

**PERSONAL AND SOCIAL
EDUCATION
POLICY**

Rationale

Personal and Social Education enables pupils to become healthy, independent and responsible members of society. Cefn Saeson seeks to promote each pupil's personal and social development at school, as a member of society and in preparation for adult life. PSE is a means of acquiring a range of personal and interpersonal skills which helps each child to their fullest potential, as a learner, an individual and a member of society achieve. In so doing we help develop their sense of self-worth.

Entitlement

The policy applies equally to all pupils in Cefn Saeson regardless of gender and ability.

1. 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. Cefn Saeson Comprehensive seeks to actively promote each pupils personal and social development at school, as a member of society, the local community, and in preparation for adult life.

2. Statutory Requirements

PSE is a statutory element within the basic curriculum for pupils aged 11 to 16. It is the responsibility of schools to plan and deliver broad, balanced PSE provision to meet the specific needs of all learners. PSE is a shared responsibility, developing the moral, cultural, social and emotional potential of a child is a responsibility for all staff. The policy is concerned with nurturing personal and social skills, promoting self esteem and empowering the individual to realize his or her fullest potential.

Helping pupils to reach their maximum potential in all areas, influencing behaviour and attitudes in a positive way to prepare pupils to take a full and active role in society is part of our school ethos.

The aims of personal, social and health education are to enable pupils to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for a good relationship with others
- Have respect for others
- Be independent and responsible members of the school community
- Be positive and active member of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal social and health issues
- Develop good relationships with other members of the school and the wider community

3. Aims of PSE Policy at Cefn Saeson

PSE reflects the aims of the PSE framework for 7 to 19 year olds in Wales (2008) and specifically the following school aims:

- To equip pupils to be personally and socially effective by providing learning experiences in which pupils can develop skills, explore attitudes, values and personal qualities and acquire, evaluate and apply appropriate knowledge and understanding.
- Develop pupils' esteem and personal responsibility.
- Prepare pupils for the challenges, choices and responsibility of adult life.
- Empower pupils to participate in their communities as active citizens and to develop a global perspective.
- Foster and encourage positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally.
- To deliver the contents of the PSE Framework.
- To promote the personal and social development of pupils to allow each pupil to realise his/her fullest potential.
- To include activities which provide a positive influence on attitudes and behaviour.
- To encourage pupils to develop skills and strategies which will be transferred to other areas of the curriculum.
- To assist pupils to live healthy and fulfilled lives.

4. Links with other Policy Statements

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

- Substance misuse education, including the management of drug related incidents.
- Behaviour Policy.
- Child Protection.
- Race Equality Policy.
- No Smoking Policy.
- Anti-Bullying Policy.
- Collective Worship Policy.

5. The Delivery of PSE

PSE comprises the development of skills, the promotion of positive attitudes and values, and the acquisition of knowledge and understanding in accordance with the PSE framework.

A range of teaching and learning styles are used to support PSE education. Outside visitors and agencies are utilized wherever possible. The PSE calendar will identify where speakers/external agencies can be used to support the programme. The teacher will always be present during the visit to support the speaker, evaluate the effectiveness of the visit and take responsibility for the children during the visit. Where possible members of the school community will contribute to PSE. e.g. Governors.

PSE is delivered through specific PSE lessons. We use a range of teaching and learning styles. We place an emphasis on active learning by including pupils in discussions, investigations and problem-solving activities. Lessons are organised in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

We encourage pupils to take part in a range of practical activities that promote active citizenship e.g. charity fundraising, the planning of school special events or involvement in an activity to help other individuals or groups less fortunate than themselves.

Some aspects are taught in daily life of our school. One example would be the use of Merits to reward and acknowledge good work, effort, behaviour and citizenship.

