

CORPUS CHRISTI
CATHOLIC SCHOOL



PSHE Statement

2017

MISSION STATEMENT

Corpus Christi School exists to serve the Catholic communities of Brixton Hill and its neighbouring parishes.

We are here to educate the children to the highest possible standard in a community, which has the Gospel values, traditions and beliefs of the Catholic Faith at the centre of its ethos.

In all aspects of the school, Christian values will be upheld, with an emphasis on respect, helpfulness, unselfishness and co-operation.

POLICY STATEMENT:

At Corpus Christi Catholic Primary School PSHE education is taught through a **whole school approach**, and provides a PSHE curriculum that is broad, balanced and differentiated. As a catholic school, PSHE education is at the foundation of all that is taught throughout the school, and is embedded in the school ethos.

Under section 78 of the Education act 2002 and the Academies act 2010 such a curriculum must:

Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

AIMS

These values are integral to our schools vision and values. As a Catholic School many of these values are actively taught through our weekly timetabled religion lessons. Our Catholic curriculum 'Come and See' promotes analysis, reflection, interpretation and critical appreciation of the teachings of the Church. In which the moral and spiritual element to our broad curriculum is promoted and opportunities for personal response and personal reflection is encouraged. These values shape our pupils' character and moral perspective.

In September 2017, the school implemented a new SRE scheme of work called 'A Journey in Love', recommended by the Diocese, and which provides a structured programme of study for sex and relationships education that is continuous through all phase groups.

We aim to teach, guide and nurture our children in the decisions and choices they make about healthy lifestyle, physical and emotional wellbeing, maintaining healthy relationships, respecting equality and diversity, taking responsibility for their own behavior and actions, rights and responsibilities as citizens and economic wellbeing.

TEACHING AND METHODOLOGY

The DFE review of PSHE education in 2013 stated 'PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice'. Our school does this in the following ways:

PSHE Education	How we incorporate these values into teaching, learning and the culture of the school
Personal	<ul style="list-style-type: none"> • The safety and protection of all children in the school is of upmost importance: <ul style="list-style-type: none"> • both the Safeguarding & Child Protection Policy, and the E-safety Policy are available to staff and parents on the school website • teachers have safeguarding training, and are well supported in identifying and reporting concerns • the Pupil Survey highlighted that children feel safe and listened to within the school • safety checks take place of classrooms and the playground ensuring a safe environment for staff and pupils • there are opportunities for children to discuss with adults and worries or concerns they have in the 'Safe Space' • The moral development of the children within the school underpins everything that we do, and is particularly visible in: <ul style="list-style-type: none"> • our Catholic RE curriculum 'Come and See', which promotes analysis, interpretation and critical appreciation of the teachings of the Church • the SRE curriculum 'A Journey in Love' • opportunities for prayer throughout the day, including personal prayer intentions written by the children • structured opportunities for self-reflection for example in Liturgical services and celebration assemblies • the 'RULER' initiative that teaches children strategies on how to approach difficult situations and how to reflect on issues that have arisen. • The school develops confidence and self-awareness through: <ul style="list-style-type: none"> • celebration of progress and achievement in child of the week assemblies, certificates for sports, music, and athletics, a range of class reward systems and displays, and the courtesy box • a varied and broad curriculum that helps motivate children to achieve, and celebrate a range of talents and progress • a programme of enrichment that includes after school clubs in dance, football, drama, languages, music, as well as regular day and residential trips • developing resilient and independent learners, who are able to self-assess their work and set personal goals and next steps for example when reviewing a unit of work, or asking questions at the start of a topic • nurturing the children as they develop their own identities for example the creation of self-portraits throughout the school, delivering class talks that reflect their own interests, choosing time in EYFS. • public speaking opportunities with class talks, class assemblies, and performances that begins in EYFS with 'Show and Tell' and is developed throughout the school with class talks. • Children are helped to foster personal qualities and attributes that encourage them to be positive and helpful members of the school and local community through: <ul style="list-style-type: none"> • the school mission statement which emphasises the importance of the Christian values of respect, helpfulness, unselfishness and co-operation • high expectations of behaviour (described as a strength in the Parent Survey) that are laid out in the school's Behaviour Policy, available to parent's and staff on the school's website

