

Rise Park Primary & Nursery School



Information on the Roles and Responsibilities taken on by our
#RiseParkers

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Introduction

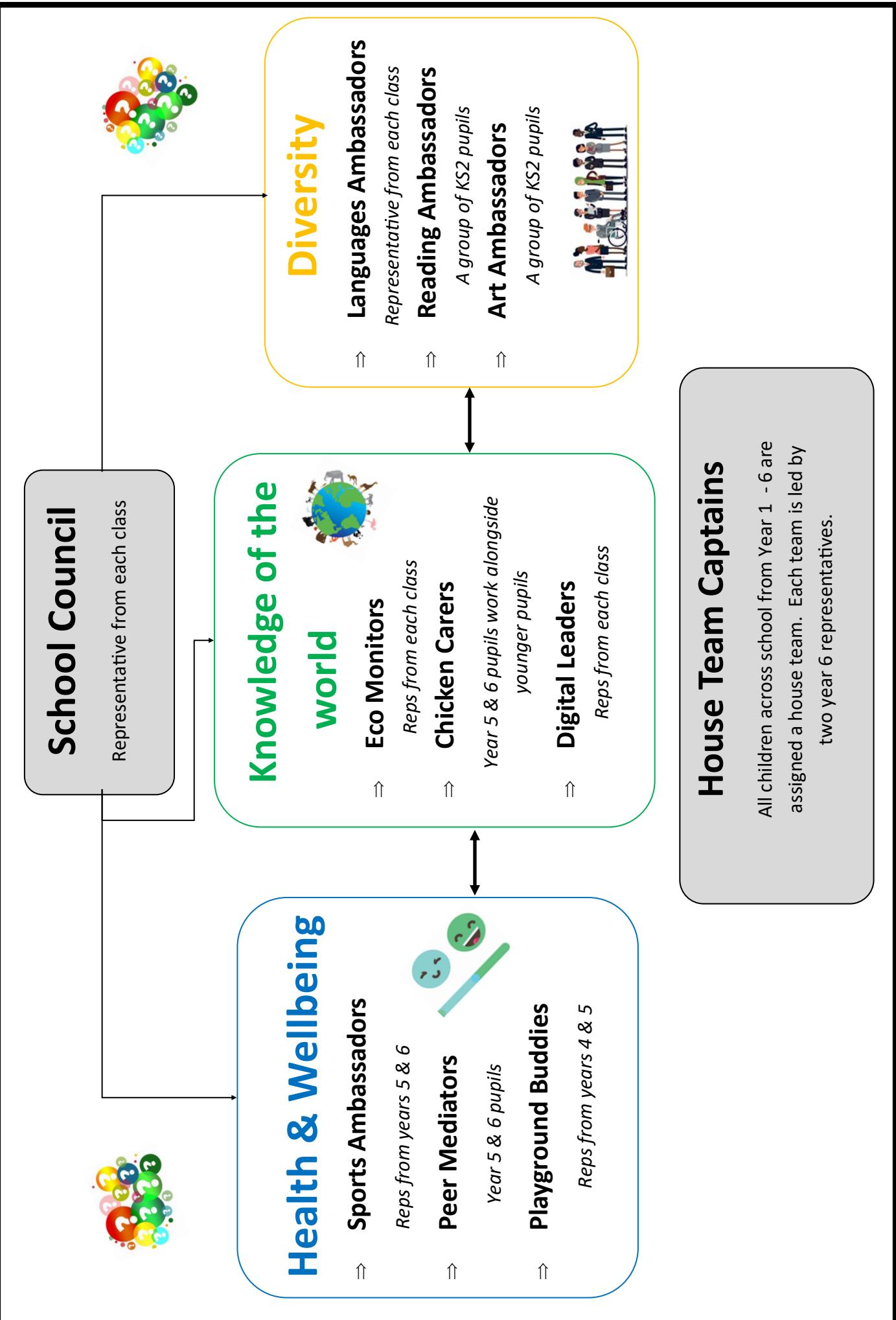
We aim to support our #RiseParkers to develop in many diverse aspects of life. Our ethos, curriculum and wider offer, are all underpinned by our four key drivers: knowledge of the world; possibilities and enquiry; emotional awareness; and diversity. These are the building blocks we feel are most vital in preparing our pupils for the next stages in their lives.