Some aspects of PSE are delivered through other subjects. There is also considerable overlap with the following aspects of our work:

- ESDGC
- Spiritual and Moral education

PSE is also delivered through activities and whole-school events, examples of which include:

- Our Student Council
- The Duke of Edinburgh Award Scheme
- Our participation in the county's 'Healthy Schools Scheme' (see Healthy Schools policy)

PSE and Healthy Eating & Lifestyle

Our involvement in the scheme ensures that, while pupils are at school, they:

- Eat and drink healthily whenever possible, and acquire healthy eating habits
- Learn about the importance of healthy eating for their own future health and that of their families and dependants
- Develop the skills necessary to buy and prepare healthy meals and drinks
- Develop their understanding of how their own bodies respond to food and physical exercise and how this affects fitness
- Take responsibility for promoting actively the self-esteem of other members of the school community
- Take responsibility for developing good relationships in the daily life of the school
- Help to identify, develop and communicate a positive ethos and appropriate school values
- Help to enhance the environment of the school

Our involvement also aims to:

- Develop and implement a coherent health education curriculum
- Establish effective links with partner schools
- Develop the school as a health promoting workplace with commitment to the health and well being of all staff
- Develop the complementary role of other school policies to health education curriculum
- Develop partnerships with appropriate outside agencies and individuals for advice and active support for health education and health promotion in the school.

6. The Management and Coordination of PSE

PSE is the responsibility of everyone in the school. The policy is concerned with nurturing personal and social skills, promoting self esteem and empowering the individual to realise his or her potential.

The PSE Co-ordinator will be responsible for the oversight and development of the PSE schemes of work to ensure that there is continuity and progression across all the year groups.

PSE is a shared responsibility and will happen:

- In the first context permeating in the everyday life of the school policies and day to day practice and modelling.
- In the second context, through curriculum subject provision (some aspects of the programme will fit naturally alongside the National Curriculum programmes of study).
- In the third context, through the PSE lessons/Form Tutor programmes, planned opportunities with allocated curriculum time.
- In the fourth context through organised, bolt-on additions to PSE lessons, throughout years 7 – 11 at relevant times during the school year.

Classroom elements of PSE are taught by subject teachers as part of their planned work and by form tutors as part of the pastoral programme.

Some areas of PSE are particularly sensitive and staff may find them difficult to address. The school will always try to provide adequate training and support to allow staff to teach from a position of confidence and competence.

7. Assessment and Recording

Teachers assess pupils' work in PSE both by making informal judgements as they observe them during lessons and by encouraging the pupils to carry out self-evaluation of their work and progress against our expectation

8. Monitoring and Evaluation

Monitoring and evaluation of the programme will involve:

- Observation of PSE classroom lessons and lessons delivered by guests/outside speakers.
- Observation of pupils' work.
- Feedback from pupils and teachers about the programme.
- Completion of Staff and pupil evaluation sheets.
- Scrutiny of co-ordination and management of the programme, use of resources and outcomes of staff training.
- Use of PSE audit to facilitate future planning

9. Resources

- A budget will be allocated to PSE
- A resource base is available

10. Reviewing the policy

The policy is to be reviewed annually.

Development of Key Skills

Literacy and Numeracy

This will be planned into the programme through a range of activities – discussion, group work, written work, data collection etc.

Use of I.C.T.

Facilities for I.C.T. will be made available to support the delivery of P.S.E. Pupils will use I.C.T. as a resource for research/presentation of work etc. Pupils will develop I.C.T. skills through other aspects of the curriculum but will be encouraged to use them whenever possible.

