

YSGOL GYNRADD YSTUMLLWYNARTH OYSTERMOUTH PRIMARY SCHOOL

Achievement Through Challenge/Cyflawni Trwy Herio

OYSTERMOUTH PRIMARY SCHOOL PSE POLICY

The aims of PSE are 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' self-esteem and personal responsibility
- Prepare pupils for the challenges, choices and responsibilities of work and employment and lifelong learning
- Empower pupils to participate in their communities as active citizens and to develop a global perspective
- Assist pupils to live healthy and fulfilled lives
- Foster and encourage positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally.

Statutory requirements

- The Foundation Phase Framework for Children's Learning for 3 to 7-year olds sets out the curriculum and outcomes under the seven Areas for Learning. One of these areas is 'Personal and Social Development, Well-Being and Cultural Diversity.
- The revised framework, Personal and social education framework for 7 to 10-year-olds in Wales', was implemented in September 2008. The learning outcomes in the framework cover 7 to 19-year-olds and offers a wide-ranging and valuable learning agenda.
- Schools should aim to make balanced PSE provision that enables pupils, according to their abilities, to reach a range of the learning outcomes set out in the PSE Framework, including
 - I. Values and attitudes
 - II. Skills

III. Knowledge and understanding of the ten aspects of PSE

The school's curriculum documentation should record how opportunities for pupils to reach a range of learning outcomes are to be provided.

Oystermouth Primary School is committed to providing opportunities for pupils to reach every learning outcome in the Foundation Phase and in Key Stage 2.

This policy links with other school policies listed on page 6.

Organisation of PSE

PSE provision occurs through the curriculum which Oystermouth School offers. This will include:-

- PSE Scheme of Work
- Components of the Science Scheme of Work
- Components of the RE Scheme of Work
- Use of Circle Time
- Lessons on Sex and Relationship Issues (Y5 and Y6)
- Substance misuse education
- Healthy Schools Scheme

The school also uses the following initiatives:-

- Visit of community policeman/woman
- National Anti Bullying Week
- Safer Routes to School Week
- Food and Fitness Week
- School visits
- Special assemblies
- Visiting speakers

In order to promote the personal and social development of its pupils the school operates:-

- Pupil Voice groups
- Healthy Tuck Shop
- Collective Worship
- Charity Work
- Breakfast Club
- Wrap Around Club
- Environment Awards e.g. Fairtrade Status
- A positive approach to enhance the school environment, both inside and outside.

Key Skills

PSE has a role to play in the development of NC key skills. The scheme of work indicates opportunities where development may take place.

Planning

Planning for PSE takes place at three levels, long term, medium term and short term. Where there are strong links between PSE and other subjects, these links are used to enrich the learning experience for the children.

Teaching Styles

The children learn in PSE in a variety of contexts, e.g. individually, in pairs, in small groups of mixed or similar ability or as a whole class.

Equal Opportunities

All the children have access to the PSE curriculum and are encouraged to achieve their full potential in the subject.

Safe Guarding

When undertaking certain PSE activities, for example, involving glue or scissors and outdoor tasks etc, teachers need to be aware of the Safe Guarding issues which might arise.

Literacy and Numeracy across the curriculum

Literacy and Numeracy are key skills and are therefore fundamental to teaching and learning in all subjects.

Please refer to the Literacy and Numeracy across the curriculum planning grids.

Curriculum Cymreig

Aspects of Welsh life, language and culture are addressed in all subject policies.

Bilingualism

In the teaching of PSE opportunities are provided for the development of bilingualism.

Management of PSE

As PSE Coordinator Mrs C Morgan has overall responsibility for the provision and management of PSE.

The PSE coordinator's responsibilities include:

- Identifying and developing aspects of school life which contribute to the personal and social development of the pupils;
- Developing policy and/or development plans which address whole school issues as well as curriculum content;
- Identifying staff professional development needs and arranging suitable professional development opportunities
- Monitoring evaluating and reviewing whole school PSE provision
- Ensuring that the curriculum PSE provision is challenging, comprehensive and relevant;
- Developing a Scheme of Work including the identification of learning outcomes;
- Monitoring, evaluating and reviewing the curriculum PSE provision

The PSE co-ordinator is also responsible for resources, visitors, visits etc. related to PSE. No specific budget is allocated except as a priority in the SDP.

Assessment

Pupil progress in Personal and Social Development, Well-Being and Cultural Diversity is assessed at the end of the Foundation Phase.

Pupil progress in PSE in Key Stage 2 is assessed by the following means:

- Appropriate written work in relation to knowledge and understanding
- Staff and/or peer observation in relation to skills, attitudes and values
- Self-assessment – especially in relation to attitude and values.

It is to be noted that there is no statutory requirement for assessment in PSE in Key Stage 2.

Reporting

The following methods are used to inform pupils and parents of pupils' progress and achievement in PSE:

Displays
 Letters to parents
 Parent events/meetings
 Award/reward system
 End of year reports

Recording

The school will record what is done in PSE through use of a Portfolio of evidence that visually demonstrates all the work which we do as a school to promote personal and social development.

This portfolio will be continually added to over time and will include:

- Examples of pupil work
- Pupil self-assessments
- Minutes of Pupil Voice group meetings
- Certificates/awards
- Photographs
- Videos of activities
- Website pages
- Newspaper cuttings
- Reports to governors

Monitoring

Implementation of the PSE policy will be monitored in the following ways:

- Whole school contributions to personal and social development of pupils;
- Co-ordination of provision;
- Delivery of curriculum provision;
- Use of appropriate teaching and learning styles;
- Pupil experiences;
- Use of resources;
- Staff professional development;
- Action planning and projects;

Evaluation

The provision of PSE will be evaluated by:

- Pupil progress in relation to the learning outcome of the PSE framework;
- Examining whether practice reflects policy;
- The extent to which pupils, staff, parents and governors feel that the whole school contributions to PSE enhances pupils' personal and social development;
- The relevance and quality of materials, resources and teaching and learning styles for curriculum PSE provision;
- The efficiency and effectiveness of the organisation and management of PSE;
- The sufficiency and effectiveness of staff professional development.

All those involved in the school, i.e. pupils, staff, parents and governors will have their views taken into account during the process of evaluating the school's PSE provision.

The school will also take into account the news of

- ESTYN
- LEA advisers
- Consultants

Links with other policies

- Race Equality Policy
- Sex Education Policy
- Drugs Misuse Policy
- Anti-Bullying Policy
- Teaching For Learning Policy
- Behaviour Policy
- Equal Opportunities Policy

Policy Review

This Policy will be reviewed in the Autumn Term 2020.

