



OUR SCHOOL MOTTO IS:

## *Growing in Faith and Knowledge*

### OUR SCHOOL MISSION STATEMENT

St. Joseph's Preparatory School is a Catholic School, which was founded by the Christian Brothers and is a place where the staff and governors work to bring the Gospel values into all areas of School life and where prayer, worship and liturgy are seen as meaningful experiences.

Each child is encouraged to strive for the highest possible standards of work and behaviour, whilst learning to live as a well-mannered, self-disciplined and tolerant individual both inside and outside the classroom. The children learn to live as happy and caring members of a School community, which values their unique individual talents, and also the needs of others.

St. Joseph's Preparatory School values and nurtures a close partnership with parents and encourages the forming of meaningful links with the wider community. The children are encouraged to take part in extra-curricular activities in order to develop an interest in sporting, cultural and recreational activities.

St. Joseph's Preparatory School up holds fundamental British values and encourages respect for all people.

St. Joseph's Preparatory School recognises its legal duty to work with Local Safeguarding Children's Board acting on behalf of children in need or enquiring into allegations of abuse.

We recognise that pupils have a fundamental right to be protected from harm and require a secure environment in order to learn effectively.

St. Joseph's Preparatory School's Safeguarding Children Policy follows the guidelines laid down by the City of Stoke on Trent Safeguarding Children's Procedures and "Working Together to Safeguard Children" (2018) and "Keeping Children Safe in Education" (2018) (KCSIE) We are awaiting further guidance with the regular to Sex and Relationships Education following on from the consultation in July 2018.

Our motto 'Growing in Faith and Knowledge' encapsulates the School's Aims:

- To provide a caring, Christian community, in which individuals can develop fully.
- To strive for excellence in all areas – academic, sporting, musical etc.
- To provide an ethos which brings the Gospel message alive.
- To develop strong community links.

(St. Joseph's Preparatory School has achieved International School Status and is an Eco School.  
We are a Dyslexia Friendly School)

*St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

### **PERSONAL, SOCIAL, CITEZENSHIP AND HEALTH EDUCATION POLICY (PSHCE)**

Co-ordinator: Mrs S Dale

This Policy was reviewed: April 2019

# PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY (PSHCE) INCORPORATING RELATIONSHIPS EDUCATION

**Policy Co-ordinator: Mrs S Dale**

**Updated: September (Staff are notified of regular ISI updates which are added annually)**

This policy forms a framework for PHSE, Citizenship and Relationships education of our children. The policy operates in conjunction with other policies, namely:

- Equal Opportunities Policy
- Racial Equality Policy
- Safeguarding Policy
- Child Security Policy
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- It also encompasses the Eight Essentials of an Edmund Rice Education
- It makes note of the *Prevent* guidance

Our work reflects the National Curriculum for PSHE and includes units from the Seal programme and Relations Education scheme.

## **Aims**

The aims of PHSCE are as follows:

- To develop confidence and responsibility and for children to make the most of their abilities.
- To prepare to play an active role as Citizens.
- To develop a healthy, safer lifestyle.
- To develop good relationships and respect between people and have particular regard to the protected characteristics under the Equality Act 2010.
- They should begin to develop life skills to enable them to participate effectively and safely in society.
- They should have a broad, general knowledge of public institutions and services in England.
- To develop children's understanding of the dangers posed by extremist views and radicalisation

Pupils should have the opportunities to:

- Take and share responsibility
- Feel positive about themselves
- Take part in discussions
- Make real choices
- Meet and talk with people
- Develop relationships through work and play
- Consider social and moral dilemmas encountered in everyday life.
- They should also be able to have appropriate regard for themselves and others. Wherever possible, the PSHCE activities will be linked to and draw upon knowledge and skills from other curriculum areas (see appendix 1). Some areas

of PHSCE will be delivered by visiting specialists e.g. school nurse, police and also through educational visits.

### **Implementation of the PHSCE Curriculum**

As part of the curriculum St Joseph's Preparatory School has adopted a Citizenship week which takes place during the Spring Term.

A range of topics are covered during the week which relate to the objectives needed to be covered for the different Key Stages (See appendix 2).

PSHCE is also addressed on a regular basis through timetabled sessions (SEAL is the main resource used) these include Circle Times, and general discussions which may also be incidental throughout the school day. PSHCE has many other subject links such as RE, English and Geography and contribute greatly to this (see appendix 1). It has links also in some extra-curricular links such as Gardening Club and the prayer group.

