

Personal, Social, Health and Economic Education

PSHE Policy Including Spiritual, Moral, Social and Cultural Development

With reference to the standards from the Equality Act 2010

Introduction

At Cognitive Paths, we aim to provide an environment that nurtures thought readiness and accurate observation skills for children, through exploring the common qualities that define and unify us all. We encourage knowledge and understanding, values and attitudes and developing skills.

We have standard workshop categories, targeted at primary learning age and above; these are geared around the requirements of different key stages of learning. However, sessions can be as simple or as complex as the group's abilities allow. Session times are adjustable, but this may compromise the content of the workshops.

We actively promote Citizenship, PSHE, British Values, Prevent, SMSC and STEM career days with Bristol & Bath Science Park to build mutual respect and tolerance of those with different faith, cultures, and beliefs, whilst raising career aspirations.

We encourage the children to respect all other people with particular regard to the protected characteristics under the Equality Act 2010.

We provide an imaginative and carefully based curriculum approach which develops the intellectual, critical thinking, emotional, thought readiness and spiritual aspect of each child and school.

We provide a principled environment in which each child can

- Discover simple principles of spiritual knowledge;
- Show confidence in their creative powers;
- Share specific cultural knowledge;
- Grow in awareness, self-confidence, and thoughtfulness;
- A space to talk freely about religion, belief, behaviour and the search for truth and their inner world;
- Appreciates stillness and a sense of awe and wonder;
- Induction to the world of Science, Technology, Arts, Mathematics;
- Discover simple principles of spiritual knowledge and the universe and explore their relationship to that universe;
- Learn to distinguish right from wrong;
- Respect the civil and criminal law and the rules of the school;

- Respect democracy, the rule of law and individual liberty, support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- Value friendships and cares for their friends;
- Show initiative and contributes positively to the needs of the class, the School, the locality and an ever-expanding community;
- Through the richness of the curriculum, have access to the finest material offered by our own and other cultures;
- Develop an understanding, respect, and tolerance of their own and other cultures and those with different faiths and beliefs;
- Look at their own culture and what they contribute every day;
- Know what constitutes a healthy lifestyle and is aware of safety issues;
- Explore enterprise opportunity;
- Stimulate early cognitive abilities;
- Provide a database of arts practitioners;
- Explore diverse cultural etiquette and ethics;
- Discover African Philosophy and Culture Approaches;
- Offered a balanced presentation of opposing views when political issues are raised;
- Develop self-knowledge, self-esteem, and self-confidence;
- Feel encouraged to accept responsibility for their behaviour;
- Acquire broad general knowledge of and respect for pupils' institutions and services in England.

Every child matters

This policy recognises the relevance of all the five outcomes: Communication, Spirituality, Intercultural, Enterprise, Citizenship, and Cultural Appropriate.

Diversity & Intercultural Awareness	Spirituality and Beyond	Communication and Design
<p>We promote recognition and appreciation of diversity as an opportunity and source of learning for all, in respect to the multicultural nature of society today. We aim to develop the ability to communicate and encourage social interaction, which creates identities and a sense of belonging to humankind.</p>	<p>We explore the influence of belief on insight, principal, attitudes and values which guide and motivate people. We aim to enhance pupils' imagination, creativity, and intuition. Exploring human emotions which causes us to reflect and to learn from the intangible experiences and wonders of the world.</p>	<p>We consider the climate and ethos of the school and what effects this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. Young people contribute to the development and direction of thought through discussions, decision-making and determine the depth of the lesson.</p>

Soft Skills / Enterprise	Citizenship	Cultural Appropriate
<p>We aim to promote the acquisition of knowledge, skills, and etiquette that encourage and ensure the development of ideas, initiatives, and projects, in order to create, innovate or make changes in the sphere of action of the individual depending upon the challenges set by society. We look at nonverbal communication, presentation, and managing rejection.</p>	<p>We contribute to the development of responsible, autonomous and solidary people that know and exercise their rights and duties through dialogue and respect for others, with a democratic, pluralist, critical thinking and creative spirit.</p>	<p>Culture is the characteristics and knowledge of a particular group of people; it's not colour based. Our teachings demonstrate attitudes, ethics and principles of other customs with a focus on African indigenous knowledge. Exploring African Philosophy and theological concepts such as Ubuntu, social ecology, native science, and cosmology.</p>

Pastoral Care

Pastoral care is about supporting students in need of emotional and spiritual support that can be found during in all classes. Carers support people in their pain, loss and anxiety, and their triumphs, joys, and victories.

