

# **Rosslyn School**

## **Policy for Personal, Social and Health Education and Citizenship**

## **POLICY FOR PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Rosslyn School attaches great importance to Personal, Social and Health Education and Citizenship and its place in the school Curriculum.

PSHE and Citizenship at Rosslyn School follows closely the recommendations in the PSHE and Citizenship Framework and the National Healthy School Standard.

### **The Aims of Personal, Social and Health Education and Citizenship**

Children need the self-awareness, positive self-esteem and confidence to:

- ◆ stay as healthy as possible
- ◆ keep themselves and others safe
- ◆ have worthwhile and fulfilling relationships
- ◆ respect the differences between people
- ◆ develop independence and responsibility
- ◆ play an active role as a member of a democratic society
- ◆ make the most of their own and others' abilities.

PSHE and Citizenship is central to the educational entitlement of all children at Rosslyn School and permeates all aspects of life in school. It is encompassed within the teaching of all subjects within the National Curriculum and is identified in Rosslyn School Curriculum Policies. The interdependent aims for the school Curriculum cannot be achieved fully without the provision of PSHE and Citizenship.

PSHE and Citizenship is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- ◆ Drugs Education
- ◆ Dealing with Bullying
- ◆ School Behaviour and Discipline
- ◆ Child Protection
- ◆ Sex Education
- ◆ Health and Safety
- ◆ Equal Opportunities
- ◆ Education for Ethnic Diversity
- ◆ Pastoral Care and Pupil Support
- ◆ Spiritual, Moral, Social and Cultural Development

The way the Curriculum is managed, its organisation and the varying teaching styles used are central to Rosslyn School's philosophy and ethos, its aims, attitudes and values. All contribute to the personal, social and healthy development of children in school. PSHE and Citizenship feature as a time-tabled part of the weekly Curriculum, as well as impacting on the rest of the Curriculum.

### **Citizenship**

Citizenship comprises three interrelated strands.

1. Social and moral responsibility – pupils learn self-confidence, and social and moral responsible behaviour towards authority and each other.
2. Community involvement – pupils learning to become involved in the life and concerns of their neighbourhood and community.
3. Political literacy – pupils learn about the issues, problems and practices of our democracy and how citizens can make themselves effective in public life.

Through a variety of learning experiences Rosslyn School helps each child:

- ◆ know him/herself better and think well of, and respect, him/herself and others
- ◆ develop confidence/independence and think and act for him/herself
- ◆ acquire personal qualities, values and social skills
- ◆ take his/her place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society
- ◆ value and respect belongings/living things/environment
- ◆ be able to share/co-operate
- ◆ value their achievements
- ◆ identify moral values and strive to live up to them.

### **Time Allocation**

At Rosslyn School we allocate a discrete session in the timetable of 30 minutes each week.

In addition, opportunities to teach PSHE and Citizenship are taken throughout the school day when teaching the full Curriculum and other cross-curricular subjects.

Whole-school/group Assemblies provide a weekly opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting and celebrating the school's values and achievements.

### **Curriculum and School Organisation**

Class teachers may use their own methods when teaching PSHE and Citizenship, while, at the same time, ensuring these complement and reflect the overall aims and philosophy of the school.

PSHE and Citizenship are developed in the following ways.

- ◆ Class, or school-based topics, for instance a project on 'Ourselves'. This includes work in Science, RE, English or History. A topic in Science on 'Healthy Bodies' focuses on food and diet, exercise, smoking, or drug and solvent abuse.
- ◆ Circle time – topics include discussions and activities on bullying, relationships, making choices, loss (divorce, death, separation), healthy eating, emotional literacy, stress, anger management, smoking, drugs, moral dilemmas, and so forth.
- ◆ The personal and social development of children in Rosslyn School is enhanced by work on environmental education, including projects for children to look after and improve the school environment. The Children's Council, with representatives from the upper junior class, is involved in the running of the school. Meetings are held each half term to discuss and take decisions on various aspects of school life, including, the school environment, behaviour, and charity fund-raising activities. Miss Hirst is responsible for co-ordinating the Children's Council.

In planning the Curriculum, teachers at Rosslyn School provide:

- ◆ a clear, consistent framework of values, supported and agreed by all, in which to work
- ◆ a classroom climate that encourages a high level of interest and all children to explore hypotheses
- ◆ opportunities for personal growth outside the classroom through responsibility, extra-curricular activities and educational visits.

All staff promote positive approaches to behaviour and our Discipline Policy reflects this. It sets clear guidelines for both parents and children. We provide opportunities for personal, social, and health development through:

- ◆ individual, peer group, collaborative group work, discussion and role-play
- ◆ involvement in a range of problem solving activities
- ◆ preparation and presentation of tasks for different audiences
- ◆ positive self-assessment
- ◆ positive marking, with oral and written comments
- ◆ active participation in the community served by the school.

Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are helped to form their own attitudes and values. By building positive working relationships between pupils and staff, all members of our school family are valued as individuals. Children learn the need for good manners, self-discipline and appropriate behaviour, in whatever situation they find themselves.

A Record of Achievement (RoA) recognises each child's personal and social development. RoAs include achievements in and out of school. RoAs show each child's comments and choice of work, and give the child, teachers and parents a chance to reflect on the positive aspects of that child's development.

### **Partnership with Parents and the Local Community**

At Rosslyn School, we aim for PSHE and Citizenship to complement the personal and social development of children provided in the home and the local community. A high priority is working with parents and is a vital part of the whole-school approach, PSHE and Citizenship is part of our Home-School Agreement, featuring at our Open days and Evenings and in the School Prospectus. Parents are encouraged to become involved in the life of the school, helping in class, with extra-curricular activities and in fund raising. Parents at Rosslyn School are kept fully informed of the school's policy for sex education.

Rosslyn School values the contributions of the community and outside agencies to the personal, social and health development and citizenship of its children through active involvement in the life and philosophy of the school.

Rosslyn School invites a wide range of representatives to talk to the children, including School Nurse, Police, Fire Service, drug agencies, local religious and community-based figures.

In order to develop citizenship further:

- ◆ the children in the junior classes visit the local nursing home to sing songs and talk to the residents. They take food gifts at harvest time, and perform a medley of songs at Christmas.
- ◆ the pupils in Key Stage 2 intend to take part in the Junior Citizenship Project – activities relate to the local community, the council, their MP and MEPs – developed by the Institute for Citizenship.
- ◆ The junior department plan to invite the local Member of Parliament to school once a year to be interviewed by the junior pupils. The pupils intend to send the invitation and prepare the questions themselves.

### **Monitoring and review**

We monitor in the same way as we do in all the other areas.

This policy will be reviewed every 2 years or earlier if necessary.

**Signed:**

**Date:**

## Further Information

### Important documents and resources

Calouste Gulbenkian Foundation	Passport: Framework for PSHE 1998
DfES	Preparing Young People for Adult Life (Circular 05/99)
DfES	The National Healthy School Standard (Circular 10/99)
DfES/QCA	National Curriculum Handbook for Primary Teachers 2000
Institute for Citizenship	Junior Citizenship Project for Key Stage 2
QCA	Personal, Social and Health Education and Citizenship at Key Stage 1 and 2. Initial Guidance 2000
QCA	Education for Citizenship and The Teaching of Democracy in Schools 1998
The Parliamentary Education Unit/Parliamentary Bookshop	Inside Parliament – Video and support material