



Personal, Social, Health and Economic (PSHE) Policy (Prep School)

Life Skills

"Our mission is simple: to equip each child with the tools they need to thrive, to build resilience, and to face the world with a bold and open

Applies to	Prep School
Responsibility	Head of Prep School
Approving Body	Academic Committee
Date reviewed	Michaelmas 2025
Next review	Michaelmas 2026

Introduction

The Personal, Social, Health and Economic (PSHE) programme is underpinned by our responsibility to make a difference and to enable the next generation to grow up bright, balanced, articulate, resilient and prepared for the challenges that living in modern Britain in the 21st century will bring. For this reason we call our PSHE, RSE and Health education provision, 'Life Skills' and in line with our school ethos, our Learning Powers Programme and our CARE principles, this enables children to develop the knowledge, attitudes and skills to contribute positively to society, to 'be what they are'¹ and to thrive in life.

1. Rationale, Aims & Definitions

1.1 Policy Content and Rationale

This policy covers our School's approach to teaching PSHE (Personal, Social, Health and Economic) education and has been written to sit alongside our school ethos and the 2014 National Curriculum.

PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding, vocabulary, skills and confidence they need to manage their lives, now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members, members of society and global citizens.

'PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well being. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attributes and explore the complex and sometimes conflicting range of values and attributes they encounter now and in the future.' (PSHE Association)

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice. Wells Cathedral School is a member of the PSHE Association and uses the Kapow Primary RSE and PSHE scheme of work to identify the key concepts, skills and attributes that are developed through PSHE education to ensure that it fulfils its responsibility to support pupils' spiritual, moral, social, cultural, mental and physical development to prepare all pupils for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, (updated 2011, and further changes made in 2022) and its statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure that children are taught about safeguarding, including online, through teaching and learning and learning opportunities, as part of a broad and balanced curriculum.'

2. Aims

At Wells Cathedral School, we aim to develop pupils who are well-rounded individuals, thoughtful, sensitive, flexible, creative, and proactive - pupils who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups.

¹ Our School motto *Esto Quod Es* (Be What You Are) represents our core philosophy which shapes each pupil's individual experience at Wells.

If our pupils are to succeed in our increasingly complex, fluid and rapidly evolving world, they need to have opportunities to develop personal capabilities and effective thinking skills as part of their well-rounded education. These aims are woven throughout our School curriculum and PSHE provision makes a fundamental contribution to this.

2.1 Relationships Education and Relationships and Sex Education (RSE) & Health Education

Through the use of the Kapow scheme of work in Life Skills lessons, pupils are prepared for learning about pubertal change and human reproduction from Key Stage 1 when they are introduced to such concepts as: acceptable and unacceptable physical contact, the differences between boys' and girls' bodies and scientific names for body parts.

Beginning in Year 4, lessons introducing puberty as part of human growth and development are covered and, in Year 5, pupils continue to learn about puberty, and parents are consulted prior to this and invited to a meeting to discuss lesson content.

