

# Darland High School

## Personal and Social Education Policy (Jan 2012)

### A definition of 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.

At Darland High School we are deeply committed to providing all pupils, regardless of ability or background, with the opportunity to become fully rounded and well informed citizens, both on a national and global level.

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

PSE enables pupils 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 to enhance learning, motivation, performance and achievement.

### Statutory Requirements

PSE is a statutory element within the basic curriculum for pupils aged 3 to 19. It is the responsibility of schools to plan and deliver broad, balanced PSE provision to meet the specific needs of all learners.

### Aims of PSE

PSE reflects the aims of the *PSE Framework for 7 to 19 year olds in Wales* (2008) 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 principles of sustainable development and global citizenship
- prepare learners for the challenges, choices and responsibilities of work and adult life.

And specifically the following school/college aims:

- raise subject profile
- improve standards of learning in PSE

### Links with Other Policy Statements

Other policies that refer to PSE-related issues should be read in conjunction with this policy statement. These include:

- *Food and Fitness Policy*
- *Sex and relationships education*
- *Substance misuse education, including the management of drug related incidents*
- *Health & Safety*
- *RE*
- *Cwricwlwm Cymreig*
- *Behaviour Policy.*
- *Anti-Bullying Policy*
- *Attendance and Punctuality*
- *Child protection*
- *Equality*
- *Careers Wales Partnership agreement.*
- *ESDGC (Education for Sustainable Development and Global Citizenship)*

### The Delivery of PSE (learning and teaching)

### Model of delivery

1. PSE will be delivered once a fortnight as a discrete subject to students in KS3, where possible, by the form tutor. In KS4 the fortnightly PSE lesson integrates with the Welsh Bacalaureate programme.
2. There are approximately three half days per year for each year group in KS3, where the timetable is suspended to allow visitors to lead workshops for particular PSE aspects. This is extended to around three days a year for Years 10 and 11.
3. In the summer term, there are up to three Active Skills Days, where the timetable is suspended and different activities are put on to raise aspirations and to increase awareness of PSE themes.
4. Pupils also have the opportunity to be active citizens through the school council and fundraising events. For example, annual school sponsored walk, House competitions, Community Awards evenings, Active Citizens award.
5. In addition, the PSE audit highlights where curriculum areas and other features of school life contribute to the delivery of PSE. For example:
  - Core Science                    study of obesity and eating disorders
  - Maths                             calculating percentages
  - RE                                 denial of Human rights during the Holocaust

(Please see PSE audit for full details)

### Teaching methods

Teacher and student led classroom activities, including reflection, paired and group work, discussion, research, ICT tasks, and creative and communication tasks. It is important to recognize that through learning about PSE, students should be developing skills.

Increasingly, the school will train and engage with Peer educators to lead sessions.

### Use of external agencies

The school will work with a wide range of external agencies and organizations in order to broaden the horizons of our students and to impress upon them the relevance of the issues studied to life outside the school.

For Example:

- Inspire – year 7 and 8
- Wrexham Drugs Education Team – year 9
- Welsh Women's Aid/ Child employment speaker – year 10
- Young Enterprise and Shelter - year 11

The above agencies/speakers will work with individual forms, half-year groups and whole year groups depending on timetabling and sensitivity issues.

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

### Role of Senior Leaders

To support the PSE Coordinators in the management and delivery of PSE by providing funding, time, access to training and development and access to the curriculum. Senior Leaders also have a duty to monitor and facilitate evaluation of the subject. Currently the line manager of the PSE coordinator, is the Headteacher

### PSE Coordinator

- (see PSE, ESGDC, Careers Coordinator Job Description)

## **The Content of PSE (learning and teaching)**

There are five themes in the statutory framework:

1. Active Citizenship
2. Health and Emotional Well Being
3. Moral and Spiritual development

4. Preparing for lifelong learning.
5. ESGDC

All curriculum courses at Darland, support the delivery of PSE, through learning activities, related to these five areas as appropriate.

### **PSE and Skill Development**

Teaching and learning in PSE should promote the development of skills, particularly those which involve communication, working with others, problem solving and thinking skills.

### **Differentiation: including MAT, learning support and IEP's**

Lesson plans recognize and address issues of differentiation and different learning styles. Suggested activities provide options for alternate methods of delivery, communication and task completion.

Many tasks are designed to allow students to extend their learning through self-expression, research or analysis.

Subject teachers should make themselves aware of any IEPs (Individual Education Plans) pertaining to pupils they teach and utilize Learning Support Assistants appropriately.

### **Curriculum Enrichment**

In addition to the enriched learning experience provided by outside agencies the school will maximize opportunities to participate in community and fund-raising events. The School Council, ESGDC and Peer Education / Mentoring are some examples of these opportunities. The involvement from the students is on three levels:

Local ( in school and the neighbouring community)

National (Wales and Britain)

International (Polish exchange)

### **Recognising Learner Achievement**

**(assessment; recording & reporting; AfL [Assessment for Learning])**

Assessment in PSE is largely based on observation by the teacher. Some tasks involve in-built peer assessment or quiz marking during the lesson. Some homework, such as the book cover designs or research tasks may be rewarded with smiley faces and stickers. On five occasions every year, at the time of the Screenings, the PSE teacher will make a judgement on the effort made by each student in PSE, by reviewing the work of the student and awarding an effort grade.

**PSE is a non-examination Subject, but it contributes to the development of skills throughout the curriculum and particularly to the achievement of the Welsh Baccalaureate.**

### **Cwricwlwm Cymreig**

The SoW uses Welsh and local examples wherever possible and suitable. In addition, visiting speakers are mostly local and from specifically Welsh agencies – e.g. Shelter Cymru; Welsh Women's Aid; Wrexham Drugs Education Team.

Staff are expected to follow the school Cwricwlwm Cymreig policy with regard to promoting the use of incidental Welsh in the classroom; which is supported by department provision of Welsh language reward stickers.

### **Monitoring and Evaluation**

The quality of provision in PSE will be evaluated through:

1. Formal book scrutinies
2. Teacher evaluation forms
3. Drop ins.
4. Pupil panels
5. Pupil evaluations
6. Visitor evaluations.

### **Communication and Training**

- All PSE teachers are provided with a PSE folder detailing SoW, lesson plans and resources, (to be added to as new materials are provided) + subject philosophy, aims and assessment.
- Stationery and reward stickers.

- The PSE Coordinator will ensure that all teachers are effectively briefed in calendared meetings scheduled throughout the year and through whole staff briefings, cross curricular meetings, Year Learning Managers, staff trays and personal visits from coordinators.
- The PSE noticeboard and termly calendars of visitors.
- Resources will be made available (on the school network) and through networking discussions with providers.
- Sharing of effective practice – Quality Circle for PSE + time will be made available for staff to observe each other, including PSE coordinators.

#### **Arrangements for reviewing the policies**

- Review date - February 2014