



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

## GREENFIELD SCHOOL

### PERSONAL AND SOCIAL EDUCATION POLICY

Wayne Murphy, Head Teacher.  
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**' Opening Doors To The Future '**  
**' Agor drysau i'r dyfodol '**

**Original Completion Date**

April 2015

**Author**

Katie Salter, Teacher

## **MONITORING THE POLICY**

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date:  
.....

Head teacher

Signed: ..... Date:  
.....

Chair of Governors

**Review Date**

**Author**

## **Our Vision**

'To open doors to the future'

## **Our Mission Statement**

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

## **Aims**

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

## **Our Values**

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

### **Everyone has the right to:**

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

### **Everyone is expected to:**

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

## **1. PSE Definition**

Personal and social education (PSE) comprises all that a school or college undertakes to support and promote the personal and social development and well-being of its learners.

PSE prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquiring appropriate knowledge and understanding.

PSE enables children and young people to develop a sense of self-worth and interact effectively with others. Learners are equipped to be more informed, confident and skilled in order to take an active and responsible part in society and enhance learning, motivation and achievement.

In line with the Welsh Assembly Governments seven core aims and the 'including all learners' statement in the national curriculum subject orders and frameworks. PSE makes a significant contribution to the holistic education of learners with severe/profound and multiple learning difficulties. With Greenfield School emphasis will be placed, in particular, on increasing independence/reducing support in social/ life skills and preparing for adulthood. For those learners who have complex medical needs a key aim will be to enable them to live a full life as a child.

## **2. Statutory Requirements**

PSE is a statutory part of the curriculum for learners aged 5 to 16 in Wales. It is the responsibility Greenfield Schools to plan and deliver a broad, balanced PSE provision to meet the specific needs of all learners. Within Greenfield School, PSE is considered a statutory subject that will be taught from 3-19 years differentiating depending on the needs of the individuals and groups of pupils. This has been agreed with the Head Teacher, Senior leadership, Subject Leader, School Nurse and School Governors.

The non-statutory PSE framework is the key document which schools and colleges in Wales should use to for 7-19 year olds.

For younger pupils and those working at earlier levels of development, the *Framework for children's learning for 3 to 7-year-olds* in Wales is used to review, develop and plan provision for Personal and Social Development, Well-Being and Cultural Diversity. Personal and Social Development, Well-Being and Cultural Diversity is part of the Seven Statutory Areas of Learning. The seven areas must complement each other and work together to provide a cross curricular approach to form a particular relevant curriculum. It should not be approached in isolation.

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and should be developed across the curriculum.

#### **4. Aims of PSE**

At Greenfield School we believe that PSE is a fundamental part of what we strive to support our pupils in achieving throughout their lifelong learning. We aim to plan and deliver a broad and balanced PSE curriculum which meets the specific needs of all our pupils. The governors and staff of Greenfield School are fully committed to the aims of PSE outlined. PSE within Greenfield School reflects the aims of both the Foundation Phase Framework for children's learning 3 to 7 – year-olds in Wales and the PSE Framework for 7 to 19 year olds in Wales (2008) and specifically the following aims:

The document has been developed in consultation with staff and Governors. The aims are to:

- Develop learners' self-esteem and a sense of personal responsibility.
- Promote self-respect, respect for others and celebrate diversity.
- Equip learners to live safe, healthy lives.
- Prepare learners for the choices and opportunities of lifelong learning.
- Empower learners to participate in their school and communities as active responsible citizens locally, nationally and globally.
- Foster positive attitudes and behaviours towards the principles of sustainable development and global citizenship
- Prepare learners for challenges, choices and responsibilities of work and adult life.
- Promote physical and mental well-being

#### **5. Links with Other Policy Statements**

All staff are responsible for the delivery of PSE at Greenfield School and are made aware of the school's policies regarding:

- PSE
- Sex and Relationship Education
- Confidentiality
- Safeguarding/ Child protection
- Anti-bullying (Including procedures for dealing with homophobic bullying)
- Substance Misuse
- Religious Education
- School Council
- Curriculum Policy
- Food and fitness
- Careers
- Positive behaviour support
- E-Safety
- School therapy
- Equal Opportunities, Race, Equality and Diversity Policy
- Physical Education Policy

