gain confidence and become more independent whilst learning to concentrate and enjoy sharing as part of a group.

Developing a positive sense of themselves and a positive attitude to learning will lead to success in all other areas of learning.

Literacy

Reading, Writing

Reading is an integral part of our day, whether we read with an individual child, a small group or the whole class. We help children understand what words are by using names and labels and by pointing out words in their environment and in books.
We engage children in discussions about stories, encouraging them to predict outcomes, to compare plots and relate characters' feelings and experiences to their own. Writing is modelled for meaningful purposes, often through role-play activities such as making a shopping list or taking an order in a café, helping children to see the practical use of written language.

Phonics is taught using the Read Write Inc systematic and synthetic approach. By the end of Nursery, children are able to read and write their names and identify key sounds. By the end of Reception, children can read a range of words and books appropriately matched to their level. They can write sentences with a capital letter and a full stop.

Mathematics

Numbers, Shape, Space & Measures

This area of learning supports children in developing a strong foundation in early mathematical concepts. It includes skills such as counting, sorting, matching, recognising and creating patterns, making connections, identifying relationships, and exploring numbers, shapes, space and measures.

Mathematical understanding is nurtured through a variety of engaging experiences, including songs, stories, imaginative play, games, hands-on exploration, discussion and problem solving activities. By the end of Nursery, children have developed their understanding of numbers up to 5. By the end of Reception, they build confidence with numbers up to 10 and begin to apply their knowledge in different contexts.

Understanding the World

People & Communities, The World, Technology

At this stage, children are encouraged to explore and make sense of the natural and man-made world around them. They begin to learn about other people, places, cultures, religions and communities.

Through observing the physical environment, they begin to understand that change occurs over time, a key concept that underpins learning in subjects such as science, geography and history. They are also introduced to technology and its uses in everyday life.

This area lays the foundation for future learning in Religious Education (RE), science, technology, ICT, history, geography and citizenship.

Expressive Arts and Design

Exploring & using Media & Materials, Being Imaginative

This area of learning focuses on developing children's imagination and their ability to express ideas and feelings in creative ways. It includes opportunities for exploration through dance, art, music, drama and imaginative play. Creativity is important to children's emotional well-being and plays a key role in supporting all areas of learning. Being creative encourages children to make connections between different areas of learning.

Curriculum Key Stage 1 and 2 (Years 1 to 6)

In Key Stage 1 and Key Stage 2, children follow the New National Curriculum across all subject areas except Religious Education.

Religious Education

"Catholics believe that Religious Education is not one subject among many, but the foundation of the entire educational process. The beliefs and values it communicates should inspire and unify every aspect of school life".
(Bishops' Conference of England & Wales, 1988).



Religious Education is central to the curriculum at Sacred Heart Catholic Primary School and lies at the heart of the philosophy of Catholic education. The primary purpose of Catholic Religious Education is to come to know and understand God's revelation, fulfilled in the person of Jesus Christ. Additionally, it teaches about our faith within the context of a school that proclaims the Gospel and invites individuals to respond to the message of Christ.

Religious Education is concerned not only with intellectual knowledge but also encompasses emotional and affective learning. At Sacred Heart, we develop pupils' moral formation, religious education, personal and social responsibility, and other civic virtues, which are important contributions to the Common Good. In addition, we aim to nurture a loving relationship between the child and God, as well as between the child and others in the community. Religious Education fosters this relationship through daily prayer, collective acts of worship, and celebrations of liturgy.

As a Catholic school, we believe it is important for children to learn co-operation, respect, and forgiveness. Scripture, Church teachings, and the teachers' own witness and example are means by which these values are taught. We work closely with our parishes to prepare liturgies and sacraments, and we value the partnership between home, school and parish, and the wider community.

Ten percent of curriculum time is devoted to the teaching of Religious Education, which is separate from times of prayer and collective worship. Pupils receive 2½ hours of taught RE weekly from Reception through to Year 6, and 1½ hours for Nursery pupils. The curriculum framework is based on

the events of the Liturgical Year, the sacraments, and the teachings of the Catholic Church. Whenever possible, other curriculum subjects are integrated into and extend this framework.



