



# THE ROYAL BALLET SCHOOL

## PSHE and Citizenship Policy

PSHE at The Royal Ballet Lower School is the responsibility of every member of the school community, is found in every aspect of school life and opportunities should be found for it in every curriculum subject area. In the Lower School academic curriculum, sensitive treatment of human reproduction is taught in Biology; environmental issues in Geography; social and citizenship issues in History and moral dilemmas in Religious Studies and English. Outside the PSHE sessions, personal development is encouraged in all subject areas. In addition to the PSHE that is interwoven into the daily curriculum and routine we also tackle PSHE through specific lessons on Friday lunchtimes, tutor periods, visiting speakers and special one off events. Our approach aims to help our students to acquire a broad knowledge, develop their personal skills and to explore and evaluate a wide variety of attitudes. These are categorized under three headings: Themes, Dimensions and Skills.

### Themes

The essential knowledge elements of PSHE can be identified by the following cross curricular themes.

- Health education- including SRE (Sex and Relationship Education) and Drug Education.
- Careers Education- Connexions ( managed by Rob Green)
- Environmental education
- Education for economic understanding and social well-being
- Education for citizenship.

### Dimensions

All students are required to show concern and respect for others and in PSHCE this is done by:

- Promoting equal opportunities for everyone.
- Building healthy relationships and making choices
- Preparation for life in a multi-cultural society
- An awareness of personal and group well-being
- Awareness of Human Rights and a sense of responsibility and fairness.

### Skills

The major aims in PSHCE are to help the pupils:

- Develop personal skills of discussion and group work
- Foster positive attributes of self esteem
- Understand and develop relationships
- To prepare for careers, life and the choices and decisions to be made
- To foster the practical skills for life
- To developed informed judgements and opinions
- To develop a school ethos and an atmosphere for learning
- To be given opportunities for achievement and self-evaluation
- To receive positive experiences



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- To explore culture, current affairs and moral dilemmas.
- To develop awareness of themselves as world citizens

The PSHCE syllabus is designed to cover all of the themes, dimensions and skills during the student's time at The Royal Ballet School. Year Teams are provided with a session by session outline with relevant materials and are encouraged to be pro-active in providing suggestions relevant for the current needs of their pupils.

### **Notes for guidance**

- Known at RBS as PSHE and Citizenship- Personal, Social, Health, Citizenship (with Economic) Education
- Citizenship is now a compulsory subject at Key Stages 3, 4, (and 5) in maintained schools, therefore elements of it are included in all schemes of work.
- The course is co-ordinated and produced by S Gunton and is delivered by the Year Teams under the direction of the Year team leaders.
- The sessions are held on average 8 times a term on Fridays from 1.45 p.m. - 2.15 p.m
- The source and reference material is stored in Wolfson. Any suggestions for further resource material are very welcome
- Weekly bulletins are emailed to all academic staff (and a copy to the School Nurse – FR) with lesson outlines, internet links, dvds or other materials.
- Although the time for each session is very limited, the use of role play, videos and interactive ICT is encouraged
- Staff who already have expertise in certain areas: Science Department and Nurse Rees providing specific sessions such as on Health/Science issues and first aid; Martin Fosten providing economic awareness to years 10 and 11.
- Some of the topics lend themselves to outside speakers and opportunities are made for this as often as possible – at least once a term.
- The course may be adjusted to address any specific needs that may arise during the year
- Regular annual themes may punctuate the year such as Jeans for Genes Day, MacMillan Coffee morning, Armistice Day, Anti-bullying week, Holocaust Memorial day, World Aids Day.
- One session at the end of the year is for feed-back and a review of the course is recorded by pupils. The year leader also reviews the year. Informal feed-back occurs throughout the year.

SG  
2009

*This document will be revised in line with changes in best practice and legislation. These changes will be notified to all concerned. Questions or comments should be directed to the appropriate member of the Senior Management Team.*