2.2 Curriculum Planning

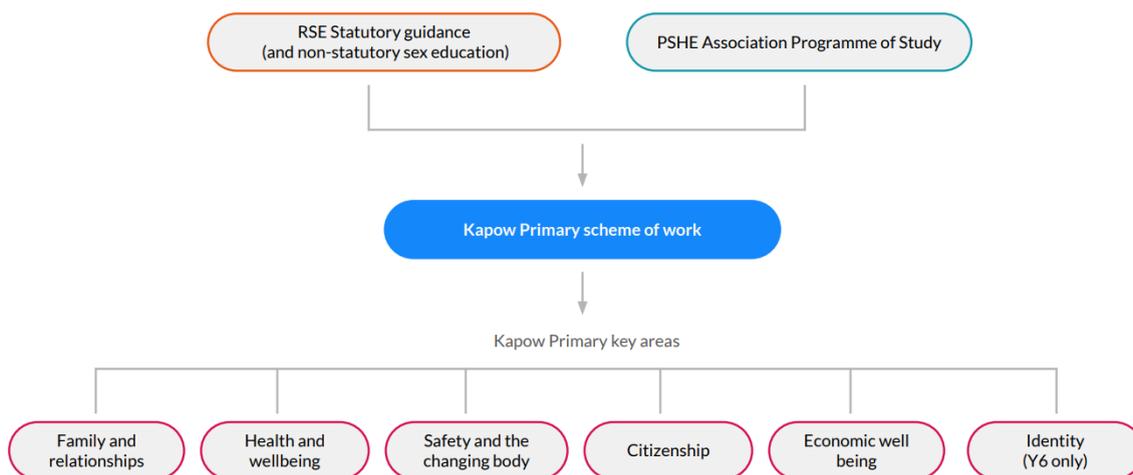
In order to meet our **statutory obligations** and to provide an engaging curriculum, we use the Kapow Primary scheme of work for PSHE and RSE. This scheme of work has been developed to deliver the aims of **RSE and Health Education**. It provides a **spiral learning** program in which lessons are categorised into five key areas and are returned to, in each year group. This ensures **developmentally appropriate coverage of material** and makes pupils' prior and future learning clear and shows how what is taught fits into their wider learning journey. Year 6 also has a further key area: Identity. The programme helps us to promote the **Fundamental British Values** of democracy, the rule of law, individual liberty, mutual respect and tolerance, as well as our broader values of service, leadership, character and empathy, which are implicitly woven throughout the programme.

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

We use the Kapow condensed long term plan which ensures that "*children are given opportunities to work towards all of the end of primary school targets set out in the RSE statutory guidance*". Kapow - Progression of Skills and Knowledge - condensed. Additionally, this allows us to take into consideration the unique needs of the pupils in our community and make additions to PSHE coverage, **tailoring our provision for the unique needs of our pupils now and in the future**, and providing explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase.

How the RE & PSHE Scheme of work is Organised



3. Key Areas

Family & Relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

Health & Wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

Safety & the Changing Body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty.

Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Economic Wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

(Y6 only) Identity

Considering what makes us who we are whilst learning about body image.

4. Objectives and Learning Outcomes

We aim to ensure lessons have clear learning objectives and learning outcomes and note that knowledge is necessary but when the 'crunch moment' comes, it is the skills, attributes and confidence to use these that are essential. Our PSHE programme provides numerous inclusive activities which appeal to a variety of learning styles. Emphasis is placed on mutual support, group discussion, debate, role play, real-life scenarios and in particular reflection, presentation and documentation.

5. Timetabling

At Wells Cathedral School PSHE is delivered as both a distinct subject, with its own allocated curriculum time along with other mapped and responsive opportunities as provided via assemblies, contributions to SMSC from other curriculum areas and standalone topic/issue interventions. In line with the DoE recommendation in KCSiE, we deliver regularly timetabled, lessons which are carefully sequenced, based on statutory guidance and offer opportunity for discussion, as per the guidance from OFSTED Review of Sexual Abuse (2021). At the Prep School, pupils receive one **50 minute Life Skills lesson, each week**.

6. Principles & Methodology

Where possible, new topics start by determining pupils' prior knowledge, using a 'baseline activity'. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is at the heart of assessment for learning. The programme is taught through a range of teaching methods.

7. Tailored Provision

To support our pupils to thrive in an era of rapid change, we are dedicated to developing and enhancing children's self-knowledge and self-esteem in our Life Skills programme. Thus, in addition to the Kapow curriculum, we use **STEER Education** and the **Girls On Board** initiative to monitor and develop **pupil wellbeing** and develop the personal and interpersonal skills required to navigate social situations.

7.1 STEER PSHE Modules

STEER Tracking is an evidence-based tool to measure, track and improve self-regulation; the foundation to wellbeing and good mental health. STEER surveys are administered regularly throughout the year to monitor pupil wellbeing and we have chosen to incorporate the STEER Education PSHE modules (Footprints and My Space) into our programmes of study. These are administered at Years 3 and 5, after having been taught throughout the Prep upon their initial introduction. The modules provide a shared language for discussing social interactions using the metaphorical concept of coloured footsteps which help pupils, teachers and their families understand and take responsibility for the impact of their social footprint on others. Pupils are taught to make the right choice at the right time which builds **self-awareness, social responsibility** and **self regulation**.