KEY STAGE 3

KNOWLEDGE AND UNDERSTANDING

CODE	ASPECT	Pupils should:
SoA	Social Aspect	<ol style="list-style-type: none"> 1. Be aware of changing relationships in school situations and in the family. 2. Understand cultural differences and recognise expressions of prejudice and stereotyping.
CA	Community Aspect	<ol style="list-style-type: none"> 1. Understand the nature of local, national and international communities with reference to cultural diversity, justice, law and order and interdependence. 2. Understand the issues relating to democracy in Wales and know the rights and responsibilities of a young citizen. 3. Know how representatives (MEPs, MPs, Members of the National Assembly, Councillors etc) are elected and what their roles are.
PA	Physical Aspect	<ol style="list-style-type: none"> 1. Know the effects of and risks from use of the range of legal and illegal drugs (including alcohol and tobacco) and the laws governing their use. 2. Understand the relationship between diet and good health and the importance of food safety. 3. Know that maintaining regular exercise can have both mental and physical benefits.
SeA	Sexual Aspect	<ol style="list-style-type: none"> 1. Know about the different methods of contraception and their effectiveness and know how to use safer sex procedures. 2. Know the law relating to various aspects of sexual behaviour
EmA	Emotional Aspects	<ol style="list-style-type: none"> 1. Identify the range of emotions and feelings they experience and understand the 'self-talk' involved. 2. Know how to resolve conflict and negotiate agreement.
SpA	Spiritual Aspect	<ol style="list-style-type: none"> 1. Be aware of their character, strengths and weaknesses. 2. Have insight into their beliefs and values in the context of those in society and propagated by the media.
MA	Moral Aspect	<ol style="list-style-type: none"> 1. Recognise moral issues and dilemmas in life situations. 2. Know what they believe to be right and wrong actions and understand the issues involved.
VA	Vocational Aspect	<ol style="list-style-type: none"> 1. Have a developing understanding of their aptitudes, interests, and personal qualities in order to make informed choices about learning and occupational options. 2. Understand the changing requirements of the work place including the impact of new technologies. 3. Be aware of the importance of planning for their financial futures and examine ways of doing this.
LA	Learning Aspect	<ol style="list-style-type: none"> 1. Know how to use their preferred learning styles in order to improve learning performance. 2. Know how to manage time and organise themselves effectively.
EvA	Environmental Aspect	<ol style="list-style-type: none"> 1. Understand the interdependence of global systems and the effects of natural processes and human development. 2. The key issues of sustainable development, including actions that will improve the quality of life now without damaging the planet for the future.

KEY STAGE 3

LEARNING AND OUTCOMES

ATTITUDES AND VALUES

PSE provision should enable pupils to:

- At1 Show care and consideration for others and their property and be sensitive towards their feelings.
- At2 Have respect for themselves and others.
- At3 Value cultural diversity and equal opportunity and respect the dignity of all.
- At4 Value friends and families as a source of love and mutual support.
- At5 Have a responsible attitude towards keeping the body safe and healthy.
- At6 Value their own achievements and success and be committed to lifelong learning in a changing world.
- At7 Consider the deeper questions in life and the search for meaning and purpose.
- At8 Be disciplined and take responsibility for actions and decisions.
- At9 Be moved by injustice, exploitation and denial of human rights.
- At10 Be committed to practical involvement in the community.
- At11 Develop a sense of personal responsibility towards the environment and a concern for the quality of life both in the present and the future.

KEY STAGE 3

LEARNING OUTCOMES

SKILLS

PSE provision should enable pupils to:

- Sk1 Listen attentively in different situations and respond appropriately.
- Sk2 Communicate confidently one's feelings and views and maintain with conviction a personal standpoint.
- Sk3 Critically evaluate others' viewpoints and messages from the media.
- Sk4 Empathise with others' experiences and feelings.
- Sk5 Use a range of techniques for personal reflection.
- Sk6 Make and maintain friendship and negotiate behaviour in a relationship.
- Sk7 Be assertive and resist unwanted peer pressure and other influence.
- Sk8 Use a range of strategies to resolve conflict.
- Sk9 Make decisions and choices effectively.
- Sk10 Ask for help, support and advice.
- Sk11 Make moral judgements and resolve moral issues and dilemmas.
- Sk12 Action plan and set targets.
- Sk13 Review and reflect on learning and analyse strengths and weaknesses.
- Sk14 Work both independently and co-operatively.
- Sk15 Manage time and meet deadlines.
- Sk16 Make reasoned judgements.
- Sk17 Take part in debates and vote on issues.
- Sk18 Administer basic first aid.

