



NIEPUBLICZNA
POLSKO-ANGIELSKA
SZKOŁA PODSTAWOWA

Educational and preventive program in the 2022/2023 school year

According to Art. 26 of the Education Law of December 14, 2016 (Journal of Laws of 2021, item 1082, as amended), the primary school has been implementing an educational and preventive program from September 1, 2017, including:

1. educational content and activities aimed at students,
2. preventive content and activities tailored to the developmental needs of students, prepared on the basis of a diagnosis of the needs and problems of a given school community, addressed to students, teachers and parents.

Introduction to the program.

"If you can dream it, you can do it"

As our Walt Disney school slogan says, "If you can dream it, you can do it." Following this message, the primary task of our school is to provide optimal conditions for development for each student.

We shape skills such as: independence, freedom of communication in different languages, presenting one's own point of view and cooperation. We provide education and upbringing students based on values such as truth, responsibility, honesty, tolerance and respect for others.

Each teacher, through his work, strives to achieve the common goal of the comprehensive development of the student's personality. We want to stimulate personal interests, we discover talents and skills. Due to the specific international character of the school, we care for the personal culture of each student and ensure safety and a friendly atmosphere. We shape an active, open and independent person who is well prepared to function in the modern world. Our school will become a child-friendly school, in which the most important actors will be students and teachers. Students will study and work in an atmosphere of mutual tolerance and respect for the right to personal dignity. In our school, education will be at the same time education, which is to serve the comprehensive development of the Student and the development of ethical habits. To this end, our school environment must become a creative environment in which each of the entities will be able to fulfill themselves according to their own needs. In order to properly implement the intended activities, our school will become a safe and student-friendly school. The educational and preventive program also assumes the implementation of the priorities of the Mazowieckie Superintendent of Education. Therefore, the following issues were taken into account in the activities undertaken: supporting the role of the family by the school, incl. by the proper organization of educational classes, education for family life and the implementation of the tasks of the educational and preventive program. Education to be sensitive to truth and goodness. Shaping the right attitudes of nobility, social commitment and care for health. Action to make the canon of classical education more accessible, introduce the civilization heritage of Europe, patriotic

education, teach history and learn about Polish culture, including spiritual and material achievements. Improving the quality of education through activities taking into account the diverse development and educational needs of all students, providing psychological and pedagogical support, especially in a crisis situation caused by the COVID-19 pandemic in order to provide care and assistance, strengthening the positive atmosphere of the school and a sense of security. Prudent use of digital tools and resources as well as educational methods using information and communication technologies in the education process. Strengthening environmental education in schools. Developing an attitude of responsibility for the natural environment. In addition, the diagnosis and risk factors were taken into account, focusing educational activities on the prevention of addictions and safety on the Internet, skilful use of social networks, addiction prevention, shaping civic and patriotic attitudes, Internet safety, using social networks, developing mathematical competences of students, developing creativity, entrepreneurship and digital competences of students, including safe and intentional use of ICT, career counseling, enhancing the educational role of schools and improving the quality of inclusive education at school.

Chapter 1.

School mission and vision.

School mission

The mission's goal is to adapt the curricula to the future needs of young people, encourage effort, stimulate students' creativity, and serve the local community. Striving to ensure that the School enjoys the recognition of the local community and the trust of parents, and that its employees have satisfaction with their work. The mission of the school is language education aimed at students' communication skills, with particular emphasis on efficient communication in English, both spoken and written.

School vision

A school adapted to civilization changes, in a modern way preparing children and youth to the challenges of adulthood. The school achieves high results in the field of teaching, upbringing and care, shapes patriotic, pro-health and ecological attitudes, develops mathematical competences, develops creativity, entrepreneurship, implements IT and especially linguistic education, stimulates the comprehensive development of the student, effectively counteracts social pathologies, offers the student attractive methods learning, develops his interests and encourages him to adopt active and creative attitudes. Develops sensitivity to the needs of other people and engages in active, voluntary and disinterested help to others as part of volunteering activities. Develops the student's independence in various areas of activity. Provides tools for the appropriate search, sorting and processing of information. It equips the student with a set of skills allowing for an active, independent and creative being an independent individual.

