



Sacred Heart School

Service Before Self

Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals

Pastoral / PSHE

PSHE, Citizenship and British Values (Lower School) Policy

Introduction

PSHE and Citizenship is very much at the heart of the school's mission statement and aims.

We provide a secure and caring Christian environment where every pupil is enabled to grow and develop a relationship with God, her or himself, and others. This involves spiritual, moral, social and cultural growth appropriate to the age and level of development of each individual.

Spiritual development is about a person's search for meaning and truth. It involves reflection and questioning as well as religious activities. All aspects of the curriculum and the life of the school contribute to the spiritual development of pupils.

Moral Development concerns the individuals growing ability to:

- distinguish between right and wrong
- respect other people, truth and justice
- show awareness of the common good
- make informed and reasoned choices
- think, ask questions and make sense of experience

Social Development involves the development of individual's relationships with others. Pupils learn to develop good relationships with those around them, to function well as part of a group and to recognize their contribution to the whole school community.

Cultural Development encourages

- appreciation of different cultures and values and awareness of belonging to a multicultural global community
- good knowledge, understanding and respect for one's own beliefs, values and customs
- respect for and appreciation of the cultural tradition and heritage of others

Spiritual, Moral, Social and Cultural Development in the Lower School.

- We aim to address the personal development of our pupils both in and out of the classroom.
- Religious Education is fundamental to the education of all our pupils through the teaching and learning of the R.E. syllabus and through the prayer life of the school as experienced by each individual.
- Through collective worship and prayer at Mass, Assembly and in class we provide opportunities for children to develop a personal relationship with God and take responsibility for leading prayer and participate in liturgy.
- All other subjects offer opportunities for Spiritual, Moral, Social and Cultural Development.
- The PSHE programme involves pupils in looking at issues, asking questions, reflecting and arriving at conclusions.
- Keeping safe is highlighted through the programmes, the use of questionnaires and outside speakers e.g. Police for Stranger, Danger / Internet Safety; NCC for Road Safety;
- Personal development is fostered and encouraged by school trips and visits (including, if possible, a residential French trip every other year for Years 5 and 6), membership of the House System (years 4-6),

the election of Form, Vice and Games Captains (years 4-6), and by membership of the elected Lower School Council.

- The extra-curricular programme and the enrichment days allow the pupils to participate in a wide range of activities in order to develop their interest, skills and talents.
- Assemblies (whole school, Lower School or class) address many issues of importance to the personal development of pupils. Each class from R – 6 takes a turn to produce an Assembly each term and Parents are welcomed.
- Opportunities to learn about and think of others who may not be as fortunate as themselves occur each year as pupils support various charities, both at home and abroad. These may include Harvest Festival (supporting the local hospital), The Sisters' Mission in Uganda, Blue Peter Bring and Buy Sales, Lenten activities (e.g. Rich Man/ Poor Man Lunch), Red-Nose Day and Non-Uniform days.
- Events such as Poetry Day, enrichment days, performances, visits and visitors to the school provide further opportunities for new experiences, both in terms of participation and reflection. Responsibility is given to the older children who help to man stalls at the Christmas Bazaar and Summer Fete. Years 4-6 are involved in the House Music Festival, House Games and House Swimming Competitions organised by the Senior pupils. All classes contribute to the Christmas Concert. The children participate in Speech and Drama, Music and Sport Afternoons.
- Keeping Safe is highlighted to the children in all classes assisted by outside speakers such as the police with internet safety/stranger danger and the local council regarding road safety

Delivery

PSHE, Citizenship and British Values are an integral part of the LS school curriculum and are strongly supported by the Science and R.E. Curriculum and the Folens Citizenship and PSHEE scheme.

Assemblies and events on the School Calendar also contribute.

“Bullying Matters” is delivered to classes as and when necessary.

Outside agencies, speakers etc are used to reinforce e.g. Dentist for Healthy Teeth; Lepra

Staffing

All staff are involved in the delivery of PSHE, Citizenship and British Values.

Recording and assessment

Most of the work is integrated in topic work and individual subjects and recorded and assessed through classwork and homework (Yrs 3-6) and according to the Assessment Policy.

Little Pedlars – 2 have a simplified Home / School Information system.

Years 3 - 6 have a weekly Planner / Organiser where achievements are recorded.

Years 3 - 6 are involved in the House System.

An awards system is used whereby the children gain stars (Years 1-2) or house points (Years 3-6). These are given for academic achievement or progress and Service Awards for good behaviour or good citizenship. These are totalled and Bronze, Silver, Gold etc certificates are awarded for every 25 gained.

These Certificates are given out at the LS Assembly and names entered in the weekly newsletter.

House points from the LS and SS are also totalled each term to find the House winner of the House point Shield and the Junior with most house points.

Prize-giving is held at the end of the year. An Academic Progress Award and an Effort Award are given to pupils from each year group. There are various curriculum trophies and a shield is awarded to the Junior with most house points. There are the Key Stage 1 and Key Stage 2 Friendship Cups and Key Stage 1 and Key Stage 2 Sports Personality Cups.

Sports Certificates, Lamda (Speech and Drama) Certificates and Music Awards are given out at the LS Assembly.

On rare occasions house points may be lost through bad behaviour, unacceptable work or lack of homework. Incidents causing concern are reported to the class teacher and the Head of LS, and a report filed.

Other contributions to PSHE. and Citizenship

Responsibilities

Year 6 have special responsibilities and are chosen as Leaders, led by a Team Leader.

