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Game PIN:

**913 0943**



# Belonging

St Alban's Catholic Primary School



As part of receiving live feedback during tonight's forum, please join the 'Kahoot' using the information above.

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This is a special prayer to share  
To help make sure the world is just right and fair  
People need to unite and not fight  
All together, we can make it right.  
We pray to the Lord above  
To give us all hope and love  
Because everyone is equal  
We are just different people  
Let's unite and pray  
And hope this ends one day  
And racial injustice just fades away...

---



OUR LADY OF GRACE CATHOLIC  
PRIMARY, BRENT



# Prayer & Reflection

# Agenda



**Introduction:** Led by the Xavier Catholic Education Trust, providing context and setting the stage for our shared mission of belonging and inclusion.

**Equality and Diversity at St Alban's:** An overview of the school's initiatives, including curriculum decisions and strategies to nurture a sense of belonging within our community.

**The Xavier Belonging Pledge:** A deeper look into the Xavier Belonging Pledge: what it represents, and how it directly relates to the culture and practices at St Alban's.

**Reflection:** Questions for parents to consider.

# Belonging Pledge

## WHAT IT MEANS:



Xavier school communities cherish equality, diversity and inclusion



Identity and uniqueness are championed and celebrated



Children are educated to be citizens of the world

## NON-NEGOTIABLES:

The school embraces all children into the life of the school, with all staff championing inclusion

There is a shared language and definition for inclusion and diversity

The Trust core Catholic values are integrated into our inclusive culture

Through their school experiences, pupils are passionate about their role as global citizens.

We work together to ensure children can be the best versions of themselves

We actively listen to the voices of our community and act to empower individuals

Relationships and trust are central to championing diversity and inclusion within our community

Leaders and governors demonstrate commitment, cultural intelligence and effective collaboration in championing inclusion and diversity.




Teaching is adaptive and responsive and teachers feel confident to teach all pupils.

Staff and governors show empathy and humility and they are consciously aware of their own bias.

# XCET Priorities for the year

1. Provide professional development for teachers on inclusive teaching practices to help create an environment where all students, regardless of their background, abilities, or learning styles, can succeed.
2. Review our wider curriculum of subjects, using our Xavier curriculum principles.
3. Develop a comprehensive 'Belonging' data collection and analysis system within the trust to inform our policy and practice.

# Planning the year

| Autumn  | Spring  | Summer  |
|---|---|---|
| Develop in-depth professional development for teachers on inclusive teaching practices. | Review wider curriculum of subjects, using our Xavier curriculum principles.          | Develop a comprehensive 'Belonging' data collection and analysis system within the trust to inform our policy and practice. |
|      |  |                                        |

# Resources for schools



Belonging pledge



Belonging audit



Belonging action plan



Belonging questions to use during monitoring



Reading materials



Further CPD

Governors

**Belonging Steering Group**

FOSA DEI Representative

Staff

# Belonging Pledge

01

The school embraces all children into school life,  
all staff champion inclusion.

02

Trust core Catholic values are integrated to ensure  
our school cultures are inclusive.

03

We work together to ensure children can be the best  
version of themselves.

04

Relationships and trust are central to  
championing diversity & inclusion.

05

Intelligent and dignified support is provided  
to those who need it.

06

A shared language and definition for inclusion and diversity  
exists within the Trust to ensure a consistent approach.

07

Through their school experiences, pupils are passionate  
about their role as global citizens.

08

We actively listen to the voice of our community and act to empower  
individuals to be seen and heard. Everyone is seen as an individual.

09

Leaders and governors demonstrate commitment  
in championing equality, diversity and inclusion.

10

Staff and governors show empathy and humility;  
They are consciously aware of their own bias.