Chapter 2

Tasks of the School Educational and Preventive Program

1. General assumptions

Upbringing is supporting a child's development towards full maturity in the physical, emotional, intellectual, spiritual and social sphere, which should be strengthened and supplemented by activities in the field of prevention of children and adolescents in accordance with Article 1 point 3 of the Educational Law.

The aim of the preventive and educational program is to take into account the overall educational impact along with complementary preventive actions depending on the needs of students.

The aim of upbringing at school is a mature pupil / ward according to the development phase in which he or she is. Maturity is achieved in four spheres: physical, mental (including but not limited to emotional and intellectual), social and spiritual.

The above goals are achieved through educational activities, where "upbringing" should be understood as the process of supporting the student / pupil in development.

Undertaking preventive actions, where "prevention" should be understood as an intervention that strengthens, corrects and supplements education.

According to the indications, educational and preventive activities in our school consist in conducting activities in the field of health promotion and supporting the student in his development aimed at achieving full maturity in the area of:

- **physical** - aimed at acquiring knowledge and skills allowing the student to lead a healthy lifestyle and engage in pro-health behavior;
- **mental** - aimed at building mental balance and harmony, shaping attitudes conducive to strengthening one's own and other people's health, shaping an environment conducive to the

development of health, achieving a proper attitude to the world, self-esteem and respect for fundamental values. Make people sensitive to truth and good.

- **social** - focused on shaping the attitude of openness in social life, based on the ability to independently analyze social patterns and norms and practicing the ability to fulfill social roles;
- **spiritual** - aimed at gaining a constructive and stable value system, including appreciating the importance of health and a sense of the meaning of existence.

The school conducts systematic educational, informative and preventive activities among students, parents, teachers and other school employees. This activity will take the form of talks, workshops, skills training, theater performances, festivals (taking into account the rules of the currently applicable sanitary regime), as well as in other forms including the use of active working methods.

2. Tasks:

1. Building a pro-health attitude and a healthy lifestyle.
2. Shaping a hierarchy of a value system in which health is one of the most important values in life.
3. Strengthening ties with the school and the local community among students and pupils.
4. Developing and supporting voluntary activity.
5. Shaping a friendly atmosphere at school or institution, building proper peer relations and student-teacher relations, as well as mutual relations between teachers, educators and parents or guardians, aimed at strengthening ties with peers, teachers and tutors.
6. Developing the skills of conscious and effective use of information and communication technologies in educational processes, shaping a critical approach to content published on the Internet and social media.

3. Detailed objectives

A student of our school:

- is kind, attentive, seeing the needs of another person,
- willing to help peers,
- respects people and their rights,
- is tolerant towards another person,
- is responsible,
- can solve conflicts,
- can cope with difficult feelings (anger, anger, fear),
- is assertive,
- can communicate with others, discuss, defend and justify their own point of view,
- proudly represents the school outside,
- is guided by love for the motherland, respect for Polish cultural heritage, while being open to the cultures of Europe and the world,
- they feel safe in their school environment,
- distinguishes between good and bad,
- distinguishes between truth and false,
- takes care of personal hygiene, aesthetics of clothing, rooms,
- can develop their abilities and interests, be creative.

4. The graduate model

- is well prepared for education in secondary school, regardless of its type,
- is prepared to undertake education abroad,

- has the ability to apply knowledge in practice in everyday life and tries to solve all problems in a creative way,
- communicates efficiently in Polish, uses books and multimedia, freely expresses his thoughts and feelings,
- efficiently and effectively communicates in English, both orally and in writing,
- develops interest in the world around him,
- uses efficiently information technology,
- is prepared to receive various forms of culture,
- can make a self-assessment,
- distinguishes between good and bad behaviors and follows the norms in their behavior,
- takes care of his own and others' safety,
- is characterized by sensitivity, conscientiousness and persistence in pursuing the set goal,
- can choose a safe and healthy path of development,
- shows kindness and respect for other people,
- can act in a group,
- they can express their views, have specific aspirations,
- is prepared to take responsibility for the decisions made,
- brings disinterested help to people in need.