The planning, recording, and assessment of Religious Education are undertaken with the same rigor as other subjects. The New Agreed Levels of Attainment in RE, produced by the Bishops' Conference, serve as the basis for assessment. All classes use the Diocesan curriculum materials from Margaret Carswell, supplemented by additional resources as needed to ensure curriculum-led delivery of Religious Education. These materials have been mapped to the Bishop's Religious Education Curriculum Directory (2012) to ensure continuity and development across Key Stages 1 and 2.

Our children live in a multi-cultural and multi-faith society, making it important for them to learn about other traditions, cultures, and faiths. All faiths and denominations are respected and acknowledged, and locally celebrated festivals are recognised, especially those celebrated by families within our school community.

Children of other faiths or traditions are actively encouraged to share their experiences with others. The school has several resources that explain other faiths, cultures, and traditions to our children. Children study aspects of World Faiths, with approximately two weeks per year of the Religious Education curriculum devoted to this area. Other traditions, faiths, and cultures are explored through cross-curricular topics.

We do not compare other faiths with Roman Catholicism; rather, we present what practising other World Faiths looks like for their believers. Understanding, respect, and tolerance are key elements to our programme of study.

PSHE & RSE

Personal, Social, Health Education & Relationships & Sex Education

At Sacred Heart School, our PSHE and SRE programme ensures that, through a focus on citizenship, pupils become increasingly aware of what society is, how it functions, and begin to understand how they may play a constructive role in the society of the future. Personal, Social, Health and Economic Education (PSHE) and the Relationships curriculum are just some of the ways we facilitate this.

This learning is delivered both through discrete PSHE units and integrated across other subjects, most notably RE, Science, and PE. It is also supported by assemblies, presentations, visits, and visitors to the school, conducted either by year group, school phase, or whole school as appropriate. PSHE learning helps support children at various developmental stages such as, in the Early Years Foundation Stage, focusing on turn-taking, sharing, and listening to others; and in Year 6, teaching about body changes during puberty and preparing for transition to Secondary School.

At Sacred Heart, PSHE and SRE also empowers pupils to have a significant voice in school life. Our active School Council works alongside teachers, senior leaders, and governors to ensure pupil involvement in setting the vision and direction of the school. Pupils also participate in pupil voice exercises as part of subject monitoring and through the governors' annual pupil voice survey.

For RSE, the school uses the Catholic resource *Ten Ten*, which ensures that all teaching about relationships is rooted in the Catholic Church's teachings.

English

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently, and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing, and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately, and coherently, adapting their language and style for a range of contexts, purposes, and audiences
- Use discussion as a tool for learning, being able to elaborate on and explain their understanding and ideas clearly
- Are competent in the arts of speaking and listening, including making formal presentations, demonstrating to others, and participating in debate.

Reading, Phonics & Spelling

Pupils are taught word reading, which includes decoding and fluency and comprehensive skills in both listening and reading.

In Year 1, pupils receive daily reading and phonics lessons using Read Write Inc. Year 2 pupils continue this programme until they are secure in their phonics. They then move to daily spelling lessons using Read Write Inc. Spellings, alongside reading and comprehension sessions. This continues throughout Key Stage 2.

Writing

The school uses a 'writing based on a book' approach to teaching writing. For each writing unit, pupils read a book and create written pieces inspired by it. They write poems, stories, recounts, reports, instructions, explanations and persuasive texts. Daily practice of handwriting and grammar skills also takes place to help pupils develop these skills and commit them to long-term memory.

Mathematics

The 7aim for our mathematics curriculum is to develop pupils' mathematical fluency, reasoning and understanding skills. Pupils are taught to apply arithmetic fluently to real-life problems.

At Sacred Heart Catholic Primary School, we follow the National Curriculum. Our mathematics curriculum is planned to be sequential and coherent, progressively building on pupils' previous knowledge and skills. Skills are embedded to enable transfer across a variety of contexts, ensuring that knowledge is securely stored in pupils' long-term memory. Our curriculum incorporates the 'concrete, pictorial and abstract approach', problem solving and group work. There is a strong focus on teaching mathematics for mastery, with the curriculum designed to boost learners' confidence in mathematics.