# EYFS

## Learning Objectives

How their behaviour affects other people and that there is appropriate and inappropriate behaviour  
The characteristics of positive and negative relationships  
About different types of teasing and that all bullying is wrong and unacceptable

| Stage | Module 1<br>Created and<br>Loved by God |   |   |   | Module 2<br>Created to<br>Love Others |  |                                    |                                   | Module 3<br>Created to<br>Live in<br>Community |  |
|-------|---|---|---|---|---------------------------------------|--|------------------------------------|-----------------------------------|--|--|
| Topic | Unit 1<br>Religious<br>Understanding    | Unit 2<br>Me, My<br>Body, My<br>Health        | Unit 3<br>Emotional<br>Well-Being           | Unit 4<br>Life Cycles                                       | Unit 1<br>Religious<br>Understanding  | Unit 2<br>Personal<br>Relationships    | Unit 3<br>Life Online              | Unit 4<br>Keeping Safe            | Unit 1<br>Religious<br>Understanding           | Unit 2<br>Living in the<br>Wider World                             |
| EYFS  | Unit Prayer & Assessment Activity       | Unit Prayer & Assessment Activity             | Unit Prayer & Assessment Activity           | Unit Prayer & Assessment Activity                           | Unit Prayer & Assessment Activity     | Unit Prayer & Assessment Activity      | Unit Prayer & Assessment Activity  | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity              | Unit Prayer & Assessment Activity                                  |
|       | Story Sessions<br>Handmade With Love    | Session 1<br>I Am Me                          | Session 1<br>I Like, You Like, We All Like! | Session 1<br>Growing Up                                     | Session 1<br>Role Model               | Session 1<br>Who's Who?                | Session 1<br>What is the Internet? | Session 1<br>Safe Inside and Out  | Session 1<br>God is Love                       | Session 1<br>Me, You, Us   |
|       |   | Session 2<br>Heads, Shoulders, Knees and Toes | Session 2<br>All the Feelings!              | Session 2<br>New People, New Places<br><br>Classroom Shorts |                                       | Session 2<br>You've Got A Friend In Me | Session 2<br>Playing Online        | Session 2<br>My Body, My Rules    | Session 2<br>Loving God, Loving Others         | Session 2<br>When I Grow Up...<br><br>Classroom Shorts             |
|       |   | Session 3<br>Ready Teddy?                     | Session 3<br>Let's Get Real                 |   |                                       | Session 3<br>Forever Friends           |                                    | Session 3<br>Feeling Poorly       |  | Session 3<br>'Money Doesn't Grow On Trees'<br><br>Classroom Shorts |
|       |   |   |   |   |                                       |  |                                    | Session 4<br>People Who Help Us   |  |  |

# KS1

## Learning Objectives

That they belong to various communities such as home, school, parish, the wider local community, nation and global community

That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.

That we have a duty of care for others and for the world we live in (charity work, recycling etc.)

About what harms and what improves the world in which we live

| Key Stage 1 | Unit Prayer & Assessment Activity              | Unit Prayer & Assessment Activity               | Unit Prayer & Assessment Activity                | Unit Prayer & Assessment Activity                                 | Unit Prayer & Assessment Activity | Unit Prayer & Assessment Activity        | Unit Prayer & Assessment Activity    | Unit Prayer & Assessment Activity             | Unit Prayer & Assessment Activity        | Unit Prayer & Assessment Activity                           |
|-------------|--|---|--|---|-----------------------------------|--|--------------------------------------|---|--|---|
|             | <b>Story Sessions</b><br>Let the Children Come | <b>Session 1</b><br>I am Unique                 | <b>Session 1</b><br>Feelings, Likes and Dislikes | <b>Session 1</b><br>The Cycle of Life                             | <b>Session 1</b><br>God Loves You | <b>Session 1</b><br>Special People       | <b>Session 1</b><br>Real Life Online | <b>Session 1</b><br>Good and Bad Secrets      | <b>Session 1</b><br>Three in One         | <b>Session 1</b><br>The Communities We Live In              |
|             |  | <b>Session 2</b><br>Girls and Boys              | <b>Session 2</b><br>Feeling Inside Out           | <b>Session 2:</b><br>Beginnings and Endings                       |                                   | <b>Session 2</b><br>Treat Others Well... | <b>Session 2</b><br>Rules To Help Us | <b>Session 2</b><br>Physical Contact          | <b>Session 2</b><br>Who is My Neighbour? | <b>Session 2</b><br>Who Will I Be?<br><br>Classroom Shorts  |
|             |  | <b>Session 3</b><br>Clean and Healthy (My Body) | <b>Session 3</b><br>Super Susie Gets Angry       | <b>Session 3:</b><br>Change Is All Around<br><br>Classroom Shorts |                                   | <b>Session 3</b><br>...and Say Sorry     |                                      | <b>Session 3</b><br>Harmful Substances        |  | <b>Session 3</b><br>Needs and Wants<br><br>Classroom Shorts |
|             |  |   |  |   |                                   |  |                                      | <b>Session 4</b><br>Can You Help Me? (Part 1) |  |   |
|             |  |   |  |   |                                   |  |                                      | <b>Session 5</b><br>Can You Help Me? (Part 2) |  |   |

