



**St Bonaventure's Catholic Primary School
Egerton Road,
Bishopston
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BS7 8HP**

**Personal, Social and Health Education &
Citizenship Policy 2020**

Policy Owner	Headteacher
Governing Body Committee	Standards
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This policy is available at
<http://www.st-bonaventures.bristol.sch.uk/>



Version History

Version	Date	Page	Description of Change	Origin of Change
1	13/06/13		New Policy	Headteacher
2	27/01/15		Minor typographical/stylistic changes	Fr Michael Robertson
3	2016			Lauren Tudhope
4	10/10/20		Recovery Curriculum and Record of Work	Elizabeth Gray



Rationale

Personal, Social and Health Education and Citizenship (PSHE & C) forms part of the non-statutory guidelines in The National Curriculum Handbook for Primary Schools in Education 2000. As a curriculum area it is designed to help give pupils the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed, active, responsible citizens.

At St Bonaventure's Catholic Primary School, all our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the academic curriculum, contributing fully to the life of our school and local communities.

By doing this, every pupil learns to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils also find out about the main political and social institutions that affect their lives, and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, and our diversity and differences, so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

Aims

At St Bonaventure's School we aim to give our pupils opportunities to:

- take and share responsibility
- feel positive about themselves
- take part in discussions
- make real choices and decisions
- meet and talk to people
- develop relationships through work and play
- consider social and moral dilemmas
- ask for help
- find information and advice
- prepare for change

We do this because we believe in the fundamental value of these experiences.

Guidelines

At St Bonaventure's School we deliver the non-statutory framework for PSHE & C using the four strands outlined in The National Curriculum.

1. Developing confidence and responsibility and making the most of their abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy safer lifestyle.
4. Developing good relationships and respecting the differences between people.



Delivery

We do this by timetabled PSHE & C lessons.

Every class has approximately thirty minutes a week of dedicated PSHE & C time with their class teacher. This may also include circle time.

We have chosen to use materials from the Jigsaw Scheme of work, which has been designed to provide an explicit, structured whole curriculum framework and resources for teaching the social emotional aspects of learning). Some aspects of the PSHE & C framework may also be taught and re-visited in other curriculum areas, e.g. Science, Geography, Religious Education, English, etc.

We follow the JIGSAW scheme of work for 5 topics, one per term. We cover a topic each term: Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me and Relationships. See SRE policy where we follow a scheme more sympathetic to the Catholic faith (Life to the Full).

Recording of PSHE

Every class will record one piece of work/art per term that represents their discussions and other topics for that term. The PSHE leader is responsible for a portfolio which shows the progression with each year group and each topic.

The PSHE leader will also be responsible for any staff training and meetings to discuss how JIGSAW is being represented in their classrooms.

School Ethos

At St Bonaventure's School we believe it is important that many of the skills and attitudes we wish pupils to develop are taught and demonstrated throughout the school in a variety of ways. Pupils will have opportunities to develop their understanding of these issues through:

- school ethos;
- assemblies;
- school trips;
- extra curricula activities;
- classroom and playground rules;
- school council, eco council, energy monitors and school chaplains.

A Recovery Curriculum: Loss and Life for our Children Post Pandemic

Introduction

The recovery curriculum is a curriculum to start the academic year in 2020 post-lockdown during the pandemic. As children return to school they will carry with them, (to



whatever degree), elements of grief, trauma, loss and anxiety. These are all elements that can hinder a child's learning.

Recovery Curriculum

This curriculum is a way to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. As a school we have consistently, throughout the school, followed the 5 levers by creating opportunities in and out of the classroom.

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

PSHE & C and its relationship to other curriculum areas.

Some aspects of the PSHE & C framework may also be taught and re-visited in other curriculum areas, e.g. Science, Geography, Religious Education, English, etc.

British Values

We take opportunities to promote the British Values of:

1. Democracy.
2. The rule of law.
3. Individual liberty.
4. Mutual respect.



5. Respect of difference faiths and beliefs.

1. Democracy

St Bon's children have the opportunity to have their voices heard and are taught to listen carefully to others. Members of the School Council, eco council and House Captains are elected through democratic voting in each class at the beginning of the school year.

2. The Rule of Law

We teach the importance of laws, whether they be those that govern the class, the school or the country. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences of breaking them. To encourage good behaviour and positive attitudes, we have a house Point reward system where children are rewarded not only for achievement but for effort, behaviour and learning. We have a commitment to praising children's efforts and endeavor to praise informally, individually, during group work, in front of the whole class, the whole school and through each member of staff awarding a weekly "Star of the Week Certificate".

Children have many opportunities to understand the importance of rules, rewards and sanctions. This includes:

- Weekly Assemblies – which often focus on moral issues.
- Classroom Rules which clearly set out rewards and sanctions.
- Sporting rules are taught and reinforced through competitive and non-competitive sporting activities.

3. Individual Liberty

As a school we encourage children to make positive choices, knowing that they are in a safe and supportive environment. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example, through E-Safety. In addition, children are expected to take responsibility for their own actions and to understand the consequence their actions might have on others.

4. Mutual Respect

As part of school ethos and our values we reinforce mutual respect for others. We do this through displays, newsletters, and our website and in the curriculum when opportunities arise. Children discuss the values regularly as part of our school assembly programme. All members of the school community are required to treat each other with respect and understanding.

5. Respect of Different Faiths and Beliefs



At St Bonaventure's we place a great emphasis on promoting respect, equality and diversity. As a school we recognize the importance of our role in preparing our children for life in the multicultural society in which we live. The teaching of different faiths enhances children's understanding of their place in a culturally diverse society by giving them opportunities to experience diversity. Assemblies involving different faiths and beliefs are supported by learning in RE.

Links

This policy has links to other school policies on:

- Sex and Relationship Education (SRE)
- Drug Education
- Managing Drug Related Incidents
- Child Protection
- Confidentiality
- Behaviour
- Equal Opportunities/Inclusion