As part of this aim, our #RiseParkers take on roles and responsibilities throughout each school phase. Each of these form part of a micro community which reflects the world beyond our school gates. Taking on these roles develops pupils' confidence, resilience and knowledge, helping to prepare them more fully for adult life.

Our political system is led by our school council and comprises of six house teams. We also have diversity; health and wellbeing; and knowledge of the world teams to represent and lead on key areas. Children apply for different positions, and others are involved in the fair selection process.

All of these roles involve developing enterprises which serve the needs of the school community. For example, our Eco-monitors and gardeners host an annual famers' market, where produce from the class kitchen gardens is sold to local residents. Money raised from these enterprises is spent in a democratic way, as overseen by the school council. This is just one example of how our political system gives all pupils a platform to voice their opinions, and become active participants in school decision making and in the local community.

This booklet outlines the main roles and responsibilities, and how they work as part of the school's micro community.



SMSC development and the key drivers

Schooling at Rise Park Primary and Nursery School is about far more than learning the curriculum. The emphasis we have placed on building a structure for pupil voice, along with the responsibilities we have given to pupils across school, ensure that our #RiseParkers reflect wisely, learn eagerly, behave with integrity, and co-operate consistently well with others. All aspects of the curriculum and wider school life are underpinned by our key drivers, which further promote pupils' SMSC development.

Spiritual development



To help pupils in their positive spiritual development, all lessons and additional learning activities are designed, wherever possible to:

- promote pupils' self-esteem by valuing and rewarding their achievements.
- encourage pupils to reflect on their learning and allow them to question and explore.
- provide opportunities in and out of lessons for pupils to discuss and exchange views.



Moral development

In order for teaching and learning to be effective, students at Rise Park Primary and Nursery School must adopt a shared moral code of respect. This moral code is taught through class and whole school assemblies, house team assemblies and through the Personal, Social, Health, Citizenship Education (PSHCE) sessions.

- The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment.
- Pupils are encouraged to take on responsibility for their own learning and behaviour and for that of others through peer support. An example of this is the peer mediator scheme and paired reading.



Social development

As part of engaging lessons and activities, students are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. Our house team system allows shared collaborative work across school with an often competitive edge. House team successes such as attendance awards are regularly celebrated in whole school assemblies. When planning teaching and learning activities we promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs.
- a readiness to celebrate others' achievements.
- a feeling of mutual respect and tolerance.



Cultural development

As well as developing an awareness of their own cultural roots, students should also be able to appreciate the diversity and evolution of cultural traditions. We are proud to have recently been awarded the International School Award for our work we have undertaken to promote cultural awareness through our twinning with Manuel Mejia Vallejo. We are proud to provide:

- Lessons, assemblies extra curricular activities where pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact.

School Council

Representative

“We discuss ideas from everyone to improve the school.”

Our key driver values



Democracy ...

We are enthusiastic about discussing the ideas of everyone in the class. We vote on the final decision to make sure it is fair.



Being approachable

We listen to everyone's ideas even if we don't agree with them ourselves.

Everyone's view is valued.



Local volunteers

We are inspired by volunteers in the community and we share their work with others in school. Recently, we met the volunteer referee for the blind English football team.



Debating

We make key decisions based on the views of the school community. We look into different possibilities such as costing out different ways to spend our summer fair profits.

Key Roles and Responsibilities

- ⇒ We collect the views of our class and discuss them in school council meetings.
- ⇒ We meet with people who work in the local community, including volunteers.
- ⇒ We make decisions about how money should be spent in school.
- ⇒ We act as role models in the school community.

Playground Buddies



“We build our connection to the other children to make them happy.”

Our key driver values



Commitment ...

We give up our own free time to help the adults and make sure everyone is happy and OK at break times. We have to turn up if it is our day on the rota.



Empathy and kindness

We spot if someone is on their own and we go and play with them or find them a friend to play with.



Sympathy and support

We help deal with children who are upset and injured. We have to stay calm and deal with it. We have to be sympathetic and supportive.



