



ST JOHN FISHER CATHOLIC SCHOOL

Human Society & Its Environment Policy

INTRODUCTION

St John Fisher Catholic School is a K-6 learning environment in which the children are arranged according to multi-aged learning groups of K/1, 1/2, 3/4, Year 5 and Year 6. Students in Early Stage One/Stage One will participate in a three-year learning cycle and students in Stage Two and Stage Three will participate in a two-year learning cycle (see Appendix 2 of this policy). The units of work within these cycles are organised so as to expose the students to a variety of learning experiences, topics and issues across all of the four learning strands of the *Human Society and Its Environment K-6 Syllabus* (Change and Continuity, Cultures, Environments, Social Systems and Structures) within each learning stage. Units of work will be designed so as to enable students to experience the Syllabus outcomes through an inquiry learning process. Some Syllabus outcomes will also be experienced and achieved through the interactions that students have between themselves and other people in their daily lives, as well as through the regular operation of class and school events and practices. Learning experiences will be planned and selected so that they allow students to explore and develop outcomes encompassing knowledge and understanding, skills, and values and attitudes.

PURPOSE/RATIONALE

Through application of this policy, Saint John Fisher Catholic School aims to:

- ensure that each student is given the opportunity in Human Society and Its Environment to attain the concepts, skills, knowledge, understandings, values and attitudes defined by the *Human Society and Its Environment K-6 Syllabus*;
- provide a quality education and promote a desire for excellence among teachers and students within the area of Human Society and Its Environment;
- develop positive interactions between members of the student community with each other and their cultural, social and physical environments;
- equip students with the skills, knowledge and values that they require in order to be responsible citizens within our society;
- develop the inquiry learning skills of the students;
- develop in students "...a sense of personal, community, national and global identity..." (*Human Society and Its Environment K-6 Syllabus* :Board of Studies NSW 1998 page 7).

AIM

The teaching of content from the *Human Society and Its Environment K-6 Syllabus* aims to "...develop in students the values and attitudes, skills, and knowledge and understandings that:

- enhance their sense of personal, community, national and global identity;
- enable them to participate effectively in maintaining and improving the quality of their society and environment." (*Human Society and Its Environment K-6 Syllabus*: Board of Studies NSW 1998, page 6)

BELIEFS ABOUT TEACHING AND LEARNING

The teaching staff of Saint John Fisher Catholic School believe that:

- the teaching of Human Society and Its Environment should be relevant to the needs and experiences of the students;
- human Society and Its Environment topics and associated learning activities should be meaningful and useful to the students;
- content should be interesting and stimulating for the students;
- human Society and Its Environment programs should present students with open-ended tasks that cater for all student abilities;
- students should participate in a combination of individual, small group and large group activities within each unit of work.

RELIGIOUS DIMENSION

One of the key aspects of learning experiences within the Human Society and Its Environment Curriculum is that it allows students to develop Christ-like actions and attitudes towards others. "The development of values and attitudes underpins learning and teaching in Human Society and Its Environment. Values and attitudes related to social justice, intercultural understanding...beliefs and moral codes...are incorporated into the outcomes and content of this syllabus. Moral education is incorporated through the development of values and attitudes in this syllabus. General religious education is incorporated into the syllabus to assist students to understand the role of religion and spirituality in communities and societies and in the lives of individuals." (*Human Society and Its Environment K-6 Syllabus*: Board of Studies NSW 1998, page 5). Exposure to content from the *Human Society and Its Environment K-6 Syllabus* will contribute to the development of a social conscience within individual students and may encourage them to develop empathy and tolerance for others, as well as a desire to take personal action in an effort to bring about social change and equality.

OUTCOMES

As a consequence of this policy it is envisaged that:

- students will develop empathy and tolerance for others, as well as a desire to work towards equality for all;
- students will be accepting of the different cultural and family backgrounds of individuals within our school community;
- students will come to develop an understanding and appreciation of the need for various social systems and structures within our society;
- teachers will implement balanced Human Society and Its Environment programs which include exposure to all four strands of the *Human Society and Its Environment K-6 Syllabus* (Change and Continuity, Cultures, Environments, Social Systems and Structures) in each learning stage;
- teachers will plan a variety of learning activities that will develop the students' "...knowledge, understanding, skills, values and attitudes about people and their social and physical environments." (*Human Society and Its Environment K-6 Syllabus*: Board of Studies NSW 1998, page 5).

