

Policy for Personal and Social Education

Document Purpose

This policy reflects the values and philosophy of Llangunnor School in relation to the teaching and learning of Personal and Social Education. It gives a framework within which all staff, both teaching and non-teaching, work and it gives guidance on planning, teaching and assessment.

Audience

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is distributed to all individual members of the teaching staff and Llangunnor school governors. Further copies are also available for non-teaching staff and visiting teachers in the headteacher's office.

Subject Aims

Personal and social education forms part of the basic curriculum for all pupils. The aims of teaching PSE at Llangunnor School are consistent with our school philosophy and take account of aspects of Personal and Social Development, Well-Being and Cultural Diversity within the Foundation Phase and the PSE guidelines within the National Curriculum for Wales.

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 principles of sustainable development and global citizenship
 - prepare learners for the challenges, choices and responsibilities of work and adult life..

Skills across the Curriculum

At Key Stage 2, pupils will be given opportunities to build on the skills they have started to acquire and develop during the Foundation Phase. Learners will continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts.

Developing Thinking

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.

In **personal and social education**, learners engage in a wide range of personal and social issues that require decision-making and action through planning personal responses, developing understanding, and reflecting upon outcomes for themselves and others..

Developing communication

Learners develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

In **personal and social education**, learners communicate through researching, listening to others and discussing in small and large groups, and sharing information and ideas with peers about a wide variety of personal, social and community issues.

Developing number

Learners develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

In **personal and social education**, learners gather, select and analyse numerical information to develop evidence to support their understanding of issues.

Developing ICT

Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

In **personal and social education**, learners develop both their purposeful application of ICT skills and their understanding of the benefits and risks of using current and emerging technologies. They gain an understanding of the importance of adopting safe and legal practices which minimise risks to themselves and others when using digital communications, along with an appreciation of the need to show respect towards others.

Curriculum Cymreig

We aim to give the children opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

In **personal and social education**, learners develop an understanding of the nature of communities in Wales and the roles, relationships, conflicts and inequalities that affect the quality of life. Learners acquire the skills, values and knowledge that equips them to participate in decision-making within their communities, locally, nationally and globally.

PSE

Pupils at Llangunnor School are given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship and to prepare for lifelong learning.

Foundation Phase Skills (Personal and Social Development, Well-Being and Cultural Diversity)

Personal development

Children should be given opportunities to:

- become independent in their personal hygiene needs and to be more aware of personal safety
- express and communicate different feelings and emotions – their own and those of others
- show curiosity and develop positive attitudes to new experiences and learning
- take risks and become confident explorers of their indoor and outdoor environment
- experiment with new learning opportunities, including ICT
- become independent thinkers and learners
- develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work
- concentrate for lengthening periods
- value the learning, success and achievements of themselves and other people.

Social development

Children should be given opportunities to:

- be aware of and respect the needs of others
- take responsibility for their own actions
- consider the consequences of words and actions for themselves and others
- develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community
- develop an understanding of what is fair and unfair and to be willing to compromise form relationships and feel confident to play and work cooperatively
- value friends and families and show care and consideration
- appreciate what makes a good friend
- develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity
- develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures
- treat people from all cultural backgrounds in a respectful and tolerant manner
- develop an understanding of the diversity of roles that people play in different groups and communities
- begin to question stereotyping.

Moral and spiritual development

Children should be given opportunities to:
respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively
communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate

- communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses
- respond personally to simple imaginary moral situations giving reasons for decisions made
- use stories or situations to raise questions about why some things are special
- express ideas and feelings creatively, explaining why they are significant
- talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex
- ask questions about how and why special things should be treated with respect and respond personally
- ask questions about what is important in life from a personal perspective and from the perspective of others.

Well-being

Children should be given opportunities to:

- value and contribute to their own well-being and to the well-being of others
- be aware of their own feelings and develop the ability to express them in an appropriate way
- understand the relationship between feelings and actions and that other people have feelings
- demonstrate care, respect and affection for other children, adults and their environment
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others
- understand and recognise that changes happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings
- develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies

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Learners should be given opportunities to:

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions
- use appropriate techniques for personal reflection.

