

St Mary's Catholic Primary School



**Personal and Social,
Well-being and Cultural
Diversity Foundation Phase
Policy**

**Learning and Loving
Caring and Sharing
through
The message of Christ**



**St Mary's Catholic Primary School is a happy
community where we are loved and valued as
individuals.**

**As Disciples of Jesus, we learn
together, pray together and
celebrate together as one in God's love.**

**Together with parents/carers, the parish and the
wider community, we prepare our children to live
and build God's kingdom on earth.**

Our school policy is that every child will be taught Personal and Social Development, Well Being and Cultural Diversity in an environment which reflects the Church's teachings of love, tolerance and respect and will be helped to reach their full potential in Personal and Social Development, Well Being and Cultural Diversity.

Our school ethos is based on an Accelerated Learning culture. This culture emphasises a positive 'Can do' learning climate within the whole school to ensure that all pupils reach their full potential. At the heart of this positive learning climate we develop the personal and social development and well-being of our pupils enabling them to express themselves, to extend their sense of self worth and to interact effectively with others.

Supporting personal and social development and well-being enables children to become healthy and independent. It will equip them to be more informed, confident and skilled in order to take an active and responsible part in the life of the school, the wider community and society at large. It will enhance learning, motivation and achievement. Pupils will learn to appreciate what it means to be a positive member of a culturally diverse society and become a good global citizen.

Aims & Objectives

Through a holistic approach at St. Mary's Catholic Primary School we aim to enable the children to:

- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Have a secure sense of wellbeing to support them to become effective learners;
- Have positive dispositions to learning to establish life-long skills;

- Develop empathy and sensitivity to the needs and feelings of others in their own and wider community;
- Empower pupils to celebrate diversity; participate in their communities as active citizens and to develop a global perspective;
- Have self-respect, understand what makes for good relationships and have respect for others;
- Collaborate with each other, working together to extend their learning;
- Be independent and responsible members of the school and wider community;
- Develop their own views and moral values;
- Know and understand what constitutes a healthy lifestyle and promote this;
- Develop an awareness of safety issues to enable them to live safe, healthy lives;
- Develop positive attitudes and behaviour towards the principles of Sustainable Development and Global Citizenship;
- Begin to understand the importance of democratic decisions making;
- Be prepared for the challenges, choices and responsibilities of work and adult life.

Teaching and learning style

At St. Mary's we have adopted a holistic approach to the teaching and learning of personal and social development. Our main aim is to develop children's skills, awareness and understanding through a structured program taking account of their learning needs and allowing for spontaneous developmental opportunities when they arise.

We aim to ensure learning is exciting, challenging and creative, and that learners understand what they need to do to improve and how they can do this. By promoting self and peer assessment we aim to encourage children to take responsibility for improving their own work.

We recognise all children are different and provide suitable learning opportunities for all children by matching the challenge of the activity to the needs / ability of the child. We achieve this through a range of strategies taking account of all learning styles, extending children's thinking skills, providing opportunities for children to plan, develop and reflect on their own learning and through the organisation of the learning environment. We encourage children to learn collaboratively and take some ownership for their own learning with adults facilitating this, willing to learn alongside.

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes are developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales. They become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their

environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

Language, Literacy and Communication Skills

- To communicate thoughts and ideas through dramatic and role play activities.
- Through handling books from different cultures to develop children's knowledge of the different languages that exist in Wales
 - how they sound and look

Mathematical Development

- through counting in daily routines – how many children have dinners through to addition/subtraction/multiplication when buying and selling fruit and vegetables from an imaginary greengrocer/supermarket
- through exploring the importance of various numbers in the different cultures and traditions

Bilingual Skills

- through starting to express/communicate feelings and emotions in Welsh through to reading and writing simple texts relating to moral issues
- experiencing through role play/small world activities/cooking the different images and tastes that are integral to the cultures within Wales

ESDGC / Cultural Diversity

- Involvement in concerts and school Eisteddfod.

Knowledge and Understanding of the World

- developing an enquiring mind through structured 'exploration' activities in the outdoor learning environment, such as developing routes/plans
- exploring their local environment and wider country, and identifying culturally diverse links through experiential learning activities and using ICT

Physical Development

- through the children sharing and working with others and playing traditional games from other cultures to improve their fine manipulative skills
- through moving large equipment children should become aware of safety issues to themselves and others

Creative Development

- through exploring a range of sound sources indoors and outdoors children can discuss preferences and share 'emotions' from music with others
- using a variety of media and textures children can create and copy patterns used in different cultures.

Additional Learning Needs inc. More Able & Talented

St. Mary's Catholic Primary School recognises and supports the needs of all children. Pupils will be offered appropriate challenging opportunities to generate their own learning, to think and work independently and to foster a love and commitment to lifelong learning.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Curriculum Cymreig

Opportunities are provided to develop and apply their skills, knowledge and understanding of the cultural, historical and linguistic characteristics of Wales.

Transition

Whole school planning allows for smooth transition between phases. Regular curriculum meetings take place to ensure progression, smooth transition and continuity between the phases.

Resources

There are a wide range of resources within each area of the Foundation Phase. Children are introduced to class rules and aware of what is expected of them. Staff act as positive role models and children are encouraged and rewarded for using good manners.