	<ul style="list-style-type: none"> • open dialogue with parents about behavior and progress • the 'RULER' initiative that helps children identify how they are feeling and the causes for these emotions. This has been implemented across the school from Nursery to Year 6. • Tolerant attitudes towards diversity are nurtured within the wide cultural context of the school and examples of this include: <ul style="list-style-type: none"> • embracing the diversity of the families with in the school through assemblies, International evening, invitations to parents to read books in their home language to the children during Book Week • developing an understanding of diversity and equality through the study of other faiths in RE, including visits to the Synagogue in Year 3, and to the Mosque in Year 6 • a broad and diverse curriculum including 'Black History Month', and units of work including 'Stories from other Cultures' in Year 3 Literacy, 'All Around the World' (EYFS), 'Transition' topic in Year 6 • extra-curricular learning opportunities such as language clubs • debates and discussions around topical issues such as the mock elections, and the topic of 'Debates' in Year 6
<p>Social (Relationships)</p>	<ul style="list-style-type: none"> • The catholic ethos of the school underpins all of the teaching and learning, and creates a caring and tolerant environment where each child can thrive and build meaningful relationships with peers and adults. • Children are taught to make and maintain healthy relationships within a range of social and cultural contexts for example: <ul style="list-style-type: none"> • the SRE curriculum 'A Journey in Love' • children see healthy and respectful relationships modeled by adults within the school • a number of structured opportunities within lessons for children to work collaboratively for example working in talk partners in EYFS and collaborative Science investigations across all year groups • systems are in place to ensure children are supported in making friends for example, buddying systems between Year 2 and Year 5 to support transition, 'buddy benches' at lunchtime, Chalet Monitors from Year 6 that work with infants • a House rewards system that encourages collaboration between year groups • children are encouraged to develop a sense of responsibility towards others within the wider community for example, with charity events, through the election and role of the School Council • transition afternoons between EYFS and Year 1 and the transition topic in Year 6 that prepares children for future changes • Year 6 pupils write personal mission statements showing a mature level of self-awareness and the ability to reflect upon vision and dreams for their lives and the lives around them. • Children are taught to manage their feelings and behaviour within relationships and towards others through: <ul style="list-style-type: none"> • 'RULER' initiative that takes place throughout the whole school and staff, pupils and parents have all been trained in • opportunities developing empathy within the taught curriculum, for example empathising with characters in discussions in Literacy topics and Guided Reading, Black History Month and Study of the First World War in History in

	<p>Upper Key Stage 2.</p> <ul style="list-style-type: none"> • opportunities for developing empathy outside the taught curriculum, for example the Holocaust Memorial, visiting Windmill Lodge Care Home at Christmas and School Council Fundraising events. • developing communication skills and ways of discussing issues, for example using ‘kind words’ in EYFS • our school SRE Policy describes the bespoke Chanel 4 and Corpus Christi curriculum • philosophical debates and discussions that discuss ways to make good judgments in the Upper Juniors • R.E. units of work including ‘The Prodigal Son’ in Year 6 and ‘Mission’ in Year 5. • children identified as in need of particular support with managing feelings and behaviour are part of a ‘Social Skill’s group <ul style="list-style-type: none"> • Children are taught to recognise and respond to risky and negative relationships by: <ul style="list-style-type: none"> • exploring and discussing issues during anti-bullying week • opportunities for discussion during circle times and assemblies • R.E. curriculum topics including ‘Love’ in Year 6, in which the values of forgiveness and acceptance are taught and reflected upon • opportunities for educating children and parents about the issues surrounding e safety • opportunities to discuss how to relate well to others during taught R.E. lessons for example, in Year 6 where children think of ways to become good role models for their friends and those who are younger than themselves.
<p>Health (and well being)</p>	<ul style="list-style-type: none"> • Children are taught to understand what is meant by a healthy lifestyle through the taught curriculum, including: <ul style="list-style-type: none"> • physical education which teaches pupils the importance of regular exercise and the affect it has on their bodies, including one session a week with a trained P.E. specialist teacher, and additional sessions with class teachers • the Science Curriculum with topics across year groups including healthy eating, dental health, benefits of physical activity, bacteria, viruses affecting health, body parts and changes to our bodies • the DT Curriculum with cooking as part of the new programme of study. Examples of cooking throughout school include • examples of healthy eating in the taught curriculum include the opportunities for cooking in EYFS, making fruit kebabs in Year 1. • Year 3 and Year 4 swimming lessons • the importance of personal hygiene including active encouragement to wash their hands throughout the day and before lunch • personal hygiene is also covered more specifically through our SRE curriculum. • Extra-curricular activities are very popular at Corpus Christi school and develop the health and well-being of the children at the school: <ul style="list-style-type: none"> • many pupils choose to join after school sports clubs such as dance, gymnastics, football, basketball (there are over 20 clubs in total). • out of school sports achievements are also celebrated. Pupils are able to share their achievements in class during show and tell sessions and school assemblies