7.2 Girls on Board

The Prep School utilises the Girls On Board strategy to develop **conflict-resolution skills** and **self-awareness**. This offers a common language for facilitating discussion about friendship issues and girls' inter-relationships. Meetings occur at the beginning of the academic year and subsequent meetings are called on an 'as and when needed' basis. These are led by staff trained in the Girls On Board approach.

8. Safeguarding & Behaviour Management Links

When required, Life Skills lessons are used for interventions which address the immediate needs of our pupils. By liaising with the DSL and the Deputy Head in charge of behaviour,

we use our lesson time and reflection times to address issues which have come directly from our community or are apparent through **analysis of behaviour management data** and our **well-developed pastoral support system**. We remain aware of the importance of looking at regional patterns and trends which might affect pupils in any way.

9. Visitors to the Classroom

Visitors to the classroom also bring their expertise or personal experiences to enrich pupils' learning. However, this is always managed by the teacher who ensures that learning objectives and outcomes have been agreed with the visitor in advance. Any input from visitors is part of a planned, developmental programme. Some regularly scheduled organisations include the NSPCC and e-safety experts.

10. Fundamental British Values

The British values are integrated into the Life Skills programme and are **implicitly taught** in lessons, through our school CARE values and are apparent in both the curriculum and practices of school life. Links can be found in the British Values Audit document.

The British values are **explicitly covered** in assembly sessions and reflection times and **actively promoted** in order to develop pupil understanding of and engagement with these values.

11. Spiritual, Moral, Social and Cultural Development (SMSC)

In pursuing our goal to develop pupils into well-rounded, thoughtful, and respectful individuals, SMSC development is embedded into the curriculum, policies, and practices of our school. We place emphasis on promoting community cohesion at both local, national and international level in charity work and through topics. As a cathedral school, pupils attend and participate in cathedral services and celebrations and we regularly welcome visits by members of the cathedral. Above all, we endeavour to provide a thorough 'life skills' programme that allows pupils to enjoy their lives and make positive contributions to our society.

12. Scope and Broader Links

Our School motto 'Esto Quod Es', Learning Powers Programme and CARE principles are embedded into our program and the core themes are enriched and enhanced during assemblies, whole school services, events, as well as through a cross-curricular approach.

The awareness of our pupils' PSHE needs permeates every aspect of school life and the skills learnt are fully transferable across the subjects. Their teaching and learning in this area cannot be left to chance and is coordinated as an explicit part of our School's whole curriculum. We ensure that our pupils are encouraged to develop their spiritual, moral, cultural, social, mental and physical development. We strive to prepare our pupils for the opportunities, responsibilities and experiences of later life. Knowledge and understanding are interlinked and learning from one area may be pertinent to others. Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the '**offline world**' from the '**online world**' and therefore all topics are explored in the context of both.

12.1 CARE Award

As part of our aim to encourage pupils to embrace our core values, the Prep School has established the CARE Award. This is an award with three progressive levels (bronze, silver and gold), which can be attained by pupils throughout their time at the Prep School. It requires them to demonstrate how they have actively sought to use, embrace and develop the values of **creativity, aspiration, responsibility** and **endeavour** in their lives. Pupils collate evidence of having met their targets in their prep planners and submit work for consideration in the Trinity term. They are supported to do this in tutor times and in house assemblies. The criteria for successful completion of award levels can be found in the CARE Award: Success Criteria.

12.2 Careers Education

In order to broaden pupils' horizons, **challenge stereotypes**, and help to develop skills and **understanding of the world of work**, pupils in Years 5 and 6, regularly participate in careers assemblies. These aim to expose children to a wide range of careers and industries, including those in which they may not traditionally have seen themselves, and to link what they learn at school to the real world.

12.3 Clubs and Activities

Our after-school clubs include an invaluable opportunity for pupils to practise and develop a range of skills and attitudes central to our Life Skills curriculum. Some of these include: Young Enterprise Club, Philosophy Club, Food Technology and Yoga clubs. The range and scope of our clubs is constantly growing and changing.

