



**CORPUS CHRISTI
CATHOLIC SCHOOL**

PSHE Statement

September 2020

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare



CORPUS CHRISTI
CATHOLIC SCHOOL

POLICY STATEMENT:

Date	Review Date	Subject Leader	Nominated Governor
Sept 20	Sept 21	Mrs G Jenson	Mrs Starkey

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.

CURRICULUM AIMS AND OBJECTIVES:**Aims**

To ensure that:

- Pupils are taught the school values and realise that they are integral to our school's vision and ethos.
- Pupils are actively taught through our timetabled PSHE lessons and other subject areas it has links with e.g. science, computing, PE and RE.
- Pupils receive our Catholic curriculum 'Come and See' with analysis, reflection, interpretation and critical appreciation of the teachings of the Church.
- Pupils develop an understanding of the moral and spiritual element to our broad curriculum.
- Pupils have 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.

Objectives

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 behaviour and actions, rights and responsibilities as citizens and economic wellbeing.

From September 2020, Relationships Education and Health Education is compulsory in all primary schools, made under sections 34 and 35 of the Children and Social Work Act 2017. The following foreword by the Secretary of State for Education encompasses why this is such an essential aspect of every child's education: *Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.*

LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

ORGANISATION AND PLANNING

Strategies

Implementation of National Curriculum 2014

In the National Curriculum for 5 - 11 year olds, is developed through

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 utmost importance: • 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.

	<ul style="list-style-type: none"> • 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: • 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 • 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: • 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: • 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

	<ul style="list-style-type: none"> • 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 Upper Key Stage 2. • 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 • 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 wellbeing</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

	<ul style="list-style-type: none"> • 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: • 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 • ‘Cooking Club’ after school that helps children to plan and cook healthy meals • Children are helped to make informed healthy choices by: • 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: • 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:
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	<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 responsibilities with increasing independence, for example: <p>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>
<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: • 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: • 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: • 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)

	<ul style="list-style-type: none"> • Children are taught about the importance of respecting and protecting the environment by: • the school has a Green Team that is elected each year, and is active in supporting the school to be eco-friendly • posters around the school help minimize waste • travel plans encourage children to make eco-friendly choices in how to travel to school. • Children are taught the importance of money and how to manage it by: • 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: • fundraising events held by the School Council • a tuck shop run by the children at residential trips
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REMOTE LEARNING

As appropriate

Teachers in each year group will together develop contingency plans to deliver the PSHE curriculum to pupils in the event that remote learning is required.

Contingency plans will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Give access to high quality remote education resources
- Make use of the online tools that are consistently used across the school in order to allow interaction, assessment and feedback to pupils
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Be inclusive of SEND pupils and their families

DIFFERENTIATION

Schools will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community. Where appropriate this may also require a differentiated curriculum. Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils.

ASSESSMENT FOR LEARNING

MONITORING ARRANGEMENTS

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Co-Headteachers and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils' work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

INCLUSION

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Monitoring and Evaluation
 - Special Educational Needs
 - Academically More Able, Gifted and Talented Pupils
 - Key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

ROLES AND RESPONSIBILITY FOR THE POLICY

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Co-headteachers to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Co-Headteachers and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Co-Headteachers

The Co-Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
 - ‘have good knowledge of the subject(s) and courses they teach;
 - have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - create an environment that allows the learner to focus on learning;

- develop a rigorous approach to the teaching of reading in order to develop learners’ confidence and enjoyment in reading;
 - use reading materials at the early stages of learning to read that are closely matched to learners’ phonics knowledge’. (Amended from the ‘Education Inspection Framework’ (Ofsted 2019)
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- work closely with the curriculum leader, subject leaders and the link governor;
 - ensure compliance with the legal requirements of the National Curriculum;
 - consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
 - encourage parents to take an active role in curriculum development;
 - provide leadership and vision in respect of equality;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
 - annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

lead the development of this policy throughout the school;

- work closely with the Co-Headteachers, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils
- work in conjunction with the Headteacher, Senior Leadership Team Leader, teaching and support personnel to provide statements on each of the following:

We ...		Evidence
Intent	have constructed a ‘curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life’ by:	
	provide a curriculum that is ‘coherently planned and sequenced towards cumulatively sufficient	

Implementation	knowledge and skills for future learning and employment' by:	
	have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by:	
	ensure 'learners study the full curriculum 'specialising' only when necessary' by:	
	ensure 'teachers have good knowledge of the subject(s) and courses they teach' by;	
	provide 'effective support for those teaching outside their main areas of expertise' by:	
	ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by:	
	ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by:	
	ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by:	
	ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by:	
	Impact	ensure assessment is used well in order to 'help learners embed and use knowledge fluently or to check understanding and inform teaching' by:
'understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners' by:		
ensure 'teachers create an environment that allows the learner to focus on learning' by:		

	ensure 'the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	
	ensure 'learners are ready for the next stage of education, employment or training' by:	

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy (in an age appropriate form);
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy as it applies to them;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to assist in school as volunteers;
- be encouraged to respond to curriculum information newsletters;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

LINKS TO OTHER POLICIES

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact

- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

Confirmation of policy:

Corpus Christi School

Subject Lead: Mrs Jenson

Link Governor: Mrs Starkey

Date to be reviewed: September 2021