# LSK2

## Learning Objectives

It is our responsibility to follow the rules at home, school and in our country.

Some of our rules and laws are based on our rights.

Rights protect us and ensure everyone is treated equally.

Rules and rights are based on our values as a community.

Our Christian/Gospel values promote the dignity and equality of all because we are all loved children of God.

| Lower Key Stage 2 | Unit Prayer & Assessment Activity  | Unit Prayer & Assessment Activity                            | Unit Prayer & Assessment Activity         | Unit Prayer & Assessment Activity                                       | Unit Prayer & Assessment Activity         | Unit Prayer & Assessment Activity                 | Unit Prayer & Assessment Activity                           | Unit Prayer & Assessment Activity                                       | Unit Prayer & Assessment Activity       | Unit Prayer & Assessment Activity                            |
|-------------------|------------------------------------|--|---|---|---|---|---|---|---|--|
|                   | <b>Story Sessions</b><br>Get Up!   | <b>Session 1</b><br>We Don't Have to Be the Same             | <b>Session 1</b><br>What Am I Feeling?    | <b>Session 1</b><br>Life Cycles   | <b>Story Sessions</b><br>Jesus, My Friend | <b>Session 1</b><br>Family, Friends and Others... | <b>Session 1</b><br>Sharing Online                          | <b>Session 1</b><br>Safe in My Body<br><br>Classroom Shorts             | <b>Session 1</b><br>A Community of Love | <b>Session 1</b><br>How Do I Love Others?                    |
|                   | <b>Session 2</b><br>The Sacraments | <b>Session 2</b><br>Respecting Our Bodies                    | <b>Session 2</b><br>What Am I Looking at? | <b>Session 2</b><br>A Time for Everything                               |   | <b>Session 2</b><br>When Things Feel Bad          | <b>Session 2</b><br>Changing Online<br><br>Classroom Shorts | <b>Session 2</b><br>Drugs, Alcohol and Tobacco                          | <b>Session 2</b><br>What is the Church? | <b>Session 2</b><br>Working Together<br><br>Classroom Shorts |
|                   |                                    | <b>Session 3</b><br>What is Puberty?                         | <b>Session 3</b><br>I am Thankful         | <b>Session 3</b><br>Big Changes, Little Changes<br><br>Classroom Shorts |   |   |   | <b>Session 3</b><br>First Aid Heroes                                    |   | <b>Session 3</b><br>Money Matters<br><br>Classroom Shorts    |
|                   |                                    | <b>Session 4</b><br>Changing Bodies                          |   |   |   |   |   | <b>Session 4</b><br>Rights and Responsibilities<br><br>Classroom Shorts |   |  |
|                   |                                    | <b>Session 5</b><br>Male/Female Discussion Groups (optional) |   |   |   |   |   |   |   |  |