5. Diagnosis of the educational situation

Each year, a diagnosis of the environment is carried out, the needs and resources of the school in the area of education and prevention at school are analyzed on the basis of:

1. questions aimed at parents on parents' expectations in the implementation of preventive and educational content,
2. the educator's observations about the pupils,

3. observations and observations of the school educator,
4. analysis of the state of education at school,
5. observation of the current behavior of students at school,
6. analysis of the notes entered in the journal;
7. semi-annual reports prepared by the class teacher.

6. Criteria of effectiveness

1. All students of our school are affected by this program.
2. All teachers implement the Educational and Preventive Program, and in particular the tutor teachers take into account its contents when planning and implementing class work plans.
3. Parents of our school students know and accept the program and actively cooperate in its implementation.

7. Tasks and obligations of entities implementing the program

I. School principal:

1. takes care of the proper functioning of the school, the level of educational and care work at the school, shaping a friendly and creative atmosphere at school,
2. supports organizational support for preventive activities in the school environment,
3. creates conditions for the proper implementation of the Convention on the Rights of the Child and enables students to maintain a sense of national, ethnic and religious identity,
4. checks the fulfillment of compulsory education by students
5. organizes training for teachers,

6. cares about ensuring safety at school;
7. ensures absolute compliance with the rules of the sanitary regime in connection with the threat of the Covid-19 pandemic

II. School pedagogue:

1. prepares the school's preventive and educational program and evaluates it,
2. diagnoses threats to children and adolescents at school and outside it,
3. consider the behavior of students and their progres in learning,
4. implements various forms of suport, informs parents about her observations in order to jointly undertake remedia actions,
5. cooperates with institutions that suport the family in raising children, including the local psychological and pedagogical center,
6. conducts consistant ongoing cooperation with students, teachers, class teachers, parents and the school principal.

III. External psychologist:

1. conducts research and diagnostic activities of students, including diagnosis, of individual developmental and educational needs and psychophysical abilities of students in order to determine the strengths, predispositions, interests and talents of students as well as the causes of educational failures or difficulties in the functioning of students, including barriers and limitations hindering student's functioning and participation in school life;
2. diagnoses educational situations at school in order to solve educational problems which constitute a barrier and limit the active and full participation of the student in school life;
3. provides students with psychological and pedagogical assistance in forms appropriate to the identified needs in accordance with the statute;

4. undertakes activities in the field of prevention of addictions and other problems of children and youth;
5. minimizes the effects of developmental disorders, prevents behavioral disorders and initiates various forms of help in the school and outside environment of students;
6. initiates and conducts mediation and intervention activities in crisis situations;
7. supports teachers and class teachers in:
 - identifying individual developmental and educational needs as well as psychophysical abilities of students in order to determine strengths, predispositions, interests and talents of students as well as reasons for educational failures or difficulties in students' functioning, including barriers and limitations hindering the student's functioning and participation in school life,
 - providing psychological and educational help.

IV. Teacher:

1. has a duty to react to manifestations of social maladjustment in children,
2. supports the psychophysical development of students with his attitude and pedagogical activities,
3. provides provides assistance in overcoming school failures, based on the identified needs of students,
4. is responsible for the safety, health and life of children during their stay at school and outside its premises, during school celebrations, outings and school trips,
5. provides psychological and pedagogical assistance in the ongoing work with the student.

V. Class Teacher:

1. conducts consultations for parents in cooperation with the school pedagogue,
2. tends in the work to integrate the class team, carries out educational care over the pupils entrusted to him/her by creating conditions supporting their development and prepares students for life in the family and in society,
3. learns the living and learning conditions of his/her pupils,
4. teaches positive thinking and striving for success by developing self-esteem,
5. implements the content and program objectives of the school's educational and preventive program in the course of educational work,
6. coordinates psychological and pedagogical assistance in his class.

VI. Parents:

1. cooperate with the class teacher and teachers in matters of rising and educating children,
2. take care of the proper form of spending free time for their children.
3. ensure that children's phones and computers are properly secured against access to undesirable and forbidden content.
4. actively participate in meetings with class teachers and teachers, in accordance with the presented schedule,
5. bring the child to school on time, teaching them punctuality, a sense of duty and respect for others.