Developing communication

Learners should be given opportunities to:

- listen carefully, question and respond to others
- express their views and ideas confidently through a range of appropriate methods
- contribute to class discussions and take part in debates.

Developing ICT

Learners should be given opportunities to:

- find and develop information and ideas
- create and present information and ideas
- use ICT safely with appropriate support and guidance.

Developing number

Learners should be given opportunities to:

- select data from given information presented in a range of numerical and graphical ways
- gather information in a variety of ways, including simple questionnaires or databases to support understanding of PSE-related issues.

Working with others

Learners should be given opportunities to:

- work cooperatively to solve problems
- make and maintain friendships and other relationships
- resist unwanted peer pressure and behaviour
- empathise with others' experiences and feelings
- manage different emotions and develop strategies to resolve conflict and deal with bullying
- ask for personal support and advice.

Improving own learning

Learners should be given opportunities to:

- experience various learning styles and recognise the ways in which they learn best
- reflect on progress, identify strengths and weaknesses and set targets for improvement
- apply learning to similar situations within school
- develop practical skills necessary for everyday life.

Curriculum and School Organisation

In order to achieve the aims outlined previously, the teaching of PSE at Llangunnor is approached in a flexible way throughout the school within the Foundation Phase and KS2.

The planned teaching of relevant PSE skills, attitudes and values, and knowledge and understanding are introduced and taught within National Curriculum subjects and RE.

The PSE programme of study has been integrated into other schemes of work, rather than being encompassed within its own Scheme of Work. These schemes are devised and

matched to the KS2 Programme of Study, including skills and range to ensure full coverage of the National Curriculum for Wales throughout the school.

At the foundation phase all aspects of learning will be interlinked for young children; they do not compartmentalise their learning and understanding into curriculum areas. The seven Areas of Learning are complementary. During a single activity a child may be acquiring skills, knowledge and understanding in more than one Area of Learning.

At KS2 PSE may be regarded as a supplementary subject in a topic which has another curriculum area as its focus, e.g. English and RE.

At Llangunnor School a whole school planning approach is adopted.

The teaching staff at both the Foundation Phase and Key Stage 2 meet on a termly basis to discuss and plan appropriate activities for the term for each year group – thus ensuring continuity and progression with no duplication of work.

Each class teacher then ensures that during the term all PSE skills specified for that particular term in our school's 2 year cycle plan are targeted. Each class teacher has the flexibility to introduce and complete the suggested activities according to their own interpretations and personal expertise.

Roles and Responsibilities of the PSE Co-ordinators

PSE has a Curriculum Team made up of a teacher from both the Foundation Phase and KS2 - Namely Mrs Menna Mason and Mrs Catrin Thomas. Both teachers are designated as the Curriculum Co-ordinator.

Every member of staff has the opportunity to request PSE courses as part of their continual professional development but attendance at these courses is at the discretion of the Headteacher and the BEST co-ordinator.

It's also the role of the PSE co-ordinators to ensure that the school is adequately resourced in terms of equipment, books, CD roms etc. The resources are purchased from an allowance allocated to each subject in accordance to the school's purchasing policy. Resources are regularly audited and kept centrally.

Time Allocation

The organisation of PSE teaching will differ between each year group as well as between the Foundation Phase and Key Stage 2 and the amount of time allocated to PSE in any one week may vary due to its integration within other subjects.

However, class teachers and the PSE Curriculum Team endeavour to ensure that the subject is adequately represented when included within other subjects.

Class Organisation and Teaching Style

Within any one class and within the range of PSE topics/work children are given the opportunity to work as a class, as part of a group and as individuals.

There are occasions when whole class activities are appropriate in the teaching of PSE. These may include the introduction of a new topic or theme or the introduction of activities leading to further group work or when an activity may generate so much excitement and enthusiasm it is impossible to work with one group at a time.

Group work in PSE is organised so as to promote co-operation and effective learning and understanding. Children may be grouped according to age, ability or other criteria such as friendship. Every effort is made to ensure that work is carefully differentiated and matched for each group.