Checking in

If we are not sure whether someone is on their own at break times, we will go up to them to check they are OK. If they need a friend, we will be there.

Key Roles and Responsibilities

- ⇒ We play with children who are lonely.
- ⇒ We help the adults to keep an eye on younger children at break times.
- ⇒ We look out for bullying or unkind behaviour and alert adults.
- ⇒ We support children who have fallen over and need to be taken into school for first aid.

Languages

Ambassadors



“Being enthusiastic to help other children and the teachers with their Spanish and work on international projects.”

Our key driver values



Spanish around the world ...

We are enthusiastic about learning more about Spanish-speaking countries and sharing stories and facts about them. All our classes are named after Spanish speaking countries!



Inspiring other children

We help other children learn Spanish if they are not sure of a word. We also teach the nursery children songs and words.



International friends

We love meeting to work on projects with our international school links such as posting letters, parcels and video calling them.



Discovering more about our school community

Celebrating all of our own languages during languages theme week.

Key Roles and Responsibilities

- ⇒ We act as role models during languages lessons.
- ⇒ We support children and adults to use everyday phrases during the school day.
- ⇒ We attend ambassador meetings; suggest ideas and make decisions.
- ⇒ We lead on events with the community such as parent Hispanic breakfasts.
- ⇒ We lead on projects with our international school friends.

Art Ambassadors

“We share art from around the world.”



Our key driver values



Artists from around the world

We share art work created by artists from around the world with others in school through assemblies and display boards.



We share our love of art with others and give up our own time to prepare for the work we do.



Diverse art

We make sure that the art work looked at and created in school represents a wide range of cultures and backgrounds, including our own.



Hosting events

We lead on events such as art exhibitions to celebrate the art work we create in school. We share our art work with parents and the local community.

Key Roles and Responsibilities

- ⇒ We lead on art projects and the Arts mark accreditation work.
- ⇒ We share work by artists from around the world with others in assemblies and on displays.
- ⇒ We host art events such as art exhibitions.
- ⇒ We make sure that the art work we create at Rise Park represents our diverse backgrounds.

Eco Monitors



“We help and teach others about saving the world.”

Our key driver values



Local and global issues ...

We share information in assemblies about local and global environmental issues such as how our plastic waste can end up in the sea.



Inspiring others

We inspire others to look after the environment by acting as role models. We help to keep the school litter-free.



Involving everyone

We work with others on our eco projects such as parents, governors and local residents.



Looking into how we can save energy..

We check on how each class is trying to cut down on using energy and we reward those who are trying to improve.

Key Roles and Responsibilities

- ⇒ We act as role models for looking after the environment.
- ⇒ We collect the views of our class and discuss them in eco team meetings.
- ⇒ We lead on projects such as reducing plastic waste in our lunch boxes.
- ⇒ We carry out energy use audits across school.

Reading Ambassadors

"We share our love of reading. It's a fun job!"



Our key driver values



Making links.....

We make links with authors and people who work with books in the local and wider community. We recently did a book tour of a London book shop via zoom!



Kind and supportive

We read with the year 1 children and help them if they get stuck. We tell them when they're doing really well.



Diverse books

We make sure that our school libraries are full of books that represent a diverse range of cultures, including our own.



Problem solver

We keep the school libraries tidy and make sure there are a wide range of books on each book band. If there is a problem, we share it in assembly.

Key Roles and Responsibilities

- ⇒ We take care of the school libraries, keeping them tidy so that people can browse all books.
- ⇒ We lead whole-school reading projects and make links with libraries and book shops.
- ⇒ We read with younger pupils.
- ⇒ We act as reading role models, sharing our love of books and making recommendations.
- ⇒ We train younger pupils to become reading ambassadors too.

Digital Leaders

“We are the masters of the technology in our school!”



Our key driver values



Keeping safe online

We lead on whole-school e-safety assemblies, sharing information to help keep all of our #RiseParkers safe online. We keep up to date with new information on this.



Lending a hand

We listen to what people are struggling with and help them to get better at using the ipads and laptops. We understand that not everyone will know as much as us!