Depending on class size the Leaders may be changed every term giving all a chance to hold the position. However the position does have to be earned. Their responsibilities include collecting and delivering younger classes to and from Assemblies, helping on the playground, tidying equipment and books.

Years 2-6 elect a Form and Vice-Captain and a Games and Vice-Games Captain at the beginning of every term. They have class responsibilities.

A **Lower School Council** is elected every year and supported by a member of staff.

There are two members from each class. It elects its Chairman and Vice-Chairman from the Years 5 and 6 members, The deputy Head girl will aid staff with running the Council.

Ideas are gathered and discussed, taken to the SMT and often discussed at staff meetings. In the past the Council have done an Assembly on Bullying, proposed playground changes which resulted in the Jungle Climber and requested new awards for handwriting which resulted in the Handwriting trophies.

Monitoring and Review

Prepared 2008 SG: Reviewed Jan 2014; March 2015 next scheduled review Spring 2016

British Values Catholic Values / Gospel Values

At the Sacred Heart School we uphold and teach pupils of all ages about British Values as directed under the new OFSTED guidance 2014.

The government set out its definition of ‘British values’ in the ‘Prevent Strategy’ (2011), which was designed to prevent the extremism and religious radicalization of young people. British values are considered by the present government to be **democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs**. The promotion of ‘British values’ is central to Catholic as education as British values have their origin in the Christian values of our nation.

We are proud that Catholic schools promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. Our schools promote cohesion by serving more ethnically diverse and poorer communities. Catholic schools provide high standards of education which are popular with parents from all social, economic and faith backgrounds.”
Paul Barber (Catholic Education Service 15 December 2014).

In November 2014, a list was provided that describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

DEMOCRACY

- The Senior and Lower School Council meet regularly and takes part in decision making on a range of topics
- Forms from Year 4 – 11 vote for Form and Vice Captains, Games and Vice Games Captains termly
- Years 4 – 11 vote for House Officers – Vice House Captain, Games Captain and Secretary
- Mock elections are held
- The development of democratic ideas are highlighted in history lessons
- MPs and other speakers are invited to the school
- Pupils are given opportunities to debate matters of interest in PSHE and other lessons
- Pupils views, ideas and suggestions are

THE RULE OF LAW -;

- Staff have high expectations of pupils work and behaviour
- Classes create “class rules”
- A clear positive behaviour policy is explained to all
- Health and Safety notices given in Assembly to explain regulations that need to be followed for our safety
- Visits arranged from the police and fire service to reinforce the message of right and wrong
- The rules of the Church and God are explained in the RE curriculum, for example the 10 commandments and the Precepts of the Church
- The development of the Rule of Law in

<p>listened to by adults</p>	<p>English Law, a legal system created uniquely in a Catholic England, inspired by Christian values and becoming a major influence across the world</p>
<p>INDIVIDUAL LIBERTY -</p> <ul style="list-style-type: none"> • Pupils are encouraged to be independent in their learning and behaviour • Develop pupils' self-esteem and confidence through providing opportunities for individuals to flourish and use their talents • Provide students with opportunities for reflection as they take responsibility to discerning their vocation • Give pupils e-safety knowledge in order to make safe choices 	<p>MUTUAL RESPECT</p> <ul style="list-style-type: none"> • Provide opportunities to live our motto 'Service before Self' and daily live our inclusive Mission statement • Promote respect and tolerance and celebrate the worth and individuality of each member • Reinforce the value of everyone's opinions in class discussions • Model and promote positive relationships and an anti-bullying policy • Emphasise in Assemblies, RE and PSHE lessons that every person is unique and "created in the image of God" • Become valuable and selfless citizens by participating in local community events • Have active educational links with other schools through sport and other activities • Pupils initiate support of local charities and the Sisters Mission in Uganda
<p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p> <ul style="list-style-type: none"> • Speak about and pray for peoples of other cultures, faiths and religions • Celebrate our diverse cultures – Chinese New Year and visit the Buddhist Centre in Norwich, invite in speakers from other religions –Jews, Hindus • Through Assemblies, Religious Education, PSHE provide pupils with a deep understanding of their own faith and traditions as well as those of other religious communities as a basis for understanding and respecting them 	

Little Pedlars to Year 2 are encouraged to promote Catholic Gospel Values through the following maxims:

- Respect and obey the law
- Respect the rights of others, including their right to their own opinions
- Treat others with fairness
- Look after yourself and your family
- Look after the area in which you live and the environment

As a Catholic School we actively promote values, virtues and ethics that shape our pupils' character and moral perspective, through the teachings of the Church. We follow the example of the Good Samaritan where we are called to love and care for our neighbour. We ensure that through our school vision, ethos, agreed rules, curriculum and teaching we promote respect and tolerance for all cultures, faiths and lifestyles.

Follow Jesus' example and encourage tolerance through stories such as The Good Samaritan, The Adulterous Woman and The Women at the Well *'This is a Catholic school which seeks to live out the values of Jesus Christ. We promote these values by our words and deeds, and Catholic doctrine and practice therefore permeates every aspect of the school's activity. We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen 1:27). Our curriculum is designed to enable every pupil to discern their vocation and to be well-equipped to follow it as active citizens in service to the world. Catholic Religious Education is the "core of the core curriculum" (Pope St John Paul II) 4 and the foundation of the entire educational process. We also provide a wide range of extra-curricular activities and strong pastoral support. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected.'*