

St. Philip's Catholic Primary School



PHSE Policy

Autumn 2016

School Mission Statement

'Learning and working together through Christ'

"Everyone" includes adults as well as children, as we believe that learning is for life.

To enable us to carry out our mission, we are working with the following aims in mind:

We aim to:

- provide a secure learning environment which ensures the health and safety of everyone in the school;
- Nurture and promote the Roman Catholic faith within the school;
- Encourage respect and tolerance for all, regardless of race, culture, gender or disability;
- Maintain an ordered and disciplined community;
- Develop the whole child intellectually, physically, emotionally, socially, morally and spiritually;
- Provide equal access and entitlement to a broad and balanced curriculum which is differentiated and relevant to the needs of the pupils. This curriculum will include the National Curriculum KS1 and KS2.

In order for everyone at St. Philip's Catholic Primary School to develop their full potential, we believe that our aims must promote and encourage the following attitudes:

Perseverance
Enthusiasm

Co-operation
Responsibility

Independence
Purposefulness

AIMS OF PSHE AND CITIZENSHIP

Personal, Social and Health Education and Citizenship at KS1 and KS2 aim to promote children's personal and social development, including health and well being. Children and young people need the self-awareness, positive self-esteem and confidence to:

- Stay as healthy as possible
- Keep themselves and others safe
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own and others abilities

The emphasis is on the development of:

- ***Social and Moral responsibility.*** Pupils learning from the very beginning self-confidence and socially and morally responsible behaviour both in and beyond the classroom, towards those in authority and towards each other.
- ***Community involvement.*** Pupils learning how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service.
- ***Political Literacy.*** Pupils learning about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally and nationally through skills and values as well as knowledge. This can be termed political literacy, which encompasses more than political knowledge alone.

Aims

For the pupils to:

- Value their achievements.
- Deal with risk and meet the challenges of life now and in the future.
- Identify their values and strive to live up to them.

It will help schools to:

- Relate positively to their neighbourhood and local communities.
- Raise standards of achievement by children who are more secure, motivated, confident and independent leaders.
- Help promote equal opportunities for all.
- Improve the health of their children through links with the National Healthy School Standard.

Society gains:

- Healthier and more active children.
- Children who are confident that they can participate in community affairs.

At St. Philip's PSHE and Citizenship will be incorporated into the curriculum in a number of ways:

- Through the Learning and Teaching Policy.
- In Assemblies and Prayer Services/Collective Worship.
- In RE lessons.
- In most curriculum areas.
- Through policies e.g. anti-bullying, behaviour and discipline etc.

The school ethos and Catholic foundation will be reflected in the Curriculum. Our Mission Statement embodies the beliefs and values of this school upon which everything is based.

SCHOOL ENVIRONMENT, RELATIONSHIPS AND ETHOS

Pupils' personal, social, health and emotional development can be promoted by a supportive school ethos, where all are valued and encouraged, where positive relationships are seen as important and where there is a safe and secure school environment which is conducive to learning.

Discreet Provision

Provision is made through a variety of planned curriculum themes e.g. the environment at KS1. Details of this can be found under the year group lists.

Provision through the Teaching and Learning Policy

The Teaching and Learning Policy identifies the different strategies which are taught in each year group. This policy is a keystone to our beliefs about promoting children's own abilities, skills, confidence and self-esteem.

Through the Teaching and Learning Policy all children will be given the chance to work independently, collaboratively, in pairs and groups etc.

Their sense of responsibility is developed when they:

- Learn new skills.
- Develop new relationships through collaboration.
- Learn about tolerance and respect and about other differences through the learning strategies.
- Learn about how their behaviour affects others.
- Learn to work co-operatively and reflect on their learning through the teaching and learning Policy.

Linked with the Behaviour and Discipline Policy, Home School Agreement, RE and Multicultural Policies we believe that pupils have clear expectations about standards and a clear pathway of skills to guide their development. Provision for many aspects of PSHE and Citizenship is made through RE, Collective Worship and the School Council.

In other curriculum areas themes are dealt with for example:

English: skills in enquiry and communication through speaking and listening, stories that illustrate aspects of personal and social development, reading a wide range of issues.

Mathematics: Aspects of financial capability, counting, sharing the cost of items.

Science: Puberty and development, social and moral responsibility, safety and the environment, drugs including medicines.

Design and technology: Health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.

ICT: Communicating with others via E-mail, finding information on the Internet and checking its relevance.

History: use of sources, reasons for the results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people in the past.

Geography: Topical issues concerning environment, sustainable development, land use, study of pupil's own locality and places in different parts of the world, including less economically developed countries.

Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.

Music: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.

Physical education: Teaching and learning about Health and Safety, development of personal and social skills through team and individual activities, games and sports.

RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

We acknowledge that it is insufficient to rely on these links alone for the effective provision of PSHE and Citizenship. Other provision needs to be made either separately or within other subjects/curriculum areas to ensure full coverage of the framework at Key Stages 1 and 2. This provision is identified in the individual class theme lists.

Coverage

Classes experience a number of out side visits; residential visits and we have visitors into school on a number of different issues.

School has a number of 'special days' e.g.

- Special History days e.g. Tudor Day, Victorian Day, etc.
- Black History week;
- Numerous outside speakers for assembly e.g. CAFOD, Road Safety, Fire Services etc.
- Sports' afternoons.
- First Holy Communion/Reconciliation
- Confirmation
- World Book Day etc.

School has links with the local community e.g.

- Sure start
- Heart Foundation.
- Police.
- Ambulance;
- Brushstrokes;
- Newman College of Education;
- Shireland Language College and other Testbed partner schools;
- Parental helpers/volunteers to hear reading, help with Book Fairs, Trips, Concerts, etc.
- Stuart Bathurst RC Secondary School Sports link for Gaelic football, Tag rugby, Football, etc.

