

# Ysgol Gynradd Creigiau Primary School

## Personal and Social Education (PSE) Policy

### A definition of PSE.

At Creigiau PSE comprises all that the school undertakes to promote the personal and social development and well being of its pupils. This includes planned learning experiences and opportunities in the curriculum as well as in other areas of school experience which are features of the ethos and community life of the school.

### Statutory Requirements.

It is statutory to teach PSE between the ages of 5 and 11 in Primary School. It is the responsibility of the school to plan and deliver a broad and balanced PSE provision to meet the specific needs of all pupils.

### Aims of PSE

PSE is central to all the School does to develop the emotional wellbeing of its pupils. The paramount importance of PSE is recognised in the Foundation Phase Framework - 'Personal and Social Development and Cultural Diversity' is at the heart of the Foundation Phase.

At Key Stage 1 (Year 1+2) PSE provision reflects the requirements of the ACCAC PSE Framework (2000).

At Key Stage 2 the provision follows the PSE Framework for 7 to 19 year olds in Wales (2008)  
The aims of provision throughout our school are to:

- Be curious about the things children observe experiences and explore relating to the world around them.
- Develop learners' self-esteem and personal responsibility.
- Support and enhance pupil's achievements in all areas of their lives
- Assist pupils to live healthy, safe and fulfilled lives.
- Promote self-respect, respect for others and celebrate diversity
- Foster and encourage positive attitudes and behaviour towards the environment.
- Prepare pupils to be life long learners and for the challenges, choices and responsibilities of work and adult life.
- Empower pupils to participate in their schools and communities as active responsible citizens locally, nationally and globally.
- To enable children to be the vehicle through which the ethos of the school is developed and communicated.

### Links with Other Policy Statements

Other policies refer to PSE - related issues and should be read in conjunction with this policy statement. These include the school's policies on:

Behaviour and Discipline Policy

Bullying Policy

Child Protection Policy

Equal Opportunities Policy

Physical Education Policy

Religious Education Policy

Sex and Relationship Education

Substance Use and Misuse Education

### **The Delivery of PSE**

At Creigiau Primary we aim to promote 'education inclusion'. 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 including:

Pupils of different abilities

Boys and Girls

Pupils with special educational needs including More able and talented Pupils

Pupils with disabilities

Pupils from all social and cultural backgrounds

Pupils of different ethnic groups

Pupils from diverse linguistic backgrounds

Vulnerable pupils.

Our teachers are aware that our pupils bring to school different experiences, 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.

We use a range of teaching and learning styles to deliver PSE. We place an emphasis on active learning, by including the children in discussions, investigations and problem-solving activities that promote active citizenship, e.g. charity fundraising, the planning of special School events. Many of such activities can be linked with the role of the School Council.

Classes are organised in order for pupils to participate in discussions to resolve conflict or set agreed classroom rules of behaviour in the form of 'Circle time'

PSE is taught to all children regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children. When teaching PSE we take into account the targets set for children in their Individual Education Plans if they are pertinent.

We also develop PSE through whole school events and approaches e.g. whole school assemblies.

We offer pupils the opportunity to hear visiting speakers, such as health workers, police and representatives from the community.

### **Use of outside Agencies.**

It is good practise for teachers to use expertise in any area of the PSE programme when available. The following good practise guide will apply when visitors are involved in school

- care will be taken in inviting visitors to class to see that their views do not conflict with school or LEA policy and that no pupil or their families will be unnecessarily offended by the views expressed.
- there will be careful joint planning between the visitor and the class teacher, preferably involving the pupils in thinking through what they want to know and who might be a good person to invite in
- the teacher will **always** be present throughout the visit to ensure continuity, evaluate the effectiveness of the visit and take responsibility for the children during the visit
- visitors will be made aware of our health and safety policy
- follow up work will take place within the class after the visitor has left, in order to maximise the impact of the visit.

### **The Management and Coordination of PSE**

The role of the PSE Co-ordinator is to:

- keeping up to date with PSE developments and attend courses and/or conferences as appropriate.
- promote awareness of PSE throughout the school
- identify contexts and experiences which will provide a coherent programme of PSE
- monitor, evaluate and review the PSE provision.

The named governor with responsibility for PSE is **Mrs Rhian Horsey** who reports on PSE progress to the PSE sub committee and the governing body.

### **The Content of PSE**

The school has a broad and balanced holistic approach to PSE provision. PSE comprises the development of skills, the promotion of positive attitudes and values, and the acquisition of knowledge and understanding in accordance with the Foundation Phase Framework, the ACCAC Framework and the Personal and social education framework for 7-19 years -old in Wales.

The themes which provide a basis for PSE provision in the Foundation Phase are:

- Personal development
- Social development
- Moral and spiritual development
- Well-being

The ACCAC PSE framework forms the basis for provision at Key Stage 1 (Year 1+2) through the following aspects

- |            |              |
|------------|--------------|
| • Social   | • Spiritual  |
| • Moral    | • Community  |
| • Physical | • Vocational |

- Learning
- Emotional
- Sexual
- Environmental

At Key Stage 2 the Personal and social education framework for 7 -19 year-olds in Wales set out the following themes for provision:

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

These themes are not addressed in the school as discrete areas of development but are linked in meaningful relevant ways mostly through context for learning within other subjects, in particular PE, RE, Language Science and Geography. However in some instances, e.g. drug and substances education and sex education at Upper KS2 is taught as discrete lessons.

### **Recognising Learner Achievement**

Teachers will make judgements about pupil's skills, attitudes and values and identify progress and where further development is needed. End of school year individual reports include details of Personal and Social Development, well-being and cultural diversity (Foundation Phase) Personal Profile / Qualities (KS1 and KS2)

Pupils will be encouraged to take responsibility for their progress, self assessment taking a prominent part.

KS2 pupils complete individual targets termly this includes personal targets.

Wherever possible, positive achievements will be noted by teacher.

### **Monitoring and Evaluation**

Monitoring and evaluating PSE will be managed in accordance with the school's policy. It will be monitored and evaluated by the PSE co-ordinator who will report the outcomes to the head teacher according to the school's rolling monitoring programme.

Monitoring of PSE will involve:

- Observation of PSE specific lessons and/or subject lessons with particular PSE content
- looking at pupils work
- Feedback from pupils and teachers
- collecting copies of teachers trebly planning for PSE

Evaluation of the programme will involve:

- Audit of PSE in the curriculum
- Consideration of alternative approaches which may improve provision
- discussion with pupils, teachers governors and parents about the programme

### **Continuing Professional Development**

- The PSE co-ordinator will attend appropriate training courses and disseminate relevant information to the rest of the staff
- The co-ordinator will advise staff on suitable resources and share good practise between staff.
- A resource base for PSE is available in the staffroom and managed by the PSE co-ordinator. Some resources are available in individual classes and in the school Libraries.
- The PSE co-ordinator has a range of free resources from companies and charities, which support these aspects of the curriculum.

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

This policy will be reviewed annually by the staff and PSE sub committee.

H Davies 21.04.10