

BARKER'S LANE COMMUNITY SCHOOL

Personal & Social Development, Wellbeing and Cultural Diversity / P.S.E Policy

Introduction

P.S.E. is all that a school undertakes to promote the personal and social development and wellbeing of its pupils. At Barker's Lane Community School we are proud of the care, support and guidance we provide for all of our pupils. Our culture helps to give each child the skills, values, attitude, knowledge and understanding to lead confident, independent lives and to become informed, active and responsible citizens. They are helped to recognise their own worth, work co-operatively and become increasingly responsible for their own learning. They are given the opportunity to extend their experiences, which will equip them to tackle many of the spiritual, moral, social and cultural issues that are part of growing up. They learn about their responsibilities as individuals and learn to understand and respect cultural, linguistic and religious diversity – becoming good 'global citizens'. Through the ongoing work of our school council they begin to learn about their rights in a democracy and further see that they are responsible for their own actions. This will enable them to form effective, fulfilling relationships, which form the very basis of lifelong learning. It will equip them to be more informed, confident and skilled in order to take an active and responsible part in the life of the school, the wider community and society at large. It will enhance learning, motivation and achievement.

Aims & Purpose

At Barker's Lane School we take a holistic approach, which will help children to develop confidence and responsibility giving them a sense of self worth, and will help them to form quality relationships with others.

We all aspire to our school vision:

'LEARN TOGETHER – Let's learn to enjoy, achieve, respect and nurture together'

Our aims are to enable the children to:

- Develop a sense of self-esteem and self-confidence, and make informed choices regarding personal and social issues;
- Build mental and emotional wellbeing, developing confidence, resilience and empathy;
- Have a secure sense of wellbeing to support them to become effective learners;
- Have positive dispositions to learning to establish life-long skills;
- Develop empathy and sensitivity to the needs and feelings of others in their own and wider community;
- Empower pupils to celebrate diversity and respect the rights of others; participate in their communities as active citizens and to develop a global perspective;
- Have self-respect, understand what makes for good relationships based on trust and mutual respect;;
- Collaborate with each other, working together to extend their learning;
- Be independent and responsible members of the school and wider community;
- Understand and consider the impact of their actions when making choices and acting in the way that they do;
- Develop their own views and moral values, establishing spiritual and ethical beliefs;
- Assist pupils to live healthy and fulfilled lives, making decisions about a healthy lifestyle;
- Develop an awareness of safety issues and how to manage risk to enable them to live safe, healthy lives;
- 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 sustained development locally, nationally and globally;
- Begin to understand the importance of democratic decision making;
- Be prepared to face and overcome the challenges, choices and responsibilities of work and adult life.

Implementation at Barker's Lane Community School

We believe children should acquire and absorb their skills, knowledge and understanding of personal and social development through a holistic approach to learning. Our principle aim is to develop children's skills, knowledge and understanding through a structured developmental and progressive continuum, taking account of their learning needs and allowing for spontaneous developmental opportunities when they arise. We aim to ensure learning is exciting, challenging and creative, and that learners understand what they need to do to improve and how they can do this.

We recognise all children are different and provide suitable learning opportunities for all children by matching the challenge of the activity to the needs / ability of the child. We achieve this through a range of strategies taking account of all learning styles, extending children's thinking skills, providing opportunities for children to plan, develop and reflect on their own learning and through the organisation of the learning environment. We encourage children to learn collaboratively and take some ownership for their own learning with adults facilitating this, willing to learn alongside.

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes are developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales. They become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

At Key Stage 2, learners build on the skills, attitudes and values, and knowledge and understanding they have started to acquire and develop during the Foundation Phase. PSE offers learning opportunities and experiences which reflect the increased independence and physical and social awareness of learners. They become equipped with the skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSE assists learners to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. They are also prepared to cope with changes they may experience as they begin their transition to secondary school.

To become an active citizen in their community, both local and global, learners are helped to enjoy successful relationships within their families and friendship groups. They begin to develop a

practical understanding of their rights. Successful relationships demand competent interpersonal skills, a willingness to value others and respect difference. Good relationships are the result of care and support, communication and the willingness to accept responsibility. Learners are offered experiences to make and maintain friendships, deal with conflict, challenge stereotyping and prejudice, and cope with peer and other influence. The children are provided with opportunities to explore their rights in a democratic society as underpinned by the United Nations Convention on the Rights of the Child. They are involved in making decisions, and planning and reviewing any actions that might affect them.

To maintain their emotional and physical health and well-being, sustain their growth and development, and know how to keep themselves safe the children are enabled to explore their feelings, develop self-awareness and self-respect and develop their self-esteem. The physical development of learners depends upon proper nutrition, sufficient exercise, appropriate hygiene, safety and positive healthy choices.