- All class teachers are responsible for the PSHCE welfare of the children in their form.
- All timetabled PSHCE lessons are taught by Miss Gerrard and are taught within their form group.
- Coverage of the scheme of work is mapped by Miss Gerrard who plans weekly lessons.
- The children are encouraged to work as individuals, in pairs and also as a whole class, where appropriate.
- All children are included in all aspects of PSCHE week within their form group and this is taught by their form teacher.
- Extremist views are challenged and discussed (any cause for concern is recorded by the teacher on the *Prevent* "Cause for Concern Referral Form," and the DSL informed)

### **Equal Opportunities and Special Educational Needs**

- Activities are planned in a way that encourages full and active participation by all children irrespective of ability.
- Every effort will be made to ensure that activities are equally interesting to both boys and girls.
- Children with specific difficulties or SEN will be given help and encouragement through group or paired work and adult help.

### **Recording, Assessment and Reporting**

- The school policy for assessment, recording and reporting will indicate the main function of assessment.
- Children are asked to make an oral or written evaluation, as appropriate, in PSCHE throughout the Key Stages.
- Teacher assessment is used to inform future planning and to review children's capability.
- Children's progress will be tracked by the teacher for each unit to record objectives that have been achieved by the class and highlighting children who have exceeded or are not yet achieving these, this will also allow the teacher to see any areas for development.
- An annual report to parents will detail children's progress and achievement in PSCHE.

### **Spirituality**

There are opportunities to reflect, explore and develop the children's own sense of spirituality in PSCHE through:

- Discussion, thinking about own feelings and those of others
- Empathising and sympathising
- Sharing

### **Morality**

Morality is found within the hidden curriculum and addressed as issues occur in all areas. Moral issues are also addressed in our Mission Statement, Code of Conduct, Behaviour and Discipline Policy, Equal Opportunities Policy and Race Equality Policy and are intrinsic in the life of the school.

### **School Council**

The School Council is made up of representative from each class from PP1- P6. They meet regularly twice every half term with extra meetings as required and is facilitated by Miss Gerrard and the PSCHE Co-ordinator. The aim is that it is children led with the minimum of adult supervision.

Children will be given the opportunity to undertake positions of responsibility including, Chairperson, Secretary, Clerk etc.

The children will also begin to understand democratic processes including election and voting.

### **Resources**

Resources are listed on the scheme of work. Teachers are asked to add to the list, resources they find and use throughout the year.

### **Health and Safety**

Health and Safety is a very important issue. It is important that all staff compile a risk assessment specific to their chosen activity and that it is seen by the Co-ordinator and Headteacher.

### **Risk Assessment**

Risks to children:

- Candles during Circle Time – all should be aware of the candle flame and dangers of fire / burns.
- Use of equipment used to complete activities e.g. scissors / glue
- Being aware of health and safety measures during educational visits – see Educational Visits Policy and try to obtain the venue's risk assessment.
- Using unknown artefacts brought into school by visitors.
- Ensuring that all visiting speakers are suitably DBS check and advised of staff expectations. Radical or extreme views will be stopped and challenged immediately.

### **Role of the Co-ordinator**

The Co-ordinator will:

- Lead the development of PSICHE in school.
- Provide guidance to individual members of staff.
- Keep up-to-date with local/national developments in PSICHE and disseminate relevant information.
- Order resources linked to the planned units of work.
- Be responsible for the organisation of resources needed for PSICHE week and / or Circle Time sessions.
- Be responsible for in-service training and writing outside specialists to assist staff.

This policy will be reviewed and modified annually.

### **APPENDIX 1**

PSICHE forms extra curricular links with Geography, RE and English. These are some of the areas covered through these subjects.

In Geography, the children are given the opportunity to:

- Consider the value of being part of different groups and communities.
- Value natural resources and understand they are limited.
- Show concern for the impact of their actions on others and the environment.
- Work together as a group or class on a project about a social or environmental issue.

In RE, the children:

- Understand ideas of good and bad and right and wrong.
- Know some of the things which can cause different emotions.
- Put themselves in someone else's shoes.
- Understand that groups have different views – peers, parents, teachers etc and people of different faiths and cultures.
- Know about the different national, regional, religious and ethnic groups and which of them are reflected in their school community.

In English, the children:

- Ask questions and talk confidently with adults and peers about thoughts and feelings.
- Use simple vocals for describing personal effectiveness and setting personal goals.
- Resolve problems/conflicts democratically through discussion, using different approaches to decision making and reaching consensus.
- Recognise when choice are affected by the media and other influences.

PSICHE is a subject which is addressed continuously throughout the school day and all staff are aware that this is an area which is not self contained.

## APPENDIX 2

Topics covered during Citizenship Week:

Nursery	- Keeping safe and people who help us
Reception	- Keeping safe and people who help us
PP1	- Animals and us
PP2	- Living in a diverse world
P3	- Children's rights, human rights
P4	- Respect for property and others
P5	- How do rules and laws affect me?
P6	- National and local democracy

Other topics may also be covered during these weeks including:

- Health education
- Emotional wellbeing
- Environmental concerns
- Political issues
- Social issues