Other examples of good practice:

- Cycling proficiency.
- Sandwell World Skipping Challenge.
- Residential visits to Alton Castle, Edgmond Hall and Ingestre Hall.

- Sure Start.
- School Council.
- Extra-curricular activities/clubs include basketball, football, skipping, athletics, dance, ICT.

School encourages personal growth and development of responsibilities by encouraging children to be responsible towards each other.

In their classes children are given varied responsibilities and roles to develop confidence, self-esteem and skills. In most classes children aspire to be monitors, something which should be within the grasp of all children.

NATIONAL CURRICULUM STATEMENT OF VALUES - PHSE Not in new Curriculum

THE SELF

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

On the basis of these values we should:

- Develop an understanding of our own characters, strengths and weaknesses
- Develop self-respect and self-discipline
- Clarify the meaning and purpose of our lives and decide, on the basis of this, how we believe that our lives should be lived
- Make responsible use of our talents, rights and opportunities
- Strive, throughout life, for knowledge, wisdom and understanding
- Take responsibility, within our capabilities, for our own lives.

RELATIONSHIPS

We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

On the basis of these values, we should:

- Respect others, including children

- Care for others and exercise goodwill in our dealings with them
- Show others that they are valued
- Earn loyalty, trust and confidence
- Work cooperatively with others
- Respect the privacy and property of others
- Resolve disputes peacefully

SOCIETY

We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as the basis of a society in which people care for others. On the basis of these values, we should:

- Understand and carry out our responsibilities as citizens
- Refuse to support values or actions that may be harmful to individuals or communities
- Support families in raising children and caring for dependants
- Support the institution of marriage
- Recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds
- Help people to know about the law and legal processes
- Respect religious and cultural diversity
- Promote opportunities for all
- Support those who cannot, by themselves, sustain a dignified lifestyle
- Promote participation in the democratic process by all sectors of the community
- Contribute to, as well as benefit fairly from, economic and cultural resources
- Make truth, integrity, honesty and goodwill priorities in public and private life.

THE ENVIRONMENT

We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

On the basis of these values, we should:

- Accept our responsibility to maintain a sustainable environment for future generations

- Understand the place of human beings within nature
- Understand our responsibilities for other species
- Ensure that development can be justified
- Preserve balance and diversity in nature wherever possible
- Preserve areas of beauty and interest for future generations
- Repair, wherever possible, habitats damaged by human development and other means

APPROACHES TO LEARNING AND TEACHING

To facilitate pupils' learning in PSHE and Citizenship:

- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all pupils in the class
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes, knowledge and understanding
- Time is given for pupils to reflect, consolidate and apply their learning
- Pupils are encouraged to take responsibility for their own learning and to record their own progress

CELEBRATION OF ACHIEVEMENT

The assessment, reporting and recording of success. As with any learning process, assessment of pupils' personal, social, health and emotional development is important. It provides school, parents and pupils with information which indicates pupil progress and informs the development of the programme. Pupils have the opportunity to reflect on their own learning and personal experiences, and to set goals and agree strategies to reach them. The process of assessment has a positive impact on a pupil's self awareness and self esteem.

The process for celebrating pupil/group/school success is:

- attendance awards
- certificates

- house points
- stickers
- pupils of the week
- sports awards
- rewards for such projects as handwriting

There are opportunities to record learning and progress in different ways:

- Governors meetings/reports to governors
- Parent's Evenings
- Annual Reports
- Records of Achievement
- Progress in handwriting
- Letters and information

Celebration of achievement is fundamental to this school's ethos. It contributes to building pupils' self esteem, helps to develop a sense of community and belonging, helps teachers and management to create a positive atmosphere in the school and is intended to develop each pupil's sense of pride.

LINKS TO OTHER SCHOOL POLICIES

Other whole school policies contribute to the personal, social, health and emotional development of pupils. These include:

- Equal Opportunities/Behaviour Management/Anti-Bullying Policies
- Curriculum Policies
- Drugs Education/Alcohol/Tobacco Policy
- Sex Education Policy
- Learning and Teaching Policy
- Staff Development Policy
- Health and Safety Policy
- Special Education Needs/Gifted & Talented Policy
- Child Protection Policy
- Educational Visits Policy
- Early Years Policy

- Multi-cultural/Multi-faith Policy
- Racial Harassment Policy
- Race Equality Policy

CITIZENSHIP

Citizens of this World and the next

As Catholics and Christians we believe that we are citizens not only in an earthly world but also in the Kingdom of Heaven.

So Jesus came and proclaimed peace to you who were far off and peace to those who were near; for through him both of us have access in one Spirit to the father. So then you are no longer strangers and aliens, but you are Citizens with the saints and also members of the household of God, built upon foundation of the apostles and Prophets, with Christ Jesus himself as the cornerstone. In him the whole structure is joined together and grows into a holy temple in the Lord; in whom you also are built together spiritually into a dwelling place for God.

St. Paul to the Ephesians 2. 17-22

Conscious of our vocation as Disciples of Christ through Baptism we take to heart the obligations of the ways of Christ.

To be good citizens we should be aware of the important elements of Catholic social teaching and its influence in today's world (for example, see "The Common Good in Education" 1997 Catholic Education Service ISBN 0950156248).

We also have through the Church many opportunities to build and develop a sense of community, in which all can grow to maturity, all can help and support each other and find a home.

As we know, everything we do in private affects the welfare of all and every thought and action can help build the kingdom, which we shall inherit in the fullness at the end of time.