Problem solvers

We help other children and adults in school if they are having problems with their laptops and ipads. We also keep the school technology tidy.

Technology audits

We carry out audits of what technology is being used in school and how. We suggest new technology and apps which could be used by teachers and other children.

Key Roles and Responsibilities

- ⇒ We take care of the technology that is used in school such as ipads and laptops, to ensure they are ready to use and easy to get to.
- ⇒ We help others with their tech skills, lending a hand when they are finding something tricky.
- ⇒ We audit the use of technology in school.
- ⇒ We make suggestions for improvements in the use of tech in school, such as new apps.

Peer Mediators

“We help others to get along better. We bond with them.”



Our key driver values

Right and wrong ...



We know what the school rules are and we make sure everyone is remembering them. If anybody is not doing the right thing, we will tell an adult.

Approachable

We always listen carefully to anyone who needs our help. We are welcoming to everyone.



Anyone can be friends

We try and encourage people to make new friends even if they are in a different class or group of friends. We act as role models for this.



Problem solver

We sort out problems between groups of children and individuals. This can be anything from falling out with friends to having nobody to play with.

Key Roles and Responsibilities

- ⇒ We initiate games for children who have nobody to play with.
- ⇒ We support the children on the playground and resolve any problems.
- ⇒ We act as role models for how to behave on the playground.
- ⇒ We look out for bullying behaviour and alert adults.
- ⇒ We ensure a happy playtime for everyone.

Sports Ambassadors

“We try and get others to be more fit, well and active.”

Our key driver values



Worldwide charity fundraising ...

We donate the money we raise through fund-raising events to global charities such as Comic Relief and Sport Relief. We share with the rest of the school information about where our money is going.



Being active

We show children at break and lunch times how to keep fit and active by leading on structured games such as tennis and athletics.



Supportive and motivational

We encourage others to achieve their best and remind them that you don't have to win, but just try your best and achieve your own goal.

Enterprising

We help to raise money through leading on sporting events such as a sponsored bouncathon event for Sport Relief.

Key Roles and Responsibilities

Children apply and are selected by the Sports Leader.

- ⇒ We act as role models for how to live a healthy and active life.
- ⇒ We are committed to helping others achieve their best.
- ⇒ We go to weekly meetings to discuss projects and events.
- ⇒ We run lunch time sports activities for KS1 and KS2.
- ⇒ We lead on events at sports day.

Chicken Carers



“We make sure the chickens have a healthy life and clean environment.”

Our key driver values



Taking responsibility ...

We learn about what animals need to keep safe and healthy. We take responsibility for looking after them and making sure they are well.



Resilience and commitment

We go out whatever the weather is like to make sure the chickens have what they need. We also have to work early in the morning before school starts!



Team work

We work together as a team to make sure that the chickens are well fed and watered and that their house and bed is fresh and clean. We share the jobs between us.



Enterprising

We raise money for the chickens and for school by selling off their eggs in a weekly school raffle. Each ticket is 50p and we sell them to parents, children and staff.

Key Roles and Responsibilities

- ⇒ We make sure the chickens have enough food and water.
- ⇒ We check that their living areas are fresh and clean.
- ⇒ We collect eggs each morning and put them in the fridge.
- ⇒ We sell tickets and raffle off the eggs each week in assembly.
- ⇒ We update the rest of the school on our work in the weekly Friday assembly.

House Team Captains

"We bring everyone together in house team assemblies and events and competitions."

Our key driver values



Sports day countries ...

We carry our team flag at sports day. These represent countries from all around the world.



Leadership

We show resilience in leading big events such as house team assemblies and representing our teams at sports day.



Involving everyone

We encourage pupils of all ages and abilities from across school to work together at house team assemblies. We show the younger children how to do it.



Applying for the position

Each applicant writes a persuasive piece of writing to the rest of their house team and teachers, in order to be considered for the role in Year 6.

Key Roles and Responsibilities

- ⇒ Chosen from the Year 6 pupils by their house teams.
- ⇒ Act as role models and lead on house team assemblies.
- ⇒ Represent their house teams in competitions.
- ⇒ Allocate weekly jobs to the rest of Year 6.



Steps to Success