	<ul style="list-style-type: none">• ‘Cooking Club’ after school that helps children to plan and cook healthy meals• Children are helped to make informed healthy choices by:<ul style="list-style-type: none">• teachers explain the lunch menu each day, and discuss the importance of making good choices, recognising what they like or dislike, making informed decisions, balanced diet and trying new foods• stickers in the lunch hall with a picture of the new food that pupils have tried as positive reinforcement, and as a form of communicating food choices with parents• daily fruit at playtimes for EYFS and Key Stage 1• workshops organized with external visitors to help motivate and educate children about ways to travel to and outside of school including, ‘Bikability’ training in Key Stage 2, and ‘Scooter Training in Year 2’• Children are taught to maintain their physical and emotional health and well-being:<ul style="list-style-type: none">• our school has very intentionally worked hard to teach children about safety online and responsible use of ICT through pupil surveys, emphasis in weekly computing lessons, e-safety policy (in which children were part of the policy making process through feedback form class discussions and assemblies)• systems for crossing the road between the two school sites• safe use of playground equipment at playtimes, including road safety teaching using the bikes and the ‘road’ in the nursery playground.• safety briefings and buddy systems for school trips• a scheme of work from EYFS to Year 6 is being implemented in Spring 2017 for Drug and Alcohol Education• Children are taught how to manage risk, including how to respond to an emergency through:<ul style="list-style-type: none">• visits from police, paramedic’s, fire fighters across all year groups,• as part of the ‘People Who Help US’ topic in EYFS, children make an emergency call as part of roleplay• Children are taught to manage change including puberty and transition and loss, for example:<ul style="list-style-type: none">• the ‘Transition’ topic in Year 6 which helps prepare children for future challenges• transition afternoons between Nursery and Reception for children to become familiar with the new environment and new routines• Year 2 to Year 3 transition meeting in July in which Year 2 visit the juniors and discuss any questions they have about the transition• the bespoke SRE curriculum that teaches children about puberty• Celebration of achievements and recognition of progress helps to support children’s happiness and well-being at school for example:<ul style="list-style-type: none">• across the whole school pupils are encouraged to reflect on and celebrate their own achievements through setting new achievable personal targets/goals that are displayed in the classroom at the beginning of each term• weekly whole school assemblies awarding ‘child of the week’ badges and certificates, extra-curricular sport and music awards presented in assemblies.• children have opportunities to reflect in all aspects of their learning on a day to day basis – they regularly mark their own work with a green pen and respond to teacher comments in their books. Through doing this they begin to celebrate their strengths and recognise areas for improvement.• Pupils learn that as they grow older they have new opportunities and
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	<p>responsibilities with increasing independence, for example:</p> <ul style="list-style-type: none"> We are currently completing the 'review tool' for Healthy Schools London (HSL) Bronze Award which reflects the attitude the pupils, parents and staff hold about the importance of health and well-being within the school.
<p>Economic (living in the wider world)</p>	<ul style="list-style-type: none"> We have a school 'British Values Statement' that is updated annually. This clearly states how Corpus Christi Catholic Primary School upholds British Values in all we do, and this explains how we prepare our pupils for living in the wider world. Children are taught to respect themselves and others, with an emphasis on the importance of responsible behaviors and actions by: <ul style="list-style-type: none"> the SRE curriculum 'A Journey in Love' the 'RULER' initiative that has been implemented across the whole school the setting of class rules that protect all of the children how to use kind words when playing and working with other children Children are taught about their rights and responsibilities as members of their families, members of the school and as citizens: <ul style="list-style-type: none"> at the beginning of every year children learn about the importance of having respect for self and others and the importance of responsible behaviour and actions through setting class rules (for further examples see 'British Values Statement') visits from authorities such as visits from the Emergency Services Year 5 Chaplains support each class across the school with R.E. activities children learn about rights and responsibilities through the topics taught in Religion lessons for example their responsibility for others following the teachings of Jesus children have the freedom to put themselves forward for classroom jobs, beginning in EYFS and developing in responsibility as the children progress through the school (fruit monitors, play leaders) school council and green team representatives are elected by classmates following their application speeches lunchtime responsibilities include playground buddies, librarians, lunch time monitors, green detectives, office helpers, Head boy/girl to name a few the elected School Council helps children understand the principals of democracy and the importance of the pupil's voice in the running and management of the school in EYFS, children vote for the most popular activities to have out to play with an overview of all the responsibilities held by children across the school from Nursery to Year 6 has been completed Children are taught about different groups and communities and how to be a productive member of a diverse community by: <ul style="list-style-type: none"> cultivating a culture of respect and an acceptance that other people have different faiths and belief systems. Major religions are studied and respected through our culturally rich and diverse curriculum. pupils learn from an early age to respect equality and to be a productive member of a diverse community (as explained under the 'Social' heading) Children are taught about the importance of respecting and protecting the environment by: <ul style="list-style-type: none"> the school has a Green Team that is elected each year, and is

	<p>active in supporting the school to be eco-friendly</p> <ul style="list-style-type: none">• posters around the school help minimize waste• travel plans encourage children to make eco-friendly choices in how to travel to school. <ul style="list-style-type: none">• Children are taught the importance of money and how to manage it by:<ul style="list-style-type: none">• children identified as having Special Educational Needs are helped to plan, buy, and cook a meal within a set budget• children are taught to managing money through Maths topics in Year 6• EYFS children look after money which they take to the shop and choose a healthy snack to buy and pay for• children manage their own pocket money by budgeting for a week on a residential trip• Children are given enterprising opportunities including:<ul style="list-style-type: none">• fundraising events held by the School Council• a tuck shop run by the children at residential trips
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