# UKS2

## Learning Objectives

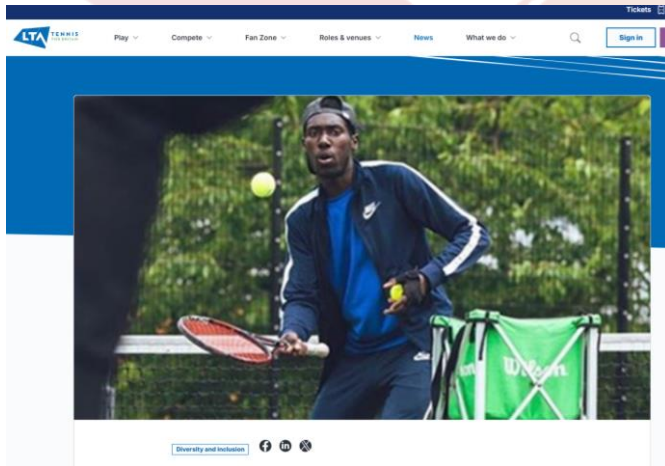
About prejudice, bullying and discrimination: what they mean and how to challenge them.

About protected characteristics from the Equality Act 2010 such as race, age and disability.

That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.

| Upper Key Stage 2 | Unit Prayer & Assessment Activity          | Unit Prayer & Assessment Activity     | Unit Prayer & Assessment Activity       | Unit Prayer & Assessment Activity  | Unit Prayer & Assessment Activity      | Unit Prayer & Assessment Activity                                       | Unit Prayer & Assessment Activity                                     | Unit Prayer & Assessment Activity   | Unit Prayer & Assessment Activity            | Unit Prayer & Assessment Activity   |
|-------------------|--|---------------------------------------|---|--|--|---|---|---|--|---|
|                   | <b>Story Sessions</b><br>Calming the Storm | <b>Session 1</b><br>Gifts and Talents | <b>Session 1</b><br>Body Image          | <b>Session 1</b><br>Making Babies (Part 1)   | <b>Session 1</b><br>God Is Calling You | <b>Session 1</b><br>Under Pressure                                      | <b>Session 1</b><br>Sharing Isn't Always Caring                       | <b>Session 1</b><br>Types of Abuse<br><a href="#">Classroom Shorts</a>      | <b>Session 1</b><br>The Holy Trinity         | <b>Session 1</b><br>Reaching Out  |
|                   |  | <b>Session 2</b><br>Girls' Bodies     | <b>Session 2</b><br>Peculiar Feelings   | <b>Session 2</b><br>Making Babies (Part 2)   |  | <b>Session 2</b><br>Do You Want A Piece of Cake?                        | <b>Session 2</b><br>Cyberbullying<br><a href="#">Classroom Shorts</a> | <b>Session 2</b><br>Impacted Lifestyles<br><a href="#">Classroom Shorts</a> | <b>Session 2</b><br>Catholic Social Teaching | <b>Session 2</b><br><a href="#">The World of Work</a><br><a href="#">Classroom Shorts</a> |
|                   |  | <b>Session 3</b><br>Boys' Bodies      | <b>Session 3</b><br>Emotional Changes   | <b>Session 3</b><br>Menstruation   |  | <b>Session 3</b><br>Self Talk   |   | <b>Session 3</b><br>Making Good Choices                                     |  | <b>Session 3</b><br><a href="#">Money and Me</a><br><a href="#">Classroom Shorts</a>      |
|                   |  | <b>Session 4</b><br>Spots and Sleep   | <b>Session 4</b><br>Seeing Stuff Online | <b>Session 4</b><br>Hope Beyond Death  |  | <b>Session 4</b><br>Build Others Up<br><a href="#">Classroom Shorts</a> |   | <b>Session 4</b><br>Giving Assistance                                       |  |   |
|                   |  |                                       |   | <b>Session 5</b><br><a href="#">Coping with Change</a><br><a href="#">Classroom Shorts</a> |  |   |   |   |  |   |

# Additional Workshops



Project with Arum Akom working with Y3/4. Arum will invite some mentors he collaborates with to speak to the children about Diversity, Equity, and Inclusion (DEI) in sports. Additionally, he will conduct tennis sessions for Year 3 and Year 4 students.