We prefer all workshop to have a stand-by teacher, who can be there to support children in need.

Philosophy

We use balanced framework of philosophy, one from Africa and the other from Western philosophy. Our workshops are designed for cultural experience and also for educational institutions such as [The Kara Institute](#) and [The Practical School of Philosophy](#) based in South Africa. Our intention is to stimulate an enquiry into the spirit of the human being and to look at their relationship to the universe and each other. We support values such as honesty, compassion, generosity and explores these themes through stories, games, pictures, talks, research, song, presentation, questions and virtual reality. Students really look at, ask questions and talk about themselves, their feelings and what they understand. They are encouraged to listen to and support each other in this. Every child's contribution is valid.

Cosmology

We explore the wonders of the world far beyond us and how it affects us. Through astrology, maths, and science, we ask questions about connectedness. We focus on the calendar, star signs, and the role of ancestors, similar to angles.

Pausing

At the beginning and end of each lesson, students and teachers have the opportunity to be quiet and still for a few moments. This creates a calm atmosphere in which some inner space can be found, and there is the possibility of connecting with one's inner self and signify start and end of activities.

Affirmation

There is a respectful space for practitioners to self-evaluate and reflect on their application or matters relating to task.

Praise

We offer 'Commendations' in which children from each class are commended for outstanding effort, attitude, contribution, behaviour or work. Children may also be awarded the through call and response phrase. We use positive reinforcement and increasing self-confidence such as "You are great," and response like "I am awesome."

Responsibility

Children develop self-confidence by taking on responsibilities around the workshop/school.

As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They will begin to take an active part in the life of their school and its neighbourhood:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- to share their opinions on things that matter to them and explain their views;
- to recognise, name and deal with their feelings in a positive way;
- to think about themselves, learn from their experiences and recognise what they are good at
- to agree and follow the rules of their group and classroom, and understand how rules help them;
- to realise that people and other living things have needs and that they have responsibilities;
- to realise that they belong to various groups and communities, such as family and school;
- to recognise how their behaviour affects other people;
- to listen to other people, and play and work cooperatively;
- to identify and respect the differences and similarities between people;
- to know that family and friends should care for each other;
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;

Links with Other Subjects

In English and Drama, there are numerous opportunities for speaking in front of an audience to develop self-confidence. In Science, Geometry, and Maths, the expression of intangible beauty, birth signs are encouraged and a sense of awe and wonder is fostered. In History, the culture and traditions

of Africa are appreciated including the Kingship, belief, and Democracy. We also have a focus on the history of South Africa during 1960- 1994. In Geography, the children will learn about the interdependence of communities in the wider world, along with the migration of people. We hope the children gain love and respect for nature and develop a range of personal and social skills that equip them for life. Our lessons will explore cultural, and moral ethics that other natives believe, wish asset with Citizenship and Rule of Law.

Teacher/Pupil Relationship

Pupils are encouraged to speak to their teachers or the Deputy Head or Head about anything that is concerning or troubling them. We would expect feedback from teachers or guardians about any child's concern or discomforts.

Respect for the Civil and Criminal Law and Distinguishing Right from Wrong

We have four virtues or rules – truthfulness, magnanimity, harmless and never careless. These are distilled into our core value: 'Be Authentic, Be Generous and kind. Be your Best.' The students are taught to respect these rules and models of moral behaviour are provided to show the benefits of right action. Children are encouraged to respect the civil and criminal law and to look at the Universal Declaration of Human Rights made law in the UK and the Diaspora Manifesto.

Our ethos of Ubuntu emphasizes that *"A person is a person through other people' strikes an affirmation of one's humanity through recognition of an 'other' in his or her uniqueness and difference."*

Our embedded philosophy encourages the pupils to develop their own moral sense and understand the impact of their actions on other people.