The school uses Maths No Problem, which is based on the mastery approach to teaching Maths. This programme has been tailored to meet the needs of pupils at Sacred Heart Catholic Primary School. It is also supplemented with a range of other resources, including White Rose Maths and NRICH.

The Structure of a Typical Mathematics Lesson at Sacred Heart Catholic Primary School:

- Next Step Question - Pupils answer a next step question and make any corrections to their work from the previous day.
- Daily Fluency - Pupils complete an addition, subtraction, multiplication and division question each day to develop and embed their arithmetic skills in long-term memory.
- Times Table Practice - Pupils complete a timed speed test lasting 3 to 5 minutes.
- In Focus - The day's learning is introduced practically to engage pupils and build

understanding.

- Guided Practice - Pupils work through questions alongside the teacher and with their peers.
- Independent Work - Pupils independently complete a series of questions at their own pace.
- Mastery Questions - Pupils answer challenging questions to deepen their learning and understanding.

Science

At Sacred Heart, we believe that an outstanding science education provides the foundation for children to make sense of the world around them. Through science teaching, children are encouraged to nurture their natural curiosity and wonder about the growing number of scientific and technological advancements in the modern world. Pupils use science to explain phenomena, predict behaviours, analyse causes and adapt to our ever-changing world.

The school's woodlands provide an enriching outdoor learning environment that extends the science curriculum, fostering children's curiosity about the natural world around them.

Our science education builds understanding through the specific disciplines of biology, chemistry and physics. Science has transformed our lives and is vital to the world's future prosperity. All pupils are taught essential knowledge, methods, processes and applications of science. By building a solid foundation of key concepts, pupils are encouraged to recognise the power of rational explanation and develop excitement and curiosity about natural phenomena. They learn how science can explain occurrences, predict outcomes, and analyse causes. Planned investigations and practical activities develop their scientific skills and deepen their understanding of the world.
Our science curriculum ensures that all pupils:

- Develop scientific knowledge and conceptual understanding through the disciplines of biology, chemistry and physics.
- Develop an understanding of the nature, processes and methods of science through different types of scientific enquiries that help them answer questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and in the future.

Computing

At Sacred Heart School, we deliver a high-quality computing curriculum that equips pupils to use computational thinking and creativity to understand and shape the world. The core of computing is computer science, where pupils learn the principles of information and computation, how digital systems operate, and how to apply this knowledge through programming. Building on this foundation, pupils use information technology to create programs, systems and a range of digital content.

We aim for all pupils to become digitally literate, enabling them to express themselves and develop their ideas through information and communication technology, with a strong emphasis on e-safety. This prepares them for the future workplace and empowers them to be active participants in a digital world.

The school's computing curriculum ensures that all pupils:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Analyse problems in computational terms and gain repeated practical experience in writing computer programs to solve these problems.
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Become responsible, competent, confident and creative users of information and communication technology.

Design and Technology

At Sacred Heart School, we aim to provide a Design and Technology curriculum that encourages pupils to investigate, plan, adapt and evaluate their own work. This helps them appreciate design as being a dynamic and ever-changing process. It also offers children the opportunity to see real-life applications of the subject and make connections between their own work and that of scientists, engineers and designers.

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems across a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range

of subject knowledge, drawing on disciplines such as mathematics, science, engineering, computing, and art. Pupils learn to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Through evaluating past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality Design and Technology education makes an essential contribution to creativity, culture, wealth, and well-being of the nation.

The school's Design and Technology curriculum ensures that all pupils:

- Develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding, and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate, and test their ideas and products, as well as the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Art

At Sacred Heart School, we aim to equip children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Our high-quality art curriculum inspires children to think innovatively and develop a deep creative understanding. It provides opportunities for pupils to develop their skills using a wide range of media and materials. Children learn techniques in drawing, painting, printing, collage, textiles, 3D work and digital art, while being encouraged to explore and evaluate different creative ideas.