Chapter 3

Educational and preventive content and activities for grades I-III

| Educational and preventive tasks | Ways of performing tasks |
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| Getting to know each other | <ol style="list-style-type: none"> 1. Students take part in games which integrate the group or class team. 2. Participation in class and school celebrations. |
| Creating conditions for the development of individual interests | <ol style="list-style-type: none"> 1. Conducting additional sports activities, daycare room activities. 2. Individual work with an exceptionally gifted student - preparing him/her for competitions. 3. Participation in various types of competitions |
| Learning the rules of behavior in public places | <ol style="list-style-type: none"> 1. Students use forms of cultural behavior. 2. They take part in occasional celebrations, cinema screenings, theater performances in compliance with the rules of sanitary regime, safety and the rules of cultural behavior. |
| Counteracting aggression and violence that make life difficult in the modern world | <ol style="list-style-type: none"> 1. Work on improving your character. 2. Participation in activities aimed at eliminating undesirable behavior. 3. Implementing the principles of the ability to control one's emotions. 4. Acquainting with ways of dealing with unwanted behavior of other people. 5. Learning assertiveness. |
| Safety | <ol style="list-style-type: none"> 1. Acquainting students with the regulations. 2. Carrying out a trial evacuation. 3. Organization of talks, workshops on safety. 4. Acquainting students with emergency telephone numbers and the principles of first aid. 5. Acquainting with health and safety rules during lessons. 6. Immediate reaction to any situations that may be a source of threats. |

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| | <p>7. Teaching responsibility for one's behavior and making people aware of the consequences of negative behavior, which may be a source of threats</p> |
| <p>Introducing the student to self-reliance</p> | <ol style="list-style-type: none"> 1. Participation in talks on independence in performing activities and working in the classroom. 2. Taking care of order in the place of learning and playing. 3. Taking care of one's property, the property of schools and other people. |
| <p>Tolerance for differences. Children's rights</p> | <ol style="list-style-type: none"> 1. Acquainting with the rights of the child resulting from the Convention on the Rights of the Child. 2. Getting to know the student's duties. 3. Make the children aware of who they can turn to for help. 4. Participation in talks on tolerance and respect for other people. |
| <p>Ensuring a good school climate</p> | <ol style="list-style-type: none"> 1. Studying the well-being of a student at school. 2. Observation of behavior in relation to peers. 3. Cooperation with the Students' Government. |
| <p>Shaping civic and patriotic attitudes</p> | <ol style="list-style-type: none"> 1. Cultivating traditions related to the immediate vicinity, the capital and the home country. 2. Getting to know national and European symbols. 3. Participation in school and state ceremonies aimed at commemorating national heroes, important historical events and national holidays in compliance with the rules of the sanitary regime - Covid-19. |
| <p>Preparing students for the practical use of knowledge</p> | <ol style="list-style-type: none"> 1. Teaching computer science from the first grade. 2. Participation in theatrical performances in compliance with the rules of the sanitary regime - Covid-19. 3. Using various sources of information. 4. Using form brainstorming - didactic discussion as a teaching method. |
| <p>Promoting a healthy lifestyle</p> | <ol style="list-style-type: none"> 1. Promoting the principles of healthy eating and spending free time actively. 2. Paying attention to and sensitizing students to the need for adequate rest by ensuring sufficient length and quality of sleep, which measurably affects the effectiveness of learning. |

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| | <ol style="list-style-type: none"> 3. Participation in preventive competitions. 4. Implementation of the EU program "Program for schools" 5. Conducting talks on the harmfulness of excessive use of electronic devices (cell phones, computers, computer games). |
| Eliminating mental tensions caused by school failures and difficulties in contacts with peers | <ol style="list-style-type: none"> 1. Organization of classes: didactic classes, corrective and compensatory classes. 2. Participation of students in speech therapy screening tests. 3. Individual conversations with a school pedagogue and an external psychologist. 4. Cooperation with a psychological and pedagogical center. |
| Helping parents and teachers in solving educational problems | <ol style="list-style-type: none"> 1. Keeping parents informed about the child's situation at school and outside. 2. Providing up-to-date information to parents, teachers and guardians on effective ways of conducting educational and preventive activities through meetings with specialists. 3. Individual conversations with the student and the parent. 4. Consultation for parents. 5. Undertaking joint initiatives in solving difficulties and eliminating threats. 6. Familiarizing parents with the Convention on the Rights of the Child, the School Bylaws, as well as regulations and programs. 7. Providing access to a list of institutions providing specialist assistance. 8. Improving the competences of teachers and class teachers in the prevention of the use of hazardous substances and substances, as well as developmental norms and mental health disorders of the developmental age by participation in, for example, training councils, courses and trainings. |
| Counteracting domestic violence | Protection of victims of violence: conversation with the student, consultation with parents, if necessary, initiation of the "Blue Card" procedure. |
| Developing students' mathematical competences | <ol style="list-style-type: none"> 1. Awakening mathematical passions through play 2. Organizing mathematical competitions. |