## 6. Our Objectives

- To provide a programme for progressive and differentiated learning which caters for pupils' needs and is sensitive to individuals and groups.
- To develop an awareness of the issues involved in the continuing development of Eco-Schools and Healthy School.
- To promote an understanding of risk and safety and the motivation and skills to keep themselves safe.
- To foster an understanding of the value of family life and recognise the importance of caring relationships.
- To develop self-esteem, self-respect and self-awareness throughout the school.
- To provide opportunities to learn about the body, how it works, how to look after it and the changes involved in growing up.
- To encourage pupils to make healthy food choices and promote a healthy attitude towards exercise.
- Foster and encourage positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally

## 7. Progression in PSE

The promotion of personal and social development and wellbeing is consistent across learning experiences for all 3 to 19-year-olds in Wales.

### **Personal and Social Development, Well-Being and Cultural Diversity in the Foundation Phase**

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all areas of learning through participating in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults, both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multi-cultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

## **PSE at Key Stage 2**

At Key Stage 2 learners build on the skills, knowledge and understanding, attitudes and values they have started to acquire and develop at Foundation Phase.

PSE offers learning opportunities and experiences which reflect the increased independence and physical and social awareness of learners. They need to be equipped with the skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSE assists learners to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

## **PSE at Key Stage 3**

At Key Stage 3 learners build on the skills, knowledge and understanding, attitudes and values they have acquired and developed at Key Stage 2.

PSE acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school and the challenges of adolescence. Learners are equipped with the skills which will enable them to acquire greater self-assurance. They are encouraged to manage diverse relationships in society and cope with the increasing influence of peer pressure and the media. This allows them to be more confident in addressing the challenges of active citizenship and effective learning.

## **PSE at Key Stage 4**

At Key Stage 4 learners build on the skills, knowledge and understanding, attitudes and values they have acquired and developed at Key Stage 3.

PSE reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. Learners are equipped with the skills to manage changing situations with increased confidence and to become financially capable. PSE enables learners to develop a critical awareness of local and global contemporary issues and to participate within their communities as active citizens in the twenty first century.

## **PSE for post-16 learners**

Post-16 PSE provision acknowledges the independence of learners and enables them to set and achieve personal goals in terms of education and training. They should accept readily responsibility for personal and social development and well-being and have an increasing awareness of self-identity. PSE equips learners to be resourceful, financially literate, informed citizens who are willing to participate for the benefit of their communities both locally and globally.

## **8. The Delivery of PSE**

At Greenfield School we aim to promote 'inclusive education'. We seek to welcome all pupils from the school's community, ensure they are equipped to take advantage of the opportunities the school provides, seek to meet their learning needs, support and challenge them to make good progress and celebrate their successes, in an ethos which recognises and celebrates diversity. Our teachers have high expectations for our pupils and provide opportunities for all pupils to succeed.

Our teachers are aware that our pupils bring to school different experience, interests and strengths that will influence the way they learn. We believe that all our pupils are entitled to an equal opportunity to experience success, to fulfil their potential and to enjoy the full benefits of their education. The personal and social development of learners is promoted both by the taught curriculum and also by planned experiences which are features of the general life of Greenfield School. Within Greenfield School, PSE is delivered and effectively planned through three approaches:

- opportunities in national curriculum subjects and RE
- discrete PSE sessions
- focused activities

### **8.1 Delivery within Curriculum areas.**

The delivery of PSE within Greenfield School is the responsibility of all teachers and must be timetabled for at least 1 hour session per week.

More specific lessons such as Sex and Relationship Education must be delivered by all members of staff and reference should be made to the SRE policy. If staff require support in the delivery of any of the subjects within the planning due to personal or religious reasons they can gain support from the Wellbeing deputy head, PSE Co-ordinator or School Nurse

Pupils' questions should be answered sensitively without reflecting personal prejudices which the teacher may have. The child's religious and cultural background should be considered as they may have a bearing on the discussion.