Individual tasks allow children opportunities to develop their own skills and concepts at their own pace. Such activities also allow the teacher to cater for all the needs of the children within a class.

The choice of class organisation will be determined by the learning task or activity, the PSE being studied and the resources being used.

Teaching and Learning

It is imperative that as a school we review and update our teaching pedagogy in order that learners have experience of, engage in and master the skills demanded of today's citizens.

At Llangunnor School a development programme for thinking skills and Assessment for Learning aims to support more effective learning. Reference is made to the four areas of learning within the Skills Framework 3-19 year olds in Wales.

Developing thinking can be defined as developing patterns of thinking that help learners acquire deeper understanding and enable them to explore and make sense of their world. It refers to processes of thinking that plan, develop and reflect. These processes enable learners to plan their work, to think creatively and critically and to reflect on their learning making links within and outside school.

Assessment for learning is the process of finding out where learners are within a learning continuum, where they need to go and how best to get there.

The following essential features reflect the pedagogy of Llangunnor School:

- focus more on **how** to learn, i.e. the *process* of learning, than on what to learn, i.e. the subject knowledge and skills

- learners are frequently required to verbalise and to articulate their thinking/learning so that the processes are made more *explicit and visible* in the classroom
- learners and teachers have a common language of learning
- focus on group collaboration and co-operation, with teachers facilitating learning
- learners support each others' efforts to learn and jointly construct their learning
- learners take responsibility for their own learning and make informed decisions
- learners reflect, monitor and self-evaluate their own progress
- learners are encouraged to transfer their learning across contexts and to make connections
- the environment is sensitive and constructive so that learners feel safe to make mistakes
- the classroom is a reflective environment where a community of learning can be established

At the Foundation Phase, Llangunnor School provides the following approaches for its pupils:

During the **Focused Tasks** it is the adult's role to lead, develop ideas, listen, respond to the children's theories and suggestions and teach directly skills, knowledge and concepts. The adult initiates, directs and models what children need to learn in order to become confident and independent life long learners.

The **Enhanced Provision** involves the adult enriching and extending the learning by providing additional resources, introducing new ideas and providing time for exploration. The **Continuous Provision** is about children playing and having fun and even though the adult must ensure that the children get the most out of their play, the activities should be child initiated at all times. The children should always be provided with a high quality indoor and outdoor learning environment ensuring good learning opportunities.

At the Foundation Phase and KS2 a number of thinking skills and assessment for learning strategies are developed and progressively used in classrooms to support more effective learning e.g. Let's Think, ACTS, CAME, CASE, "think, pair, share," traffic light system, peer assessment.

Assessment / Recording / Reporting

At Llangunnor School we feel it is essential that all members of staff working with children have an understanding of child development and the needs of children. By observing our children carefully noting their progress, involvement and enjoyment, as well as focusing on the attainment of predetermined outcomes, we feel, that we are able to plan a more appropriate curriculum that supports children's development according to individual needs.

At the Foundation Phase by observing our children while they are involved in activities, we will find out how the children's skills are developing and what they are able to do. We'll also be able to gather information on what the children know and understand, as well as their personal preferences.

It is important to note that not all observations will have a predetermined aim or rationale (in fact, many result from observing). Children may be observed on a daily basis as they

undertake their activities. Observing children is equally informative whether the observation takes place indoors or outdoors.

At Llangunnor School we feel it is not necessary to record all that is observed, but it is important to use the relevant information and judgements concerning children's development and significant achievements in future planning. Data and information gathered when observing children is an important tool in developing a complete picture of the children.

Through observing and listening members of staff are able to gather evidence before and after children have been taught a skill and over a period of time. This enables us to assess how much progress the children have made and whether they need further opportunities to consolidate their learning.

By using a variety of teaching methods we will be able to determine the learning preferences/styles of individual children. The members of staff will also receive information on how successful certain activities and opportunities have been.

The main purpose of observing children is to determine where they are on the learning continuum in order to move them along, and to identify any difficulties, misinterpretations or misunderstandings.