13. Creating a Safe and Supportive Learning Environment/Confidentiality and Disclosures/Responding to Pupils' questions

We aim to create a safe and supportive learning environment with clear '**ground rules**' and a commitment to keep the conversation within the room, knowing that the teacher will not repeat what is said in the classroom unless they are concerned someone is at risk, in which case they will follow the School's safeguarding policy. The quick reference guide for setting ground rules can be found in *A Safe Classroom: Establishing A Safe Teaching And Learning Environment For PSHE Education Lessons* (PSHE Association 2022). Further support can be found in the documents (PSHE Association (2019): *Teacher guidance: Teaching about Mental Health and Emotional Wellbeing: 2.1 Using ground rules to create a safe teaching and learning environment*), and (PSHE Association (2018): *Handling complex issues safely in the PSHE education classroom*).

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. A simple and helpful process for staff to identify who to speak to when an issue arises can be found in the Pastoral and Wellbeing Overview.

14. Entitlement and Equality of Opportunity

Our PSHE programme develops subject knowledge as well as the overarching concepts, essential skills and attributes. The learning opportunities are used flexibly and teaching takes into account pupils' development, readiness, cultural backgrounds and needs as well

as prior learning, experiences and understanding. We promote the needs of all pupils, irrespective of gender, culture, ability or personal circumstance. We recognise the right for

all pupils to have access to PSHE education which meets their needs. As far as is appropriate, pupils with special educational needs follow the same programme as all other pupils. Consideration is given concerning the level of differentiation needed, and in some cases the content or delivery is adapted.

15. Diversity & Inclusion

We promote diversity and inclusion and expect our pupils to consider others' needs. We use PSHE education as a way to address diversity issues. Interwoven throughout our program is reference to and respect for those with **protected characteristics** as part of the positioning of diversity as a strength in our community and the wider world.

16. Reflection, Assessment and Progression

We aim to make effective use of a range of assessment techniques to collect evidence of pupil learning and to demonstrate progress in PSHE. "It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning." (PSHE Association). This enables us to demonstrate the impact that our Life skills programme is having for pupils and for whole school outcomes in terms of personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

16.1 Ipsative Assessment

At the end of each topic there is an opportunity for pupils to reflect on the headway they have made from the baseline activity by completing an endpoint assessment. This approach gives both the child and their teacher a clear indication of the progress they have made.

16.2 Tracking

We use a tracking grid to track progress of subject knowledge across the course of the year and reflect upon the success of the programme, amending and modifying where required.

16.3 Reporting to Parents

At the end of each academic year, teachers write a brief report for each pupil summarising their progress in the PSHE (Personal, Social, Health and Economic) curriculum. This report highlights key developments and targets in areas such as emotional wellbeing, social skills, personal responsibility, and understanding of health and relationships, providing a snapshot of each pupil's growth and engagement throughout the year.

17. Engaging Parents & Other Stakeholders

In order to give parents and pupils every opportunity to understand the purpose and content of our curriculum, we actively engage in communication and seek feedback. This ensures that pupils' changing needs are ascertained and met.

17.1 Pupil Voice

Each year a pupil voice survey is administered to gain insight into the pupil experience in Life Skills lessons. This allows us to identify areas for improvement, and empowers pupils to participate in decisions that affect their learning. The impact of changes made as a result of the survey increases pupil engagement and enhances learning and outcomes for all.

17.2 Parental Consultation

This policy has been reviewed and updated with some consultation with pupils, teachers and parents to reflect the rapidly changing world in which our pupils live and learn. (Policy last shared Michaelmas, September 2025).

17.3 Home-School Partnership

We have an ongoing dialogue with our community regarding our Life Skills programme. We aim to engage and inform parents through blog entries and with invitations to meetings to nurture and develop the bonds between home and school in order to best support our pupils to thrive (RSE update with feedback request in blog September, 2025).

Additionally, parents are able to access support by visiting the NSPCC website which has a range of resources for supporting families and parents. The School subscribes to The Wellbeing Hub and all parents have access to expert-led, evidence-based resources for meeting the social, emotional, and educational needs of pupils.