SHOW  
RACISM  
THE  
RED  
CARD

Y5/6 Workshops: The session enhances understanding of racism by exploring key terms like discrimination, nationality, and culture. It includes a group activity on stereotyping and encourages students to become active citizens and anti-racists. A two-hour session features a video covering the history of racism and real-life experiences.



SCHOOLS ALLIANCE  
for EXCELLENCE

AN EDUCATION SYSTEM THAT IS BETTER FOR ALL



## Creating a Culture of Belonging and Inclusion with Diverse Educators

This one-day online training session, delivered by Hannah Wilson and Bennie Kara from Diverse Educators, will support teachers in centring belonging and inclusion by developing their consciousness, confidence, and competence in creating a learning environment where all feel safe, seen, and valued.



The session will focus on how to



Reception



Year one



Year two



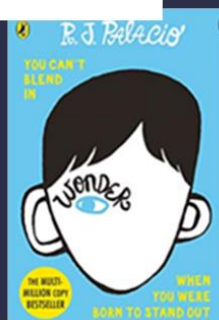
Year three



Year 6



Year 5



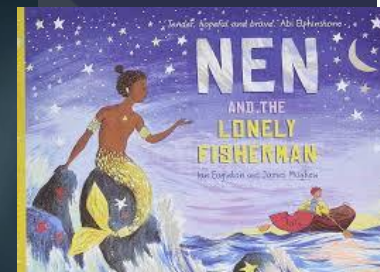
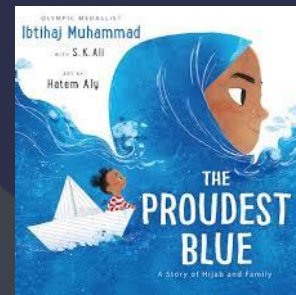
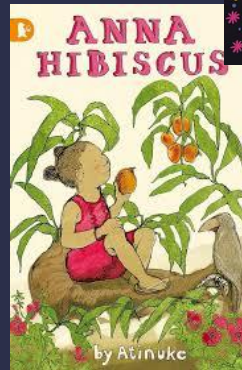
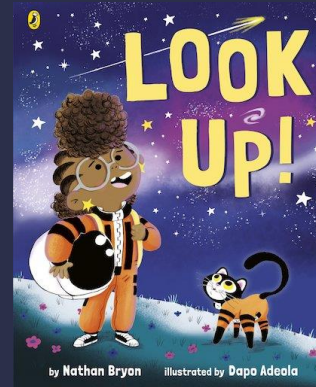
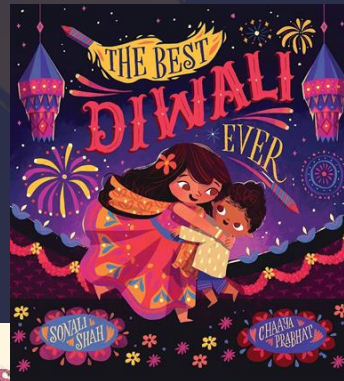
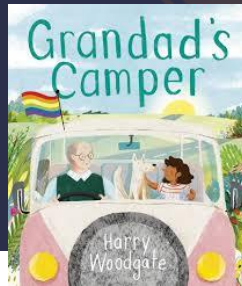
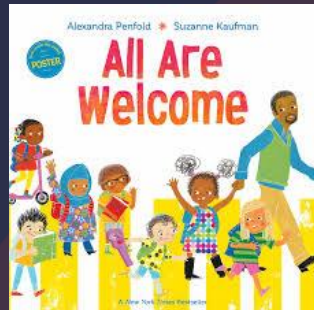
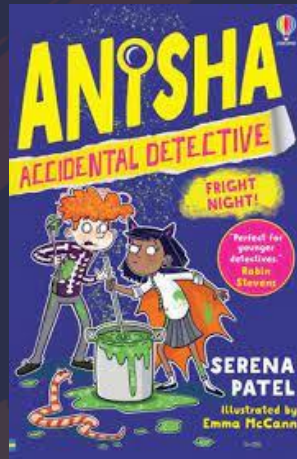
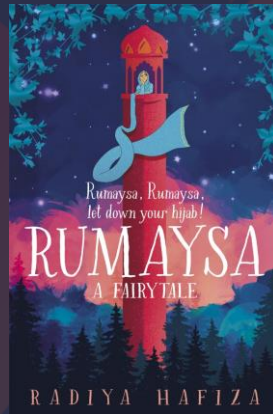
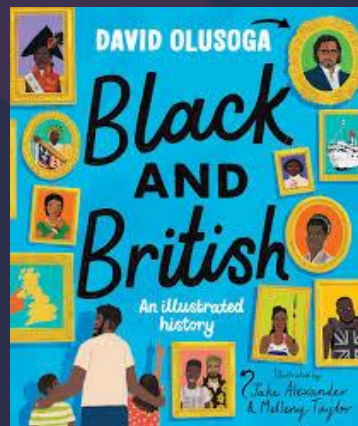
Year 4