- PSE will be planned, delivered and co-ordinated across all Key Stages.
- In the Foundation Phase and Primary Departments PSE is taught through topics, planned aspects of PSE set out in the curriculum long term planning, Science, PE, RE, Sensory Activities such as Touch Therapy, Sensology, Floor Time and Circle Time.
- Daily routines such as changing, feeding and physiotherapy all support the pupils individual PSE and must be used as opportunities to support their learning.
- In the Secondary and Post -16 departments PSE will be taught through discrete lessons with strong links throughout the curriculum. PSE is taught thematically, using the IPC curriculum, Circle Time, SAP, Equals, Edexcel and Agored Cymru, regardless of ability or gender.
- The content of the programme is designed to meet the maturity, age and needs of the pupils and subjects will be revisited from time to time if greater understanding is required or additional subjects required.
- Staff are encouraged to answer questions openly and honestly using their professional judgement to match the age, maturity and understanding of individual pupils.
- Parents are required to give consent prior to SRE sessions (Refer to SRE Policy)
- Staff have the flexibility to change the delivery of PSE to meet the needs of their individuals as or if specific topics require urgent attention. If this change is required seek advice some subject co-ordinator if required.



**Literacy Framework (LNF)**

There are three strands Oracy, Reading, Writing. Pupils should be given opportunities, where appropriate, in their study of Personal and Social Development, Well-Being and Cultural Diversity to develop and apply the three strands.

**Numeracy Framework (LNF)**

There are four strands of numeracy – developing numerical reasoning, using number skills, using measuring skills and using data skills. Pupils should be given opportunities, where appropriate, in their study of Personal and Social Development, Well-Being and Cultural Diversity to develop and apply skills in the four strands.

**Key Skills****Developing ICT**

Pupils will be given opportunities where appropriate in their study of PSE to develop and apply their IT skills to obtain, prepare, process and present information and communicate ideas with increasing independence

**Developing Thinking Skills**

Pupils will be given opportunities where appropriate in their PSE studies to develop and apply their skills of asking appropriate questions, making predications and coming to informed decisions.

**Learning across the Curriculum**

Pupils should be given opportunities where appropriate to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

**Cwrriculum Cymreig and Wales, Europe and the World (14-19)**

Pupils will be given opportunities where appropriate to develop an understanding of the nature of communities in Wales and the roles, relationships, conflicts and inequalities that effect quality of life. Learners acquire skills that, values and knowledge that equips them to participate in decision making within their communities, locally, nationally and globally.

**Personal and Social Education**

Pupils will be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship and to prepare for lifelong learning.

**Careers and the World of Work**

Pupils will be given opportunities to develop an understanding of the opportunities available in education, training and employment. They develop the skills of self-analysis, identifying personal strength and setting targets for improvement, recognising the importance of acquiring new skills needed for the world of work.

## **Links with external agencies and health professionals**

Delivery of PSE cannot be solely delivered by the school if we strive for them to gain the range of experiences fully. Therefore, the school recognises the value of involving appropriate outside agencies and visiting speakers within the PSE programme. Input from outside agencies will be sought to complement not substitute or replace the school's delivery of PSE. External providers such as the School Nurse and P. Rogers are invited to look at the policy and their thoughts and professional expertise sought in the successful development of this policy.

In Greenfield School we work cooperatively with a range of external agencies and health professionals in order to deliver a well-structured and effective PSE programme which includes; The School Beat Police liaison officer, The School Nurse, Hafan Cymru, SAP Leaders, School Councillor, Drama Therapist, Music Therapist, Fire brigade, Careers Wales, members of the local church, Elite and VIVA, Designed to Smile Dental Team and Road Safety officers. These professionals support the curriculum with their new perspective and offer specialised knowledge, experience and resources in the specific topics and should only be invited as part of a planned programme.

Teachers will inform and prepare pupils for the visit of an outside agency/visiting speaker and allow them time to prepare questions prior to this. In addition, teachers will remain in the classroom at all times, as they are responsible for the pupils and pupil management. All sessions that are delivered by any professional other than the school staff must be incorporated into the planning, staff must be aware of and confident in the contents of the lesson and it must be agreed by the subject leader and SMT. All external professionals must be made aware of the differentiation required in order to deliver a successful curriculum prior to input. All external providers **MUST** be agreed with Mr. W. Murphy or a member of the safeguarding team.