Therefore, through continuous observation and keeping termly examples of work, photographs and personal comments and targets in their cumulative records we will gather a full and purposeful picture of every child's development.

As previously mentioned, at KS2 and the Foundation Phase Assessment for Learning shows teachers where learners are within a learning continuum, where they need to go and how best to get there.

Equal Opportunities

All teaching and non-teaching staff at Llangunnor School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum while in our school.

All children in all year groups in both the Foundation Phase and KS2 have an equal opportunity to undertake all aspects of work in PSE and have equal access to PSE-based teaching and learning throughout any one school year.

The monitoring of the policy for equal opportunities in terms of its operators is ultimately the responsibility of the Headteacher and the Senior Management Team but every member of staff is responsible for the day to day operation of the policy in terms of promoting good practice.

Special Educational Needs

The school aims to provide an integrated education for all children with special educational needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum,

including Personal and Social Development, Well-Being and Cultural Diversity (from the Framework for Children's Learning for 3-7 year olds in Wales) and the Personal and Social Education Framework for 7 to 19 year olds in Wales.

At Llangunnor School, a variety of teaching approaches are adopted to cater for the needs of children who have special educational needs. Often children with learning difficulties will follow the same scheme of work as their peer group with the adaptation of one or more of the following teaching strategies.

- differentiated tasks – often children with SEN will follow the scheme of work suggested for younger year groups.
- differentiation through outcome – children with SEN complete the same practical activities as their peer group but are asked to record their findings in simpler forms.
- LSA support – children who are statemented and have access to full time or part time support receive help and guidance from their appointed LSA. Also, children with SEN will sometimes work as small groups under the careful watch of a LSA.
- Special Needs Co-ordinator support – children with SEN are either withdrawn from class to complete tasks on a 1:1 basis or receive individual support in their respective classrooms.

Education for Sustainable Development and Global Citizenship

Pupils will be given opportunities to develop the skills, knowledge, attitudes and values to participate in individual and collective decision-making, both locally and globally, that will improve the quality of life now without damaging the planet for the future. They need to be helped to understand the global forces which shape their lives and to acquire the ability to challenge injustice and inequality that will equip them to promote a more equitable and sustainable world. Education for sustainable development and global citizenship involves learning about the links between society, economy and the environment and between our own lives and those of people throughout the world; about the needs and rights of both present and future generations; about the relationships between power, resources and human rights; and about the local and global implications of human activities and the actions that individuals and organisations can take in response to local and global issues. Concepts such as energy use, climate change, loss of biodiversity and the impact of global poverty are brought to life, understood, acted upon and evidenced through actions by learners, whilst at school or college and through their lives in the wider community.

Health and Safety

Guidance regarding health and safety issues in all PSE activities can be found in the school's health and safety policy.

Evaluation

Evaluation is carried out to enhance the teaching and learning of PSE within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for PSE within the school in order that pupils make the greatest possible progress. The school

governors are also given the opportunity, on a regular basis, to observe the teaching of the subjects for which they have responsibility. As with all evaluation, the Headteacher has responsibility for this work.

Evaluation includes a regular evaluation of PSE within other schemes of work to ensure that the Framework for Children's Learning for 3-7 year olds in Wales (Personal and social development, well-being and cultural diversity) and the PSE framework requirements are being fulfilled in the best possible way.

Pupils' progress and performance is evaluated together with the standards achieved in PSE work, taking account of factors which may influence this such as teaching methods, resources, schemes of work and accommodation.

The effectiveness of any INSET for PSE provided either internally from within the school or by an external agency is evaluated. This involves examining the written evaluation sheets completed by each member of staff after a course has taken place.

Evaluation and review of the policy and any scheme of work which includes PSE takes place on an annual basis. The PSE Curriculum Co-ordinators work together to consider any necessary changes or adaptation to the policy. These are then discussed and agreed by the whole staff before the policy document is amended. Throughout the year the whole staff are encouraged to feed back information and ideas to the PSE Curriculum Co-ordinators. This may include comments as to how a particular topic is progressing and the work that children are undertaking, comments upon the availability and suitability of resources and any other relevant comments about the overall structure of the PSE Policy and Scheme of Work.