# Reading Spine

# AVIER

TEACHING  
SCHOOL  
HUB







# Belonging Week

Summer 2025





# Belonging - Kahoot

Parent Feedback

## What gives you a sense of belonging at St Albans?

Suggestions from Getty Images

gallery-0 gallery-1 gallery-2 gallery-3 gallery-4



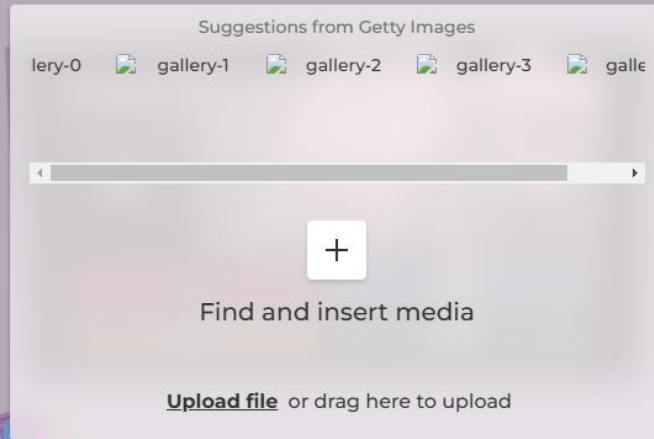
Find and insert media

Upload file or drag here to upload

Math  
English Sports Music Movies  
Travelling  
Solar system Food  
Multiplication Brain teasers  
Video games Logos Animals

Players type short texts up to 20 characters and submit. Their responses will be displayed on the big screen.

Would you be happy to contribute in-person to our belonging week in the summer term?



▲ Yes

◆ No

● Perhaps

■ Add answer 4 (optional)

[Add more answers](#)

What area of the belonging pledge do you think the school should prioritise?

XAVIER  
Xavier Equality, Diversity & Inclusion [EDI]

*Belonging Pledge*

- 01 The school embraces all children into school life, all staff champion inclusion.
- 02 Trust core Catholic values are integrated to ensure our school cultures are inclusive.
- 03 We work together to ensure children can be the best version of themselves.
- 04 Relationships and trust are central to championing diversity & inclusion.
- 05 Intelligent and dignified support is provided to those who need it.
- 06 A shared language and definition for inclusion and diversity exists within the Trust to ensure a consistent approach.
- 07 Through their school experiences, pupils are passionate about their role as global citizens.
- 08 We actively listen to the voice of our community and act to empower individuals to be seen and heard. Everyone is seen as an individual.
- 09 Leaders and governors demonstrate commitment in championing equality, diversity and inclusion.
- 10 Staff and governors show empathy and humility. They are consciously aware of their own bias.

🖨️ ⓘ 🗑️

|       |            |
|-------|------------|
| idage | confidence |
| rebel | growth     |

Players type texts up to 250 characters and submit. Their responses will be displayed on the big screen.