Should the school be approached by unknown outside agencies or individuals then advice regarding suitability will be sought.

## **10. Management and Organisation of SRE**

### **10.1 Role of the governing body**

The role of the governing body of Greenfield School is to:

- determine a PSE policy
- ensure that the school has an up-to-date written PSE policy that is reviewed regularly (every three Years)
- Consult with parents/carers and the wider community

### **10.2 Role of the Head Teacher and Senior Leaders**

The role of the head teacher and senior management team is to:

- Co-ordinate the formulation of the school's PSE policy by involving all those relevant
- inform all staff and adults involved with the delivery of PSE within the school of the contents of the policy and its implications to them as providers
- assess the Continued Professional Development needs of school staff involved with the programme and seek to respond to these needs
- review the policy and make appropriate changes and amendments at least every three years

### **10.3 Role of the PSE co-ordinator**

The PSE co-ordinator will be responsible for:

- Formulating a programme of study and liaising with colleagues to ensure provision across the whole of the school.
- Have clear parameters on what learners should be taught.
- Monitor and evaluate the provision delivered through school and the suitability of resources.
- Liaise and make appropriate links between Key Stage teachers to support transition whilst ensuring the continuity and development from KS2.
- Liaise with representatives of KS3, 4 and Post 16 to ensure appropriate coverage, continuity and progression.
- Monitor and evaluate the scheme of work and the suitability of resources.
- Liaise with outside agencies and co-ordinate their involvement with the PSE programme.
- Consult with learners re: provision (School Council).
- Support professional development.
- Attend INSET and feedback information to colleagues.
- To network with colleagues in other schools and share good practice.

## **11. The Content of PSE**

The themes identified in the Personal and Social Development, Well-Being and Cultural Diversity Foundation Phase documentation are;

- Personal Development
- Social Development
- Moral and Spiritual Development
- Well-being

The themes identified in the PSE framework are;

- Active citizenship
- Health and emotional well-being
- Moral and spiritual development
- Preparing for lifelong learning
- Sustainable development and global citizenship

These themes are broken into specific topics which are identified in the long term planning.

## **12. Recognising Learner Achievement**

Teachers share clear learning outcomes with pupils and use success criteria to evaluate how effectively these are met at the beginning and plenary of each session. The assessment and monitoring of children's learning is therefore continuous and formative. In this way children know they are making progress in developing important skills.

Teachers will also make judgements about children's progress within PSE, using the Foundation Phase Outcomes, Skills in the PSE Framework, B2 assessment tool, Routes For Learning and IEP's. These judgments are shared and reported to parents. PSE IEP targets are evidenced and work may be incorporated into LNF moderation Evidence.

## **13. Monitoring and Evaluation**

The PSE coordinator monitors the subject on an annual basis. The PSE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader uses an audit tool to identify strengths and weaknesses which then feed into the School Improvement Plan.

## **Schools Award**

At Greenfield School we recognise the Healthy Schools and Eco-Schools Award as effective tools to promote PSE which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at Health and Environmental issues in their wider sense.

Our school is working with local partners and agencies to develop PSE including emotional health, sex and relationship education, Substance misuse education, safety, healthy eating and physical activity. In Greenfields we are currently working towards achieving our Platinum Eco-Schools award and Phase 5 of the Healthy Schools scheme.

#### **14. Continuing Professional Development**

- The PSE coordinator regularly attends courses provided Health Schools.
- The subject leader supports colleagues in the teaching of PSE, by giving them information about current developments and by providing a strategic lead and direction for the subject in the school
- Funding for training to be arranged with Wellbeing Deputy Head/ Head Teacher and Governors
- In house training delivered by staff as appropriate
- Networking with colleagues from other schools, Eco-Schools and Healthy Schools advisors

#### **15. Arrangements for reviewing the policy.**

The policy was agreed by staff/governors on

The policy will be reviewed annually.

Signed \_\_\_\_\_ PSE Coordinator

Signed \_\_\_\_\_ Chair of Governors