

BRAYWOOD CE FIRST SCHOOL



Rights Respecting All Policy

At Braywood we recognise that pupil performance and well-being go hand in hand. Children cannot learn if they do not feel safe or if health problems create barriers. We adhere to the UNICEF convention on the Rights of the Child as a real and meaningful guide towards a 'Rights Respecting All' classroom. These suggest that:

- fl The best interests of the child are a top priority in all actions
- fl Young people and adults collaborate to develop and maintain a rights respecting school community.
- fl Every child has the right to say what they think in all matters and play an active role in their own learning.

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

"We have to do more both to protect children and ensure each child fulfils their potential. Security and opportunity must go hand in hand. Child protection must be a fundamental element across all public, private and voluntary organisations. Equally, we must be ambitious for all children, whoever they are and wherever they live."

Every Child Matters 2003

Aims and objectives

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others and abide by the school charter;
- be independent and responsible members of the school community;
- develop self-confidence and self-esteem, and make informed choices;
- develop good relationships with other members of the school and the wider community.

Teaching and learning style

We use a range of teaching and learning styles (see *Teaching and Learning policy*).

We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship. We expect them to take risks and to be creative in their thinking. Children are taught in small groups, year groups or in situations where they have to work collaboratively with either older or younger children.

In addition to this we have small groups of children who work on areas of behaviour or self esteem with a trained emotional literacy support assistant (ELSA) to explore their feelings or motives. Children are identified to join these groups through the special educational needs provisional mapping process.

We use the S.E.A.L. (Social and Emotional Aspects of Learning) as an integral part of our planning and teaching although resources are used from the PSHE curriculum; subject areas such as Harvest or India; sustainability areas; school surveys or opinions for the school council, Eco Gang and Respect Group together with current issues are all topics to be utilised through the International Primary Curriculum.

Curriculum planning

Our curriculum is organised to reflect our fundamental Christian values. Children learn as soon as they enter school that their hard work and endeavours are rewarded and celebrated. Teaching children to be better citizens is both part of our general PSHE lessons, RE, assemblies or circle time opportunities together with a more discrete teaching which constitutes the ethos of the school. Children regularly participate in fund-raising activities where they focus on individuals less fortunate than themselves or special school events such as tournaments or open evenings where they act as ambassadors for the school

We offer an enriched curriculum which extends the learning into areas such as gardening, orienteering, cooking etc. all of which will promote cooperative values, problem solving and community spirit in real life situations. A wide variety of extra curricular activities are planned to broaden and enrich the children's education at Braywood. Our Year 4 children are leaders in Collective Worship, 'Wake up and Shake up', Yoga and support the younger children during story time.

We support an restorative approach towards conflict where pupils participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore the sustainable issues related to our local community. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons.

Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our

teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

Roles and Responsibilities

Children are offered a range of responsibilities to help them develop skills that will be important throughout their lives including solving problems and resolving conflict.

These include:

- Lunch-time helper
- Toilet and playground monitors
- Learning buddy or peer support systems
- Publishing Club
- Eco-Gang including light monitors
- School Council members
- Rights Group
- All children in school have a turn at being a classroom helper.

We also develop PSHE and citizenship through activities involving whole-school events or issues, e.g. the school council representatives from each class meet regularly to discuss school matters. School council members are elected and do work alongside staff members to improve the life of the school and help develop a caring school community. (See Appendix 1)

Equal Opportunities

We teach PSHE and citizenship to all children, regardless of their ability. All children have an equal opportunity to participate in all activities and have the same chance to be given any responsibilities in school. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship we take into account the targets set for the children in their Individual Education Plans (IEPs).

Assessment, Monitoring and Review

The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The class teacher is responsible for the assessment of each individual child. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for implementing an action plan annually and evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Each class teacher is aware of the expectations of what the pupils will know, understand and be able to do at the end of each key stage. Teachers assess children's work measured against specific learning objectives either formally or informally and parents are told of children's achievements.

This policy will be reviewed every year by the Headteacher and every three years by the full Governing Body.



Appendix 1

School Council

Voice of the Child”

Objectives

- To give children the opportunity to be involved in improving school life for everyone.
- For children to work as partners with staff, developing a caring school community.
- To provide all pupils with opportunities to develop skills that will be important throughout their lives.
- To involve pupils in solving problems and resolving conflict.

Format

- Each year group will elect a boy and a girl to be their representative.
- Elections will be held annually in September.
- Class 1 representatives will represent the Foundation Stage Children.
- The school Council will meet every 2 weeks
- The Headteacher will act as a chairman and secretary – minutes will be issued after every meeting.
- Items will be discussed with the whole class prior to the school council meeting.
- Representatives will report back to the class after the school council meetings.
- Meetings are held in the staff room.
- The school council will run 2 assemblies and be responsible for at least 1 fund-raising activity.