Central to the process is equipping the children with the practical skills and knowledge to make informed choices in all these areas. In addition to understanding positive health choices, the children are made aware of the potential risks of the use and misuse of legal and illegal substances. Sex and relationships education is required to be placed within a clear framework of values and forms part of learning in PSE (see Personal Development & Relationships policy). Developing children's 'Emotional intelligence' involves the successful management of feelings and emotions and has a great impact upon personal and social effectiveness as self-esteem affects learners' confidence, ambition and ability to deal with life generally. Understanding and managing emotions improves mental health by increasing learners' ability to cope with conflict, stress, loss and change.

Learners are supported to develop a personal code of morality and the decision-making skills necessary to make reasoned and responsible moral judgements. They are helped to extend their personal insights, and to reflect upon their experiences and upon some of life's deeper questions and issues. Our school culture, which is enshrined in democratically agreed rules, provides a stable and ordered environment in which values such as respect, honesty, fairness and responsibility are promoted. The children are encouraged to reflect on their personal beliefs and values and apply them to their own experiences. They are inspired to express their inner feelings using imagination and creativity, which is sometimes evoked from a sense of awe and wonder at the natural world.

Learning skills are essential for children to improve their learning and performance and to develop their potential and capabilities in the world of lifelong learning. Learners are supported to develop effective learning skills and insight into their own learning processes. As they progress they become more adept in developing skills of self-analysis, reflecting on progress, identifying strengths and weaknesses and setting targets for improvement. At Barker's Lane Community School children are motivated towards an enthusiasm for and commitment to lifelong learning, including the rapidly changing world of work.

The children are also encouraged 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 are supported 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 (see ESDGC policy).

Planning & Delivery

P.S.E is taught to all pupils at Barker's Lane Community School, taking account of the Foundation Phase, and building on these skills, knowledge and understanding through the PSE Framework at Key Stage 2.

In the Foundation Phase, Personal & Social Development, Wellbeing and Cultural Diversity comprises of:

- Personal Development
- Social Development
- Moral & Spiritual Development
- Wellbeing

At Key Stage 2 P.S.E comprises of:

- Active Citizenship
- Health & Emotional Wellbeing
- Moral & Spiritual Development
- Preparing for Lifelong Learning
- Sustainable Development & Global Citizenship

(These themes within Foundation Phase and the PSE Framework are not discrete areas of development but are inextricably linked)

Much P.S.E is incidental in nature arising during a school day / as events occur however at Barker's Lane Community School P.S.E is also very carefully planned to ensure children have the experiences necessary to prepare them for everyday life in their community.

P.S.E is planned to build upon children's prior learning. Whilst there are opportunities for children of all ability levels to develop their skills, knowledge and understanding, there is planned progression of skills, so that children are increasingly challenged as they progress.

The following personal and social skills are developed and practised. We view them as essential key skills which will prepare pupils for the opportunities, responsibilities and experiences of adult life:

- thinking skills (problem solving / decision making)
- communication skills
- working with others / inter-personal skills
- improving own learning /study skills
- number skills

Our School Ethos & Culture

All members of the school community have a crucial part to play in developing a positive ethos which supports personal and social development.

Consideration is always given to the school environment, relationships and the pastoral care of pupils.

The ethos and organisation of our school permeates all aspects of personal and social development and wellbeing.

Contexts and Experiences

Personal and social development takes place in a number of different contexts and involves a range of experiences for pupils, including time allocated activities and opportunities through play, practical activities and written work. This includes all the experiences which are features of the ethos of our school and community life.

We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to participate in a range of practical activities and experiences both indoors and outdoors catering for a variety of learning styles.

For example:

- Visitors who are invited to talk to the children e.g. Don't Touch Tell
- Our extensive programme of planned educational visits, including residential visits
- Participation in the Welsh network of Healthy Schools

At Barker's Lane Community School we also develop children's personal and social skills through:

Circle Time

Circle Time is established in every class. Questions are developed to encourage pupils to express their own views and values in social, citizenship, emotional and moral aspects of personal and social development.

Children are encouraged to develop their own questioning skills in a philosophical approach to learning, developing a 'community of enquiry'.

We also utilise this opportunity to discuss any social issues which arise with individuals, groups or classes in context.

Curriculum

Personal and social development permeates all aspects of learning. We encourage outdoor learning – an awareness of the environment and conservational issues with opportunities to develop awe and wonder of the world. We promote awareness of sustainability by encouraging pupils to reduce waste through recycling, conserve energy, eat healthy foods, observe good road safety, keep our environment clean and tidy.

Jigsaw

The curriculum is supported by a whole school approach utilising resources from the Jigsaw Scheme. On a whole school basis, the following topics are taught each half term:

- Being Me in My World
- Celebrating Difference
- Dreams & Goals
- Healthy Me
- Relationships
- Changing Me

Person Centred Planning

Each child from Reception to Year 6 develops their own individual profile together with staff. The discussions and the 'one page profile' celebrate their strengths and what others admire about them, identify what is important to them and then the support which will help to maximise their learning.

