

Darland High School

Personal and Social Education Policy

November 2024

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

Health and Well-being is a statutory element of the 3-16 Curriculum for Wales and forms one of the six Areas of Learning and Experience (AoLEs). PSE and RSE both fall within the Health and Well-being AoLE. It is the responsibility of schools to plan and deliver broad, balanced PSE provision to meet the specific needs of all learners. Within the Curriculum for Wales, PSE is expected to be referenced within and across all other AoLEs and can be facilitated in any way that the school decides, provided that the What Matters Statements and Progression Steps are fully covered.

Aims of PSE

According to the Curriculum for Wales, the What Matters Statements for Health and Well-being are:

- Developing physical health and well-being has lifelong benefits
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.

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 is timetabled as a fortnightly lesson, to be delivered as a Form Group and by the Form Tutor where possible. The school has purchased a 5-year PSHE package, from which the Darland PSE curriculum has been taken and which is tailored to the needs of learners.
2. In addition to fortnightly PSE lessons, learners have the opportunity to engage with external providers through standalone assemblies or PSE events, such as the Crucial Crew Day for Year 7, Army Careers Assemblies, Alcoholics Anonymous talks for Year 9, INSPIRE visits and the Info Shop talks on sexual health and contraception.
3. Pupils also have the opportunity to be active citizens through the school council and fundraising events. For example, Awards evenings, Community volunteering, Duke of Edinburgh's Award Scheme and the Hope House Enterprise and Employability Challenge in Year 10.
4. In addition, shared Faculty Learning Plans highlight 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 Faculty Learning Plans for full details)

Teaching methods

One hour of PSE is timetabled per fortnight and is part of the school timetable, rather than operating as a rolling or drop-down format. The Form Tutor delivers the content to the Form Group (except in the event of part-time staff not present for PSE) and all Form Groups within a year group follow the same Learning Plan and sequence of lessons. Staff are provided with lesson resources that have been externally created by specialist teachers (Creative education) and students complete learning in PSE workbooks in order to track progression and work completion.

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 8 and 9
- In2Change drugs awareness – Years 9-11
- Info Shop – Years 9-11
- Alcoholics Anonymous – Year 9

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

The PSE administrative officer is responsible for sourcing external presenters and providers

Form teachers are responsible for delivering the PSE Learning Plans, using lesson resources and ensuring completion of the PSE Workbooks.

The Content of PSE (learning and teaching)

There are five themes in the Health and Well-being AoLE:

1. Physical health and well-being
2. Mental health and emotional well-being
3. Decision-making
4. Social influences
5. Relationships

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 – Experiences via international school trips and fundraising opportunities such as Comic Relief and Teams 4 U.

Recognising Learner Achievement

Students will keep a log of their PSE learning in their PSE workbooks and complete self-assessment tasks at the end of each unit. Progress in PSE will be commented on by form teachers at Tracking Points and via student self-reporting for Health and Well-being.

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 monitoring and auditing of shared Faculty Learning Plans, student health and well-being self-reporting, staff voice feedback and learner voice feedback.

Arrangements for reviewing the policies

Review date September 2026