

Darland High School

Personal and Social Education Policy

A definition of Personal and Social Education

PSE comprises all that a school 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 the profile of the elements of the PSE framework.
- 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. Weekly themes for Collective Reflection. There is a annual calendar of themed weeks, which complements the formal programme of PSE half days, by focusing on a range of ethical, moral and social issues. The calendar is designed to synchronise with national awareness weeks and the commemoration or particular anniversaries.
2. There are three half days per year for each year group in KS3 and Year 10, where the timetable is suspended to allow visitors to lead workshops for particular PSE aspects. Due to the importance of exam based courses, in Year 11 there are only two half days.
3. Pupils also have the opportunity to be active citizens through the school council and fundraising events. For example, bi-ennial school sponsored walk, form competitions, Awards evenings, Community volunteering, Duke of Edinburgh's Award Scheme.
4. Pupils in Year 7 are also following the PiXL Edge award scheme which encourages them to demonstrate the attributes of Leadership, Organisation, Resilience, Initiative and Communication.
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
 - Geography deforestation and environmental threats.
 - RE denial of Human rights during the Holocaust

(Please see PSE audit for full details)

Teaching methods

The majority of the half day sessions will be delivered by visitors operating within a carousel. For example, a Year 7 half day may consist of 6 health professionals leading 6 X 30 minute workshops, with six groups of pupils. During this suspended timetable half day, classroom teachers will accompany pupils they would be teaching and contribute to the workshop.

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

The Assistant Headteacher, Pupil Progress and Wellbeing, has overall strategic responsibility for ensuring that our PSE curriculum complies with the Welsh Framework. The Assistant Headteacher will also work with the headteacher in designing the themed weeks for the school calendar.

The PSE administrative officer is responsible for sourcing external presenters and providers and for organising the half day PSE sessions.

Form teachers are responsible for ensuring that elements of PSE relevant to the weekly themes are delivered through the statutory daily act of worship in form time.

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, ESDGC 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 – (Fundraising for Toilet Block in a Ugandan school through our BuildAfrica partnership)

Recognising Learner Achievement

Students will keep a log of their PSE learning and use form time to write up what they have learned in their half day sessions. Progress in PSE will be commented on by form teachers in the individual student's annual report.

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:

A biennial curriculum audit of provision across the curriculum.

Arrangements for reviewing the policies

- Review date June 2022