PSE POLICY

YSGOL CLYWEDOG

Member of staff responsible - PSE Co-ordinator

Introduction

This policy has been informed by the Welsh Assembly Government's requirements for personal and social education for 7 – 19 year olds in Wales (Personal & Social Education Framework).

Rationale for PSE

Personal and Social Education (PSE) forms part of the basic curriculum for all registered pupils aged 7 – 16 at maintained schools. It comprises all that a school undertakes to support and promote the personal and social development and well being of its learners.

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.

Aims

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 acquire appropriate knowledge and understanding.

Specifically the aims of PSE 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 schools and communities as active responsible citizens locally, nationally and globally;
- foster positive attitudes and behaviour towards the principle of sustainable development and global citizenship
- prepare learners for the challenges, choices and responsibilities of work and adult life.

The Framework for PSE

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.

It is important to recognise that these themes are not discrete areas of development but are inextricably linked. The key stage learning outcomes for each theme are presented under the heading 'Range' in the PSE framework. The 'Range' section details the attitudes and values and knowledge and understanding that should be used as learning contexts to develop PSE related skills.

The PSE Curriculum

1. **Provision**

PSE cannot be confined to specific timetabled time. At Ysgol Clywedog PSE is delivered within a whole school approach which includes:-

- discrete curriculum time delivered by specialist teacher, form tutors, other staff;
- teaching PSE through and in other subjects/curriculum areas;
- through PSE activities and school events, eg; Year events (Yr7 induction) – visits and presentations by outside agencies. Theatre groups – outside speakers & local organisations. Contribution to national initiatives, eg; Healthy Schools
- through pastoral care and guidance, including SAP.

2. **Teaching methods and learning approaches**

Good teaching relies on using appropriate methods for the aims of the lessons or unit of work. All teachers are encouraged to develop a repertoire of flexible active learning methods, including

- effective starting and ending strategies;
- high order questioning skills;
- climate building and ground rules;
- agenda setting;
- working together;
- values clarification;
- information gathering and sharing;
- consensus building;
- problem solving;
- understanding another point of view;
- working with feelings and imagination;
- reflection, review and evaluation;
- circle time;
- school council (preparatory activities);
- drama and role play;
- use of theatre in education;
- discussion and debate.

3. **Assessment, Recording and Reporting**

Assessment should take into account the whole spectrum of learning outcomes in the Framework and reflect the pupils' activities in the taught PSE across the curriculum and in their general life in the school.

- the learning outcomes should be the basis for identification of positive achievement;
- self-assessment should play a prominent part in the assessment of particular attitudes and values;
- pupils should be given opportunities to reflect upon their experiences, discuss their own perceptions of their learning and progress, consider strengths and areas for development and set targets for improvement.

4. Recording

Recording evidence of attainment in PSE can take a wide variety of forms

- the results of tasks can be recorded with appropriate grades and comments. For example responses to case studies, designed questionnaires, etc.;
- written observations might arise for example from group work, role play and discussion with pupils;
- pupils can keep a record of their own observations regarding their progress which might involve regular self-assessment exercises, a portfolio of a selection of pieces of work to indicate progress and the results of interviews with tutors;
- certificates recognising achievement from within and outside the school can also contribute to the recording process;
- progress towards individual educational plan targets will also be regularly reviewed and recorded for pupils with special educational needs.

5. Reporting

The learning outcomes in the Framework will provide the basis for reporting.

- the purpose of reporting is to inform pupils and parents of pupil progress and achievement in PSE. At Ysgol Clywedog this is done through homework diaries, displays, interviews and letters to parents, awards and certificates;
- for pupils with special educational needs, progress towards individual education plan targets will contribute to the annual report to parents and the Annual Review for pupils who have a Statement of Additional Learning Need.

6. Discrete Provision

In Ysgol Clywedog there is discrete provision for PSE which includes a separately planned curriculum time for all years in school. This also includes time for delivery of 'World of Work'. Years 7, 8, 9 & 11 have one 60 minute lesson per fortnight. There is currently no discrete provision for Year 10. This has the advantage of enabling clear planning for identifiable provision and easier monitoring, for maximum effectiveness it needs the support of specialist staff.

In order to avoid separating aspects of PSE from other areas of the curriculum a whole school audit is essential. As is the tracking of the contribution of local partners, agencies, theatre in education, companies, LEA advisers and consultants.

7. Role of the PSE Co-ordinator

The Co-ordinator will:-

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree overall aims, objectives and priorities;
- establish a shared view of best practice to which all pupils are entitled;
- lead policy development;
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum;
- provide appropriate support and training for staff;
- monitor and evaluate the programme, including the use of outside agencies;
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement;
- attend relevant LEA courses.