Our Art and Design curriculum ensures that all pupils:

- Produce creative work by exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

History

At Sacred Heart School, our history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires their curiosity to learn more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

History enables pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identityand the challenges of their time.

The school's curriculum for History ensures that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world, including the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; and achievements and follies of humankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference, and significance; use these concepts to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analysis.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short and long-term timescales.

Geography

In teaching Geography at Sacred Heart School, we aim to develop pupils' geographical skills by providing opportunities for first hand experiences through fieldwork locally, and in more distant localities, depending on age.

We encourage children to identify, through the study of physical, human, and environmental geography, a sense of place, and an understanding of our place in the created world.

The school's curriculum for Geography ensures that all pupils:

- Develop contextual knowledge of the location of globally significant places, both terrestrial and marine, including their defining physical and human characteristics, which provide a geographical context for understanding processes and their impacts.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent, and how they cause spatial variation and change over time.
- Become competent in geographical skills needed to collect, analyse and communicate a range of data gathered through fieldwork experiences that deepen their understanding of geographical processes.
- Interpret a variety of geographical sources, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in multiple ways, including through maps, numerical and quantitative skills and extended writing.

Physical Education

At Sacred Heart School, we provide a broad and balanced Physical Education where every child has an equal opportunity to achieve their best.

We strive to create a culture of learning in which children feel secure, motivated, and inspired to work hard and succeed. We believe Physical Education can develop children's confidence and self-esteem, and that every child should have equal access to develop fine and gross motor skills, co-ordination, and creativity in a safe environment.

We ensure all pupils develop competence in a wide range of physical activities, remain physically

active for sustained periods, engage in competitive sports and activities, and are encouraged to lead healthy, active lives.

Through Physical Education, we aim to develop children's knowledge, skills, and understanding so they can perform with increasing confidence and competence across various physical activities. We promote health and well-being, active participation, lifelong learning, and support each child in fulfilling their potential. Our curriculum ensures children's experience of Physical Education is positive, motivating, and that attitudes towards a healthy lifestyle are firmly embedded.

It inspires all pupils to succeed and excel in competitive sports and other physically demanding activities. It provides opportunities for pupils to become physically confident in ways that support their health and fitness. Competitive opportunities build character and reinforce values such as fairness and respect.

Physical Education is an integral, vital, and valuable part of the curriculum and contributes significantly to the development of the whole child, both now and in the future.

The school's curriculum for Physical Education ensures that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Music

At Sacred Heart School, we aim to provide a music curriculum that enables each child to reach their full potential, encouraging enjoyment in singing, composing, and performing. We offer opportunities for children to perform in front of audiences both within and beyond the school community. Music is a universal language and one of the highest forms of creativity.

Our music education engages and inspires pupils to develop a love of music and their talent as musicians, increasing their self-confidence, creativity and a strong sense of achievement. As pupils progress, they develop a critical engagement with music, allowing them to compose and listen with discrimination to the best works in the musical canon.

The school's curriculum for music ensures that all pupils:

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including works by great composers and musicians.
- Learn to sing and use their voices, create and compose music individually and collaboratively, have the opportunities to learn a musical instrument, use technology appropriately, and progress to higher levels of musical excellence.
- Understand and explore how music is created, produced, and communicated, including through the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Assessment

Teachers assess children's progress continuously to inform planning and support learning. Ongoing formative assessment is an integral part of daily teaching and helps identify each child's needs and next steps. In addition to this, standardised testing is used at key points to monitor individual progress.

Records of each child's progress are maintained and used to inform teaching, track development over time, and support reporting to parents and carers.

Complaints about the curriculum

Parents who have concerns about the delivery of the curriculum are encouraged to initially speak with their child's class teacher to discuss the matter. Depending on the outcome of this conversation, it may be appropriate to refer the concern to the Phase Leader, Head of School, or Executive Head.

The school is committed to working in partnership with parents to resolve any issues and welcomes feedback, comments, and suggestions.

Homework

Homework is designed to give pupils the opportunity to work independently, consolidate or extend learning from school, and develop the habit of private study.