Parents are also asked to contribute to the profile if they so wish. The profile is reviewed throughout the year, ensuring that it remains relevant and helps staff, together with the children, create the best 'learning days' possible.

Forest School

Activities in our Forest School are regularly timetabled and led by school staff.

School Council

Elections are held every year for a school council representative (Y2-6). Two representatives for each class is democratically elected in a secret ballot. The school council meets regularly, at least once per half term.

Eco Committee

The school has an active Eco-Committee. Two pupils from each class (Y2-6) are elected each year to represent their class.

Buddies

Buddies are selected by pupils applying for the role. Pupils in Years 5 and 6 are encouraged to take part in this supportive role. Buddies help at playtimes and lunchtimes. Buddies receive training each year from their peers and a designated member of staff.

Social & Emotional Support Groups

These are a series of peer support groups which children participate in with specially trained members of staff. The purpose of the groups is to increase self-esteem, decision-making skills, life skills, communication and problem solving skills. It is our belief that in building these personal skills our children will have more confidence in coping with peer pressures at school and other life stresses, supporting life-long learning skills.

The peer support groups meet for one hour weekly over several weeks and are scheduled as a school activity.

Sessions are based on SAP, Friends for Life, Unearthing and ELSA training.

Collective Worship

Pupils participate in collective worship on a daily basis. It offers opportunity for spiritual, moral, and cultural development and allows pupils to reflect on their beliefs, values and experiences. Global citizenship and sustainability is promoted and pupils are actively encouraged to participate in discussion. Each class leads collective worship twice per year. We regularly invite visitors to collective worship.

Good Behaviour

We have a whole school approach to good behaviour with an agreed set of 'Golden Rules' which establish an agreed code of conduct throughout the school. All children are aware of rewards and consequences which support the moral aspect of personal and social development and wellbeing / P.S.E.

The Literacy & Numeracy Framework (LNF)

The Literacy and Numeracy Framework (LNF) sets expectations for learners to develop and apply their literacy and numeracy skills across the curriculum.

Literacy skills in oracy, reading and writing; and numeracy skills in numerical reasoning, number, measures and data are planned for across all areas of the curriculum.

Other Skills across the Curriculum

Pupils are given opportunities to build on their thinking and ICT skills. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar, and supported to independent and interdependent.

Curriculum Cymreig

Pupils 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.

Parents, Partnerships & the Community

We recognise the importance of parental support in every aspect of children's learning and development. We encourage parents to be involved in both formal and non formal opportunities to support their child's learning and the school. We also have an active Parent Teacher Association. There are many opportunities for parents to support their children's development, particularly relating to health education. Much of our Home / School Agreement relates directly to personal and social development and wellbeing.

We actively engage parents to support with aspects of PSE, e.g. healthy eating and regularly consult parents on their views.

Additional Learning Needs inc. More Able & Talented

Personal and social development and wellbeing is developed with all children, whatever their ability. It forms part of a broad and balanced education for all children.

Learning opportunities are matched to the needs of all children to include challenge and support for our more and least able children. When necessary these take account of any relevant targets set for individual children in their Individual Education Plans (IEPs).

Equality

Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

Assessment and Recording

Pupils are assessed on-entry to the Foundation Phase. Assessments in Early Years are utilised to plan for the beginning of each child's developmental learning journey at Barker's Lane.

Statutory assessment at the end of Foundation Phase consists of teacher assessment during the Summer term in Year 2 for Personal and Social Development (PSD). These assessments:

- are based on the teacher's knowledge of how the learner performs across a range of contexts
- takes into account different strengths and areas for development in that learner's performance
- are checked against adjacent FP outcomes to ensure that the outcome is judged to be the most appropriate is the closest overall match to the learner's performance.

Teachers assess children's progress in personal and social development to inform next step / measure progress for learning by making judgements as we observe children participating in activities and by looking at their written work. We make a judgement against indicators which takes account of F.P and PSE Framework guidance. These assessments are recorded and used to plan future learning for each child.

The children are involved in their own self-assessment. They also participate in peer assessment.

These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. Children contribute to their own reports.

Assessment information is passed on to the next teacher at the end of each year.

Monitoring and Review

Monitoring the standards of learning and the quality of teaching in personal and social development and wellbeing is the responsibility of the Headteacher. Her work also involves supporting colleagues, being informed about current developments, and providing a strategic lead and direction for this learning area within the school. Through self evaluation, areas for improvement are indicated. This is recorded on our School Improvement Plan and shared with staff and governors termly.

This policy was compiled in February 2012 in consultation with all staff and the governing body. . It was reviewed by Mrs Harrison-Edwards in November 2017 where amendments taking account of current guidance were made.

The next review will be following statutory changes to the curriculum or November 2020 at the latest.