8. Provision through teaching and learning in other subject/curriculum areas

Provision for some aspects of PSE could be made through other subjects, e.g Religious Education. Some subjects in the curriculum have opportunities to make links with the PSE framework through their programmes of study. These will be identified via audit, but could include:-

- english : skills in enquiry and communication, use of sources, discussion and presentation of arguments, texts with personal, health and relationship issues;
- mathematics : aspects of financial literacy;
- science : teaching and learning on health, drugs, sex education, safety;
- design & technology: health and safety issues, food and nutrition, the consideration of social and moral dilemmas associated with the global environment impact of products ? design and make activities;
- Welsh : discussion and presentation of arguments. Texts with personal and relationship issues, community and diversity topical local and global issues, links with Welsh Assembly government;
- ICT : finding ICT based information, handling data, exchange of ideas; e-safety;
- History: ideas, beliefs, attitudes and experiences of people from the past, issues of cultural diversity;
- Geography : implications of sustainable development for pupils' own life, skills of geographical enquiry including communication;
- Modern Foreign Languages : communication in the target language and learning about culture, customs and beliefs;
- Art : learning to respect differences between people through investigating work of artists, crafts people and designers from the wider world;
- Music : making the most of abilities and working with others when playing or singing, issues of cultural diversity, their value and their expression;
- Physical Education : teaching and learning about health and safety, development of co-operation and commitment;
- Religious Education : religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

9. PSHE Activities and School Events

Residential experiences, visits and outside agencies in school provide many opportunities for pupils to plan and work together, and develop and maintain relationships under different circumstances discover new qualities and characteristics through volunteering and participating.

10. Use of Community Based Agencies

At Ysgol Clywedog, prior to agencies attending the school, relevant staff ensure that:-

- checks have been made with the LA;
- their impact is integrated within a planned programme;
- appropriate planning sheets/lesson plans have been produced;
- school/class background information has been issued;
- resources have been checked for suitability;
- confirmation of dates and times have been confirmed in writing (includes e-mail);
- An evaluation process has been agreed.

11. Review Procedure

There will be an annual review which will normally occur at the end of the school year and which will take into account the School Based Review and the PSE development plan.

12 Handling sensitive and controversial issues

Learning from real-life experience is central to PSE. Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion. Almost any issue can prove sensitive to an individual. However, issues that are most likely to be sensitive or controversial include those that have a political, social or personal impact, deal with questions of values and beliefs or are raised by sex and relationship education. Other issues likely to be sensitive or controversial in the context of these units of work include:

- family lifestyle and values (including cultural and religious values);
- physical and medical issues;
- financial issues (including unemployment);
- bullying (including homophobic and racist bullying);
- bereavement.

Visitors

Visitors should be thoroughly briefed before the visit and understand their involvement. They will need to know:

- how much time is available;
- how many pupils are involved, and their ages and abilities;
- what equipment and accommodation are available.

Visitors should never be left alone in the classroom to work with pupils. Their contribution should complement that of the teacher, not replace it. Some visitors will come from organisations that work closely with schools and they may be very confident. Other visitors may be daunted by the prospect. However, thorough preparation, clear communication and the active participation of pupils should enhance the experience for all involved. The teacher has a responsibility to make sure that if a visitor promotes a partial view of a controversial issue, the opposing view is presented at some point to provide a balanced perspective. The teacher should make sure that unanswered questions are addressed.

To be effective, partnerships need to be clear about:

- the needs that have to be met;
- the resources and expertise available;
- the roles and responsibilities of individuals;
- the objectives (i.e. that they are clear, shared and can be monitored against agreed indicators);
- indicators of success.

Effective participation from young people plays a key role as they are involved in delivering and supporting aspects of PSE. Participation by our pupils includes: Prefects, School Council, 5 x 60 Ambassadors, Buddies, SNAG representatives

Participation by all pupils includes: Mock Election, and charity events.

We have partnerships with a diverse range of outside agencies, including:

- Careers Wales;
- Youth Service;
- NSPCC;
- Police;
- Army;
- Navy;
- St Christopher's School;
- Local colleges;
- Theatre companies;
- Governors, including the link governor to PSE.
- WCBC e.g. in2change.

Equal Opportunities

PSE is integral to a school's Equal Opportunities Policy and its policies on Anti-Bullying and Anti-Racism. The national framework for PSE underpins these policies providing a context for pupils to learn:

- the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;
- how to empathise with people different from themselves;
- how to resist pressure to do wrong;
- to recognise when others need help and how to support them.

Spiritual, moral, social and cultural development

PSE promotes **spiritual development** through fostering pupils' awareness and understanding of issues that involve differing beliefs and values in human society. It helps pupils develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

PSE promotes **moral development** through helping pupils acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Pupils have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.

PSE promotes **social development** through helping pupils acquire the understanding and skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.

PSE promotes **cultural development** through helping pupils understand the nature and role of the different groups to which they belong, learn about the origins and implications of the diversity in society and develop respect for difference.

Opportunities to reflect on the spiritual, moral, social and cultural dimensions, and for all pupils to consider their own views and opinions about them, occur through many aspects of PSE, in particular, as pupils investigate and think about topical issues, problems and events and as they participate in activities in their school, neighbourhood and communities.