Through our well-developed pastoral care systems, we encourage parents to contact teachers for support and share concerns or queries with us.

18. Roles, Responsibilities & Staff Training

18.1 Teaching Staff & Delivery

At EYFS and Key Stage 1 the programme is overseen by the Head of Pre-Prep and Deputy DSL and taught by class teachers. At Key Stage 2 it is overseen by the Head of Curriculum and Academic Development and Head of PSHE and taught by Form teachers. In the Senior School it is led by the Head of PSHE and supported by trained teachers. Staff are supported by the link Governor in charge of safeguarding and PSHE, who visits periodically to discuss provision.

The School belongs to the PSHE association which provides a range of courses and resources which support teachers to improve their subject knowledge and to develop confidence to deliver high quality lessons. Details of training and courses which have been undertaken can be found on the Record of staff CPD and training.

Opportunities are regularly available for the Head of PSHE to attend conferences and courses, the content of which can then be fed back to staff and management in order to enrich and develop our Life Skills programme.

18.2 Staff Voice & Survey

Information and feedback about resourcing, teaching and professional development needs are regularly sought through staff meetings, emails and staff surveys in order to ensure that staff develop confident subject knowledge and feel supported to effectively deliver the curriculum. The last staff survey was administered in Whitsun 2025.

19. Policy Links, Availability & Review Date

19.1 Policy Availability

Parents and Carers can access the PSHE policy that directly informs our Life Skills planning and teaching on our School portal. A printed format is also available on request. In addition to this, the long term plan for Life Skills and information about how the Kapow curriculum meets statutory requirements is also available. The review date for this policy is available on the first page.

Appendices

WCPS Life Skills Long Term Plan

	Michaelmas	Advent	Epiphany	Lent	Whitsun	Trinity
		Nov: Anti Bullying week	Wellbeing Week, Internet Safety Day	NSPCC (every odd year from 2025)	British Values - Explicit Teaching this term.	
THE ME	Family & Relationships		Health & Wellbeing	Safety & The Changing Body	Citizenship	Economic Wellbeing
Y 3	Setting ground rules and signposting *Assessment Baseline L1 Healthy families L2 Friendship conflicts STEER: Footprints 1. Social Footprints 2. Blue Footprints 3. Yellow Footprints 4. Green Footprints 5. Orange Footprints 6. My Footprints	Girls On Board L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender *Endpoint Assessment	*Assessment Baseline L1 My healthy diary L3 Wonderful me L5 Resilience: breaking down barriers L6: Diet and dental health *Endpoint Assessment	*Assessment Baseline L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about *Endpoint Assessment	*Assessment Baseline L1 Rights of the child L5 Charity L6 Local democracy *Endpoint Assessment	*Assessment Baseline L1 Ways of paying L5 Jobs and careers Endpoint Assessment
Y 4	Setting ground rules and signposting *Assessment Baseline L1 Respect and manners L2 Healthy friendship	Girls On Board L4 Bullying L6 Stereotypes: Disability L8 Change and loss *Endpoint Assessment	*Assessment Baseline L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health *Endpoint Assessment	*Assessment Baseline L1 Internet safety: Age restrictions L2 Share aware L4 Privacy and security L7 Introducing puberty L8 Tobacco *Endpoint Assessment	*Assessment Baseline L1 What are human rights? L5 Diverse communities *Endpoint Assessment	*Assessment Baseline L2 Keeping track of money L4 Influences on career choices *Endpoint Assessment
Y 5	Setting rules and signposting *Assessment Baseline L2 Friendship skills L3 Marriage STEER: My Space 1. Discovering Our Space 2. Exploring Our Pleasing Space 3. Exploring Our Succeeding Space 4. Exploring Our Protecting Space 5. Exploring Our Relaxing Space 6. Our Explorers Journal	Girls On Board L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion *Endpoint Assessment	*Assessment Baseline L2 The importance of rest L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety *Endpoint Assessment	*Assessment Baseline L1 Online friendships L2 Staying safe online L3 Puberty L4 Menstruation L6 First Aid: Bleeding L7 Alcohol, drugs and tobacco: Making decisions *Endpoint Assessment	*Assessment Baseline L1: Breaking the law L6 Parliament *Endpoint Assessment	L3 Risks with money
Y 6	Setting ground rules for RSE and PSHE *Assessment Baseline L1 Respect L2 Respectful relationships	Girls On Board L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss *Endpoint Assessment	*Assessment Baseline L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolkit L6: Immunisation L8 Physical Health concerns *Endpoint Assessment	L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty Lesson 5: Conception (Parents can withdraw their child from part of this lesson) not 2024 Lesson 6: Pregnancy and birth (Parents have the right to withdraw their child from this lesson) not in 2024 L8 First Aid: Basic life support *Endpoint Assessment	*Assessment Baseline L1 Human rights L4 Prejudice and discrimination L6 National democracy *Endpoint Assessment	L4 What jobs are available Identity L2 Identity and body image