Homework will not be set when a child is unwell or on holiday during term time.
Parents can support their children by encouraging and helping them with tasks such as listening to them read, checking presentation, revising multiplication tables and spellings, and discussing the

work they have been doing. The amount of homework increases as children progress through the school.

Details of homework for each academic year will be outlined by class teachers during our Meet the Teacher sessions and will also be available on the school website.

Safeguarding

Safeguarding refers to the actions we take to promote the welfare of the children in our care and protect them from harm. We believe that every child has the right to learn in a supportive, caring, and safe environment, free from all forms of abuse. Our staff are vigilant in recognising signs of distress and are confident in following procedures to prevent and address any concerns.

Child protection is central to promoting the rights and welfare of all children. At Sacred Heart, we have designated Child Protection Officers responsible for managing any concerns that may arise. For further details, please request a copy of our Safeguarding Policy, which is also available on our website: https://sacredheart682.herts.sch.uk/parents/safeguarding/ or contact the School Office.

Our Designated Safeguarding Lead (DSL) and Designated Teacher for Child Protection is Mrs Anna Smith. The Deputy Safeguarding Lead and Designated Teacher for Child Protection is Miss Rachel McCarthy. Three members of staff have completed Level Two and Three Safeguarding Training, led by the Hertfordshire Safeguarding Children's Board (HSCB). We also emphasise our responsibility to protect children from online harm and Ms Emma Shi is the school's E-Safety Lead.

All staff recruitment panels include at least two members who have completed 'Safer Recruitment in Education' training. All staff, including teachers, teaching assistants, midday assistants, administrative staff and the site manager have completed Level One Safeguarding Training, which is reviewed annually. All staff, governors, students and volunteers have clear, enhanced DBS checks. We have a number of policies and procedures in place supporting our safeguarding commitment, including our Child Protection Policy which can be viewed in the policies section of our website.

Occasionally, it may be necessary to share information and work with other agencies if there are concerns about a child's welfare. We will always aim to discuss any concerns with the child's parents or carers first, unless we have reason to believe that such a move would be contrary to the child's welfare. Sacred Heart actively supports the Government's Prevent Agenda to counter radicalism and extremism.

Child Protection

All schools have a legal duty, under the Children Act 1989 and in line with guidance from the Department for Education and Employment to safeguard the welfare of all pupils. As part of this responsibility, schools are expected to consult with Children, Schools and Families(CSF) if they believe there is a possibility that a child may be at risk of abuse or neglect. A referral to CSF is not intended to be an accusation of any particular action or against any individual. It is a formal process of reporting concerns that have come to the school's attention, in accordance with Hertfordshire Child Protection Procedures.

Sacred Heart Catholic Primary School and Nursery follows a comprehensive Child Protection Policy. The procedures we follow are aligned with the Hertfordshire Safeguarding Children Partnership and are available online for parents and carers to access.

The school's Designated Safeguarding Lead and Designated Teacher for Child Protection is Mrs Anna Smith, Head of School. She is available to discuss any concerns or questions parents/carers may have regarding safeguarding or child protection. The Deputy Designated Person is Miss Rachel McCarthy, Assistant Head.

Special Educational Needs

In the context of our Mission Statement, all teachers are committed to the development of every child as a unique individual. All teachers are, in effect, teachers of children with Special Educational Needs (SEN), and all contribute to the development of our policies for meeting these needs.

When a child has been assessed as having a particular need, an appropriate programme will be drawn up involving the class teacher, Special Needs Co-ordinator (SENco), Head of School and the child's parent. A record of the child's special educational needs and the provision will be maintained to support this process.

Support for children with SEN may be provided in class or in a quiet area, either individually or in small groups, depending on the child's specific needs. In some cases, the advice of an Educational Psychologist or other external advisor may be sought, following consultation with the parents. A policy for Special Educational Needs has been written in line with the current SEN Code of Practice, and is updated annually. This policy is available to parents upon request.

We also work with children who are identified as talented through individual school projects. These pupils are supported through differentiated lessons.

Pupils with Disabilities

The Governors' Admissions Policy allows for special consideration to be given to children who have Special Educational Needs (SEN). The Governors have produced an Accessibility Plan in line with current legislation, including the Equality Act 2010.