KEY STAGE 4

KNOWLEDGE AND UNDERSTANDING

CODE	ASPECT	Pupils should:
CoA	Social Aspect	<ol style="list-style-type: none"> 1. Know how to form supportive and respectful same sex and opposite sex relationships. 2. Understand the effect of loss and change in relationships for example in divorce and bereavement. 3. Know the importance of the parenting role and the features of effective parenthood. 4. Recognise and know how to challenge expressions of prejudice and stereotyping.
CA	Community Aspect	<ol style="list-style-type: none"> 1. Know how democratic systems work and understand how individual citizens, public opinion, lobby groups and the media can contribute and have an influence and impact. 2. Understand how Government evolves and affects individuals. 3. Have a developing global awareness of contemporary issues and events including human rights and sustainable development.
PA	Physical Aspect	<ol style="list-style-type: none"> 1. Know the pattern of drug use (including alcohol and tobacco) in their community and beyond and know where to get information, help and advice. 2. Know how to analyse and evaluate dietary information. 3. Know that maintaining a regular exercise can have both mental and physical benefits.
SeA	Sexual Aspect	<ol style="list-style-type: none"> 1. Understand the risks involved in sexual behaviour which might allow the transmission of sexually transmitted infections including the HIV virus. 2. Understand the range of sexual attitudes and behaviours in society.
EmA	Emotional Aspect	<ol style="list-style-type: none"> 1. Know the causes and effects of stress and the ways in which it can be managed. 2. Know how to recognise and manage anger, frustration and aggressive feelings.
SpA	Spiritual Aspect	<ol style="list-style-type: none"> 1. Have some understanding of questions and issues involving meaning and purpose in life. 2. Know how their beliefs and values affect their identity and lifestyle.
MA	Moral Aspect	<ol style="list-style-type: none"> 1. Be aware of the factors involved in making moral judgements. 2. Identify a set of values and principles by which we live.
VA	Vocational Aspect	<ol style="list-style-type: none"> 1. Know the relevant opportunities available to them in education, training and employment and know how best to use the careers service. 2. Understand a range of economic and industrial issues related to their role as consumers and future providers and their responsibilities in personal finance.
LA	Learning Aspect	<ol style="list-style-type: none"> 1. Know how to review their learning and set priorities for development and targets for improvement. 2. Know a range of techniques to assist study and exam preparation.
EVA	Environmental Aspect	<ol style="list-style-type: none"> 1. Know about the main global issues which pose a threat to the environment. 2. Know how to live and act sustainably and how to participate in collective decisions to live and act sustainably.

KEY STAGE 4

LEARNING OUTCOMES

ATTITUDES AND VALUES

PSE provision should enable pupils to:

- At1 Show care and consideration for others and their property and be sensitive towards their feelings.
- At2 Have respect for themselves and others.
- At3 Value cultural diversity and equal opportunity and respect the dignity of all.
- At4 Value friends and families as a source of love and mutual support.
- At5 Take responsibility for keeping the body safe and healthy and have a responsible attitude towards sexual relationships.
- At6 Value their own achievements and success and be committed to lifelong learning.
- At7 Consider the deeper questions in life and the search for meaning purpose.
- At8 Be ambitious, adaptable and open to new types of learning and technology in a changing world.
- At9 Be disciplined and take responsibility for actions and decisions.
- At10 Be moved by injustice, exploitation and denial of human rights.
- At11 Be committed to practical involvement in the community.
- At12 Have a sense of personal responsibility towards the environment and be committed to live and act sustainably.

KEY STAGE 4

LEARNING OUTCOMES

SKILLS

PSE provision should enable pupils to:

- Sk1 Listen attentively in different situations and respond appropriately.
- Sk2 Communicate effectively their feelings and views in a wide range of situations.
- Sk3 Appreciate, reflect on and critically evaluate another person's point of view.
- Sk4 Use a range of techniques for personal reflection.
- Sk5 Make and maintain friendship and negotiate behaviour in a relationship.
- Sk6 Be assertive and resist unwanted peer pressure and other influence.
- Sk7 Resolve conflict with a win/win situation.
- Sk8 Adapt to changing situations.
- Sk9 Make decisions and choices effectively.
- Sk10 Ask for help, support and advice.
- Sk11 Use relaxation, exercise and other techniques to manage stress.
- Sk12 Make moral judgements and resolve moral issues and dilemmas.
- Sk13 Review learning and performance, action plan and set targets.
- Sk14 Work both independently and co-operatively.
- Sk15 Administer basic first aid.