Other relevant resources and school policies:

- Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019
- Relationships Education, Relationships and Sex Education and Health Education guidance
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Relationships Education, Relationships and RSE and Health Education Policy
- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- PS Behaviour Management Policy
- Care Manifesto
- School Rules
- Alcohol and Drugs Misuse Policy
- Prep School Anti-bullying Policy
- Physical Restraints Policy
- Search and Confiscation Policy
- Online Safety and IT Acceptable Use Policy
- Accessibility Plan
- Equal Opportunities Policy
- Visiting Speaker Policy and Procedures

CARE Award: Success Criteria

- Pupils must submit their prep planner for consideration of having reached the threshold for the CARE Award.
- Pupils must have clear evidence written down for each section of the CARE award under the headings; Creativity, Aspiration, Responsibility and Endeavour
- Pupils must have clear evidence of how they have reached the chosen target they set out to achieve for each section. They must have at least 3 pieces of evidence to support this as a minimum.

We are looking for the following criteria under each category where the pupil can demonstrate the following criteria:

- **Creativity:** Embracing the power of imagination, innovation and individual talent; creating a culture of artistic excellence; valuing human ingenuity and the Arts in an increasing technological world; recognising the spiritual and wellbeing benefits that an engagement with your creative self brings and having an original approach to all that you do.
- **Aspiration;** having ambitious goals and the highest expectations of yourself; responding with excellence to the unrivalled opportunity and high quality teaching and coaching provided; aiming to have positive outcomes in all you do; having appropriate awareness of self and others and demonstrating boundless curiosity.
- **Responsibility;** Having personal ownership of your learning and behaviour; understanding your place and your duties in the School, local community and world; showing respect and care for all; leading by example and having the highest standards of honesty and trustworthiness.
- **Endeavour;** Doing your best in all things, in the classroom and beyond it; trying new things and discovering new passions; participating and building resilience through

engagement; trying for the sake of the team as well as the individual and recognising the values of determined effort and participation before winning and success.

These are just some ideas and are not an exhaustive list of what an individual can record down as evidence.

Process of Accreditation

- In our houses teachers discuss the evidence with the class of what is required. Give the children an opportunity to complete their record of evidence.
- Form teachers ask for submissions, have their prep planner handed in
- Form teachers vet prep planners for consideration against the above criteria to be submitted to the CARE Award team for final appraisal
- CARE Award team and a member of the Senior School management team consider applications.

Timeline

- Whitsun Week 3 - house assemblies, teachers provide an opportunity to collate evidence and discuss what evidence should look like.
- Whitsun 5 Week - Form teachers provide a further opportunity to provide evidence in their prep planner
- Trinity Week 1 - Form teachers ask children to submit their evidence for consideration, if the child feels they have reached the minimum standards.
- Trinity Week 2 - Form teachers vet applications
- Trinity Week 3 - CARE Award team meet to discuss applications
 - Thresholds meet will receive their award
 - Not met but may receive a merit for their efforts
 - Unsuccessful
- Academic Team to track awards recipients through the various stages: Bronze, Silver, Gold, Platinum
- Trinity Week 4 - CARE assembly whereby the successful applicants are given their badges by Mr Tighe and Mr Wells.