Extra-Curricular Activities

The school offers a wide range of extra-curricular activities designed to support pupils' personal development, interests, and talents beyond the classroom.

Lunchtime Clubs

MON	TUES	WEDS	THURS	FRI
Prayer Club Lead by Year 5&6 prayer leaders	**Prayer Club** Lead by Year 5&6 prayer leaders	**Prayer Club** Lead by Year 5&6 prayer leaders **Chess Club** Knights4Chess Coaching **Year 3 & 4** 12 noon to 12.30pm **Year 5 & 6** 1.00pm to 1.30pm	**Prayer Club** Lead by Year 5&6 prayer leaders	**Prayer Club** Lead by Year 5&6 prayer leaders

After School Clubs

MON	TUES	WEDS	THURS	FRI
Junior Einstein Robothink **Year 1 & 2** 3.30pm – 4.30pm **Y6 Boys' Football Club** Mr Perretta **Year 6** 3.30pm – 4.30pm **Y6 Netball Club** Mrs Roberts **Year 6** 3.30pm – 4.30pm	**Y5 & Y6 Boys' Football Club** Mr Perretta **Year 3 & 4** 3.20pm – 4.20pm **Art Club** Art Box Workshop **Years 3-6** 3.20pm – 4.30pm **Gymnastics Club** Premier Education **Reception - Year 2** 3.10pm to 4.15pm	**Y4, Y5 & Y6 Girls' Football Club** Mr Perretta **Year 4, 5 & 6** 3.30pm – 4.30pm **Junior Einstein** Robothink **Year 3 & 4** 3.30pm – 4.30pm	**Y3 & Y4 Boys' Football Club**Mr Perretta **Year 3 & 4** 3.20pm – 4.20pm **Gymnastics Club** Premier Education **Reception - Year 2** 3.10pm to 4.15pm	**Multi-Sports Club** Premier Education **Year 1 & 2** 3.10pm – 4.20pm **Y5 Netball Club** Mrs Roberts **Year 5** 3.30pm – 4.30pm

School Trips

Educational Visits

Educational visits to places of interest are arranged for the children whenever appropriate and possible. These visits are usually linked to class topics or seasonal themes. Parents are invited to make voluntary contributions towards the cost of these outings; however, no child will ever be excluding from a visit due to an inability to contribute.

Charging for School Activities

The governors recognise the valuable contribution that additional activities can make to the education and enrichment of our children. Therefore, the school may invite parents to make voluntary contributions towards the cost of activities held during school hours. Further details of this policy are available from the School Office.

Year 6 Residential Trip

In Year 6, pupils are offered the opportunity to take part in a residential Adventure Holiday, accompanied by at least two teachers and one other adult familiar to the children. This trip generally takes during the Spring Term, and has recently been held at Longridge Activity Centre in Marlow.

The benefits of this week-long residential are extensive:

- Developing independence through managing daily routines without parental support.
- Building social skills through living and working alongside peers.
- Gaining confidence by trying new and challenging activities.
- Strengthening friendships and creating lasting memories, many of which children would not experience in everyday life.

The fun to be had when away from school with your friends! All of these combine to make this a real highlight of school life for Year 6.

Year 5 Residential Trip

In Year 5, the children take part in a 3 day, 2 nights, residential at SPEC, located nearby in Pinner. This experience focuses on team building, friendship, and faith development through a combination of activities and reflective sessions.

Both the Year 5 and Year 6 trips involve a cost. However, the school is committed to inclusion, and no child will be denied the opportunity to participate due to financial difficulty. Parents who may require support are encouraged to speak with the Head of School in confidence.

FRIENDS OF SACRED HEART BUSHEY

Registered charity number 1173874

FOSH@sacredheart682.herts.sch.uk

Friends of Sacred Heart, (FOSH) is a registered charity and an active part of our school community. Run by a dedicated committee of parents, FOSH organises events throughout the academic year to support the school, raise funds, and strengthen the sense of community among pupils, families, and staff.