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| Developing entrepreneurship | Participation of students in a meeting with Ms Sylwia Wojciechowska, the author of a book on economics for children: "Julek and a hole in the budget" |
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Educational and preventive content and activities for grades IV - VIII.

| Educational and preventive tasks | Ways of performing tasks |
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| The development of the student's personality | <ol style="list-style-type: none"> 1. Supporting the skills of self-knowledge: using school situations to train the recognition of own emotions, feelings, predispositions and deficits, introducing to self-reflection. 2. Stimulating the development of self-acceptance and self-control: shaping the ability to control behavior and control emotions as well as creating one's own image, implementing self-assessment. 3. Ability to use one's own potential: motivating students to learn at school, awakening and broadening the interests of students, creating conditions for the implementation of activities resulting from their interests, developing the ability to think creatively, creating conditions conducive to the development of individual talents and abilities, help in dealing with one's own imperfections, shaping the hierarchy of values, work with a gifted student, work with a student with specific educational needs; 4. Participation in extracurricular activities. |
| Providing the student with the skills necessary to cooperate in a team | <ol style="list-style-type: none"> 1. Familiarizing students with the norms of social coexistence by promoting the principles of safe and cultural behavior, respecting the rights and needs of others. |

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| | <ol style="list-style-type: none"> 2. Improving emotional and social competences by: introducing to life in society, cooperation in teams, project implementation, shaping the skills of effective behavior in difficult, conflict and risky situations. 3. Raising awareness of the needs of other people and providing help to those in need. 4. Eliminating aggressive behavior by: shaping the ability to resolve conflicts and behave in a problematic situation, recognizing and naming aggressive behavior. 5. Cooperation with a school pedagogue and an external psychologist. |
| <p>Preparation for taking up and fulfilling social and civic roles</p> | <ol style="list-style-type: none"> 1. Familiarizing students with school documents (Bylaws, regulations, procedures). 2. Creating the need for active participation in school life, stimulating pro-social attitudes by: encouraging active participation in school life, respecting school property, creating school customs and traditions. 3. Participation in the work of the Student Council. 4. Creating opportunities for students to participate in voluntary work. |
| <p>Promoting knowledge about Europe and the world</p> | <ol style="list-style-type: none"> 1. Organization of European Days and Days of Foreign Languages. 2. Getting to know the traditions of Canada. 3. Getting to know the traditions and holidays of the countries of origin of our students. |
| <p>Shaping patriotic attitudes</p> | <ol style="list-style-type: none"> 1. Acquaint students with the history of the city and the region, the meaning of its coat of arms, monuments, culture, etc. |

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| | <ol style="list-style-type: none"> 2. Celebrating anniversaries of important historical events through the organization of ceremonies at the academy and appeals in accordance with the rules of the sanitary regime - Covid19. 3. Shaping the national identity with simultaneous openness to the cultural values of other countries. 4. Going to the museums, theaters and exploring the capital's memorial sites. 5. Organizing sightseeing and trips in compliance with the rules of the sanitary regime - Covid19. |
| Shaping attitudes and habits pro-ecological | <ol style="list-style-type: none"> 1. Classes in nature, biology, geography, chemistry and physics. 2. Participation in contests related to ecological matters. 3. Teaching care for the natural environment by making people aware of the harmfulness of excessive use of plastic packaging. 4. Acquaints with the principles of recycling. |
| Prevention of arbitrariness skipping school hours | <ol style="list-style-type: none"> 1. Prevention of arbitrary leaving the classroom. 2. Discussion of the consequences of such behavior: provisions of the Bylaws and Internal Grading . 3. Monitoring the safety system at school - leaving school before the end of classes is possible only at the request of parents or legal guardians with the consent of the class teacher. |
| Elimination of developmental deficits, especially in children with specific educational needs | <ol style="list-style-type: none"> 1. Organization of didactic classes, corrective and compensatory classes. 2. Individual conversations with a school pedagogue and an external psychologist. 3. Cooperation with a psychological and pedagogical center. |