Responsible Behaviour and Initiative

Contribution to the Community

Children are encouraged to use their initiative to support charitable work in their communities and the wider world. Within their own school, community children should take responsibility for caring for their environment and taking on roles available such as leadership, sports captain, etc. Students can take care of their school surrounding and get involved in their community via family and parents support.

Community of Inquiry

Students can choose to join our community of inquiry to develop local strategies, thinking and influence the local communities' demographics by shaping and voicing they point of view regarding local development, social, political, economic and health plans. Providing pupils with broad general knowledge of public institutions and services in England. These are more demographic specific

workshops that explore the local development of the student's living neighbourhood or school, to help them navigate more effectively in their community.

School Trips

The children are introduced to the public institutions and services in England through a variety of school trips. We facilitate STEM and Nature Based trips to raise aspirations and explore career paths. Our links with business such as [Bristol and Bath Science Park](#) and [Growing Futures](#) helps make this possible.

Visitors

We have access to speakers and visitors from public institutions and community. These include business, community leaders, dance practitioners, storytellers, the police, and charity workers. If any school would like a more mixed workshop, we are happy to share our network and design workshops that are a long-term project with the schools.

The Celebration of our Own and other Cultures

We explore and celebrate qualities that define and unify us all. The children are encouraged to respect all religions and cultures in the spirit of Ubuntu and tolerance. As part of the curriculum, they meet the best material from a variety of cultures – the music of Ladysmith Black Mambazo, the language of the Nguni / Zulu / siSwati, the teachings of African belief systems and celebrations like the Kwanzaa. There are occasional days when traditional food (e.g., African, Britain, and Caribbean) is served. All children's' parents can be invited to come and speak to us about the children's aspects of their faith or culture. This can often involve food, music and dress up.

Assemblies celebrate our Nelson Mandela's culture with the Lord's Prayer, stories from the Bible and regular visits to diverse heritage sites. We also include speakers on other faiths.

Links with the Church

We encourage links with the Church, places of worship and faith groups.

Respect for Fundamental British Values

The children are encouraged to respect the values of democracy and can vote their classmates onto the school ladder where appropriate. They are encouraged to value their freedom within the rules of the school and the laws of the nation and acknowledge that rules/laws are there for their own well-being and safety.

We are aware that any political presentation or political literature in the school should be balanced.

Our Bodies

The children will learn about their bodies and how to care for themselves. They will hear about personal hygiene and will be reminded to wash their hands regularly and brush their teeth. The older classes will learn about personal hygiene and their changing bodies. We will explore the significance of scars, symbols, and rite of passage.

Safety

We follow and adopt the school's Health and Safety Policy and procedure.

Teaching Methods

We deliver our PSHE/SMSC through class lesson, assemblies and in other variety of ways such as:

- Through other subjects, e.g. Black History Month (History);
- School trips (Bristol and Bath Science Park);
- Classroom workshops 40-55 min;
- Targets group work (High Achievers);
- Class activities and discussions – e.g. Ubuntu Philosophy (Group work, Assemblies);
- Research and group work activities;
- Assemblies (Song and Praise).

Recording and Reporting

Children's efforts and achievements are marked in a variety of ways including:

- Stickers and praise;
- Development of Thought;
- Quality of Question;
- Ability to explain to others;
- Based on personal development;
- Attitude, Participation, Extra Milling;
- Pupils have personal targets which they may set themselves and assess their own success in meeting them.

Personalised Learning

An important aspect in the workshop of PSHE/SMSC is that the contribution of every child is highly valued. Because of the wide range of activities and approaches involved in PSHE/SMSC, there are ample opportunities for all to contribute in some way.



Staffing

Only subject and heads teachers are involved in the design and delivery of our workshops. Class teachers teach philosophy to their classes or assist with the workshop by monitoring development effects.

Training

We will aim to always update our learning and training by coordinating with regulations and industry standards.

With reference to the standards effective from 2015-2017 and the Equality Act 2010