REQUIREMENTS

- teachers will program Human Society and Its Environment according to the NSW Board of Studies *Human Society and Its Environment K-6 Syllabus* document and the requirements within this policy statement;
- learning activities within individual programs should allow modification for those students with learning difficulties, as well as extension for those students who are talented in the curriculum area of Human Society and Its Environment;

- when planning units of work, teachers should consider implementing activities that will allow students from backgrounds that have different cultural, religious and family practices from the majority of students within our school community, the chance to share and be proud of their heritage where-ever and whenever possible. These activities should, where possible, also involve members of the student's extended family;
- human Society and Its Environment may be taught as a stand-alone curriculum area or within an integrated program, but with an expectation of a minimum of ninety minutes of Human Society and Its Environment content per week according to the recommendations of Broken Bay CSO;
- content from the Human Society and Its Environment Syllabus must be taught within each school term of the year;
- teachers are to plan units of work so that students are given access to subject matter across all four content strands of the Human Society and Its Environment Syllabus within each learning stage;
- "programming should ensure that the aims and objectives are central to the purpose of units of work selected." (*Human Society and Its Environment K-6 Syllabus*: Board of Studies NSW 1998, page 80);
- when assessing student achievement of Human Society and Its Environment outcomes, teachers should also give consideration to other aspects of school life outside of the classroom, for example school council.

REFERENCES

- Saint John Fisher Catholic School's Vision Statement.
- Diocese of Broken Bay Vision Statement.
- NSW Board of Studies (1998): *Human Society and Its Environment K-6 Syllabus*.
- NSW Board of Studies (1998): *Human Society and Its Environment Units of Work*.

EVALUATION

The respective class teachers will evaluate the suitability of the units of work within each stage at the end of each cycle year. Any modifications that will be required are to be passed on to the Human Society and Its Environment Key Reference Teacher within the school.

This Human Society and Its Environment Policy will be reviewed by the Human Society and Its Environment Key Reference Teacher/School Executive Committee in 2005.

APPENDIX A

List of Resources

- Saint John Fisher Catholic School Intranet Site.

This web page contains links to a copy of this policy, outcomes, current units of work, programming templates and evaluation samples. It also contains links to resources on the World Wide Web, such as the Board of Studies Site and relevant links to units of work.

APPENDIX B

Scope and Sequence of Units

The following units of work have been arranged according to a three-year cycle (Early Stage 1/Stage 1) and a two-year cycle (Stage 2 and Stage 3), so as to allow the students to have learning experiences across all four content strands of the *Human Society and Its Environment K-6 Syllabus* without repeating units of work within the same stage.

The following abbreviations have been used in the table below to represent the four content strands of the *Human Society and Its Environment K-6 Syllabus*:

CC = Change and Continuity

CU = Cultures

EN = Environments

SS = Social Systems and Structures

EARLY STAGE 1/STAGE 1			
Strand	Cycle A (1997, 2000, 2003)	Cycle B (1998, 2001, 2004)	Cycle C (1999, 2002, 2005)
CC	How Do We Celebrate Around the World? (HSIE Units of Work p51)	How and Why Do We Communicate?	How Does Transport Affect Our Lives? (HSIE Units of Work p47)
CU	Families Past and Present	This Is Me (ES1 Unit) (HSIE Units of Work p29) Identifying Us (S1 Unit) (HSIE Units of Work p59) These two units are to be combined as one unit of work	How Does Music Affect Our Lives?
EN	Places We Know The Sea The Farm	How and Why are Australian Native Animals Important To Us?	Wet and Dry Environments (HSIE Units of Work p71)
SS	What Are Childrens' Needs and How Are They Met? (HSIE Units of Work p37)	Workers in the Community (HSIE Units of Work p43)	What is My Neighbourhood Like? (HSIE Units of Work p33)

Scope and Sequence of Human Society and Its Environment Units

STAGE 2		
Strand	Cycle A (2001, 2003, 2005)	Cycle B (2002, 2004, 2006)
CC	Places Now, Then and Tomorrow. British Colonisation of Australia	
CU		Living In Communities People and Their Beliefs.
EN		State and National Parks Australia, You're Standing In It
SS	Who Will Buy? Co-operating Communities	

STAGE 3		
Strand	Cycle A (2003, 2005)	Cycle B (2002, 2004, 2006)
CC	Gold! (HSIE Units of Work p115) How Has Exploration Influenced Australian History?	
CU		Identity and Values (HSIE Units of Work p141) See also unit of work "How Does Cultural Diversity Improve Our Australian Society?" Study of a Cultural Group: Bali (HSIE Units of Work p135) See also Co-Investigators unit on Bali
EN	Current Issues: Antarctica. (HSIE Units of Work p127)	Global Environments: Rainforests (HSIE Units of Work p119)
SS	State and Federal Government. (HSIE Units of Work p123) See Also: How Can I Make My Vote Count?	Global Connections (HSIE Units of Work p145)