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| <p>Helping parents and teachers in solving educational problems</p> | <ol style="list-style-type: none"> 1. Keeping parents informed about the child's situation at school and outside. 2. Individual conversations with the student and the parent. 3. Consultation for parents. 4. Familiarizing parents with the Convention on the Rights of the Child, the School Statute, regulations and programs. 5. Improving the competences of teachers and educators in the prevention of the use of hazardous substances and substances, as well as developmental norms and mental health disorders of the developmental age through participation in forms of improvement: courses, trainings. 6. Providing parents, teachers and guardians with up-to-date information on effective ways of conducting educational and preventive activities through meetings with specialists. |
| <p>Integrating the educational activities of the school and the family</p> | <ol style="list-style-type: none"> 1. Parents' meetings with class teachers at meetings and individual consultations. 2. Parents' participation in school celebrations and events organized by the school in compliance with the rules of the sanitary regime - Covid19 . |
| <p>Healthy lifestyle</p> | <ol style="list-style-type: none"> 1. Talks on health and healthy lifestyle, threats resulting from the Covid-19 pandemic during lessons with class teachers and classes. 2. Implementation of information on body hygiene, rational nutrition. 3. Participation in available preventive programs. |

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| | <ol style="list-style-type: none"> 4. Developing physical fitness, especially during physical education lessons. 5. Taking care of cleanliness, order and aesthetics of the environment. 6. Organization of knowledge and art contests related to health promotion. 7. Improving the competences of teachers and educators in the field of addiction prevention in the form of trainings and courses. |
| <p>Safety and prevention of threats</p> | <ol style="list-style-type: none"> 1. Acquainting students with the regulations. 2. Organizing trial evacuations. 3. Developing the ability to recognize threats. 4. Acquainting with the rules of giving first aid and health and safety rules during class and stay at school. 5. Conducting talks on the harmful effects of smoking, drinking alcohol and the use of various legal highs and intoxicants. 6. Psychoactive substances: diagnosis of the student's environment, equipping students, parents and teachers with knowledge about addictions and the possibilities of seeking help in the situation of reaching for drugs, legal highs, alcohol, tobacco products. 7. Keeping parents / legal guardians informed about a visible change in the child's behavior, about their suggestions and observations. 8. Aggression, psychological violence, discriminatory behavior, cyberbullying: systematic education of students in dealing with their own difficult feelings and protection against aggression, violence, introducing students to the set of rules and norms |

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| | <p>applicable at school, talks, educational lessons; constant cooperation with school employees in the field of observed negative student behavior, reacting to all undesirable behavior of the student, meetings with representatives of the Police regarding the responsibility of minors.</p> <p>9. Shaping socially desirable attitudes towards civilization threats by: promoting information on civilization threats (terrorism, hunger, diseases), how to deal with and where to seek help, discussing threats related to using the Internet, disclosing personal data.</p> |
| Counteracting domestic violence | <ol style="list-style-type: none"> 1. Diagnosis of the social environment: early detection of forms of violence among students, protection of victims of violence: conversations with the student, consultations with parents, initiation of the "Blue Card" procedure if necessary. 2. Cooperation with institutions providing aid and support. 3. Deepening the pedagogical knowledge in the field of violence, participation in trainings. |
| Developing students' mathematical competences | <ol style="list-style-type: none"> 1. Awakening mathematical passions through participation in the subject circle of interest. 2. Organizing school math competitions. 3. Participation in curatorial and national mathematics Olympiads. |
| Developing creativity, entrepreneurship and digital competences | <ol style="list-style-type: none"> 1. Awakening cognitive competences, creative thinking and creative problem solving. 2. Creating educational situations by teachers that enable students to develop innovative, non-obvious solutions. |

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| | <p>3. Acquainting the students with the book by Boguś Janiszewski</p> <p>“Economics. What adults don't talk about.</p> |
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The program is part of the set of programs implemented at the school and is part of the School Bylaws.
On the basis of the curriculum, educators build yearly class plans.