The origins of FOSH date back to 1972 with the formation of Sacred Heart School Association (SHSA), the schools' first parent-teacher association. Over time, this group evolved and rebranded as Friends of Sacred Heart (FOSH) in 2012. In 2017, FOSH became a registered charity.

As a charitable organisation, FOSH operates under a formal constitution, holding an Annual General Meeting (AGM) and regular committee and open meetings throughout the school year.

HISTORICAL EVENTS

Over the years, FOSH has hosted a wide range of community events, including:

- Fireworks night
- Spring Fair
- Circus
- Quiz Nights
- Race Nights
- Christmas Bazaar
- Mother and Fathers' Day secret rooms

CURRENT FUNDRAISING

In response to changing times, including the global pandemic, FOSH adapted their approach by doing things a little differently and have run events such as:

- Gin Tasting Kits
- Christmas Gifts
- Personalised Santa Letters
- Halloween & Christmas Trails
- Craft Kits.
- Pizza Making Night
- Doughnut Sale
- Make the Rules Day

These events not only raise funds but also bring the school community together in a fun and meaningful way.

"This was a lovely idea. All of the children were very excited and there was a real buzz about the school this morning – just what everyone needed. Thanks so much."
Parent & Teacher in relation to Make the Rules Day

Thanks to the generosity of our school community, FOSH has funded a wide variety of resources and initiative, including:

- Arts and crafts supplies
- Wet play resources
- Nursery flooring
- iPads for classroom use
- Literacy resources
- Maths-No Problem! books and materials
- Bibles and personalised hoodies for Year 6 leavers

These contributions enrich the educational experience and environment for both pupils and staff.

FOSH is always looking for new ideas, fresh energy, and helping hands. Whether you can spare time at events, offer professional expertise (e.g. printing, catering, sponsorship, building work, etc.), or simply want to be part of something that directly benefits your child' s school life, there is a place for you. As the saying goes "Many hands make light work" and every contribution, big or small, makes a difference.

Joining FOSH is also a wonderful way to meet new people and become more involved in school life. Most importantly, it is our children and families who benefit from the work FOSH does.

Building Fund

Parents of children joining our school are kindly asked to set up a standing order to contribute to the school' s Building Fund. This fund supports various school activities and helps cover maintenance costs that fall under governors' responsibility. It also contributes towards our share of the Westminster Schools Fund.

The Westminster Schools Fund enables the school to borrow money when necessary for approved new buildings and major repair works.

The funds income comes primarily from parental contributions. Parents are invited to make a voluntary contribution of:

Annual Amount	Amount per Term	Amount per Half Term	Amount per Month
£90.00	£30.00	£15.00	£7.50
£60.00	£20.00	£10.00	£5.00
£30.00	£10.00	£5.00	£2.50

Parents can also Gift Aid their contribution, allowing the school to reclaim Income Tax already paid on the donation. This can increase the value of the contribution by an additional 25% at no extra cost to the donor.

Parking

For the safety of all our children, please do not park on the zigzag lines outside the school. Additionally, please do not drive or park in the staff car park. We ask parents and carers to use the designated path leading to the playground when dropping off or picking up children, and to not walk through the staff car park. We value our good relationship with our neighbours on Merry Hill Road and ask that you show consideration by not parking across driveways.

Thank you for helping us keep our school community safe.

School Security

The governors take the security of our children and school property very seriously. Oversight of school security and risk management falls under the Governors' Resource Committee, which also holds responsibility for the Health & Safety Policy. The Resource Committee works closely with the Executive Head and Head of School and reports regularly to the full Governing Body. Security and risk management matters are reviewed at every Resource Committee meeting.

Measures have been implemented to enhance security, including securing both main entrance double doors and all external classroom doors. Clear signage is displayed at the main entrance outlining the visitor sign-in procedure. All staff and visitors are required to sign in and out using the school's Inventory system.

Fixed cameras are visibly installed on school premises; however, the school does not routinely use CCTV for covert monitoring or for surveillance of private property beyond the school grounds. The school site is enclosed by security fencing, with access controlled via coded gates or through an intercom system.



SACRED HEART CATHOLIC PRIMARY SCHOOL & NURSERY

Learning and loving with Christ as our teacher

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