



# Barry Island Primary School

Personal and Social Development, Well Being and Cultural Diversity {Foundation Phase}

Personal and Social Education {Key Stage 2}

## PSE Policy

**“Together: Learning and being our best.”**

### What is PSE?

Personal and Social Education is all a school does to prepare and enable children with the skills, attitudes and values and knowledge and understanding needed in life.

In the Foundation Phase, Personal and Social Development is a core Area of Learning, extending to include Cultural Diversity and Well-Being under its umbrella. The whole Foundation Phase curriculum is based on child development, wellbeing and SEAL. All activities are planned to support this. In this way children have a solid foundation on which to build when they move into KS2.

PSE is regarded as an integral part of the Key Stage Two curriculum. It partly comprises what used to be called the “hidden” curriculum, in that we ensure that our pupils are treated with the respect that we demand from others, and in turn ensure that they treat one another with respect. We ensure fair play among our pupils and endeavour to act fairly ourselves at all times. We expect appropriate behaviour from our children and encourage their social and physical development in all classroom and extra- curricular activities.

In addition to this PSE is included discretely in long term planning and in the planning of the daily and weekly curriculum. Pupils regularly lead Assemblies linked to specific events or school topics. Circle time supports personal and emotional development and underpins our behaviour policy. It is fair to say that PSE in our school forms the basis of what we do and how we work; how we treat each other and how we treat ourselves. Health and happiness in our pupils, staff and community is of paramount importance.

### Statutory Requirements

Personal and social education forms part of the basic curriculum for all registered pupils aged 7 to 16 at maintained schools. Essentially, it is the responsibility of schools to plan and deliver a broad, balanced programme of PSE to meet the specific needs of learners.

### Why do we need PSE?

At Barry Island Primary School, we strongly feel that children's happiness and well being is key to all learning and development. It is vital then that PSE is well delivered in the spirit in which it is intended and that aims and values taught in lessons permeate all aspects of school life.

### Framework

PSE reflects the aims of the PSE Framework for 7-19year olds in Wales {2008}. The non-statutory PSE framework is the key document, which schools and colleges in Wales should use to review, develop and plan PSE provision for 7-to-19 year olds.

In Foundation Phase the 2015 FP Profile is in place as the orders demand.

It builds upon the Personal & Social Development and Well-Being Area of Learning in the *Foundation Phase framework for children's learning for 3-7 year-olds in Wales* underpins 14-19 Learning Core components that relate to PSE

reflects Welsh Assembly Government policies and priorities.

<http://wales.gov.uk/psesub/home/resources/links/relevantwagpoliciesguidancedocs>

### How do we teach PSE?

*"Personal and Social Education is not a subject as such, because only certain aspects of it can be taught in lessons. It is concerned with pupils' all round development as individuals in society, and is important as the foundation for learning in the widest sense."*

[www.estyn.co.uk](http://www.estyn.co.uk)

PSE comprises all that our school undertakes to support and promote the personal and social development and well-being of its learners.

The themes in the PSE framework are:

Active citizenship  
Health and emotional well-being  
Moral and spiritual development  
Preparing for lifelong learning  
Sustainable development and global citizenship.

### Content

See the Cornerstones Curriculum to show how PSE is taught across relevant curriculum areas in Foundation Phase and Key Stage 2.

The curriculum for PSE is planned in three stages:

**Long Term Planning** is based on the National Framework for PSE, which details what is to be learned over the Key Stages and provides the topic basis for planning PSE activities for each year group. This is undertaken by the PSE coordinator and varies little from year to year, unless there are changes to the National Framework. It is monitored regularly and evaluated annually. Under the new curriculum this will come under the Health and Well-being AOLE (Area of learning experience).

**Medium Term Planning** takes the long-term plan and organizes the teaching of PSE into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. Links to national plans are emailed to year group teachers on a half termly basis.

**Short Term Planning** details the PSE activities that take place weekly. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

### SEAL

*"The Social and Emotional Aspects of Learning (SEAL) curriculum resource aims to develop the social, emotional skills of learners and promote positive behaviour. Used in a coordinated way, the SEAL materials have the potential to contribute significantly to a school's broad balanced programme of PSE."*

<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/pseseal>

As a whole school we currently follow *Primary: Social and emotional aspects of learning - Cymru* (SEAL Cymru) materials are based on original materials produced by the Department of Education and Skills. SEAL Cymru is also underpinned by the School

Effectiveness Framework (SEF). This is currently under review with a consideration towards moving to an emotional literacy scheme of work which better fits the needs of the new curriculum.

The implementation of SEAL Cymru in schools was also one of the key recommendations of the National Behaviour and Attendance Review (NBAR) commissioned by the Welsh Assembly Government to improve behaviour and attendance in schools

The resource offers:

- An explicit, structured whole- curriculum framework for the social, emotional and behavioural skills of all pupils.
- A spiral curriculum which revisits each theme {and the skills associated} offering new ideas yearly. Children can therefore demonstrate progress in the key social, emotional and behavioural skills as they progress through the school.
- A means of enhancing and increasing the effectiveness of important aspects of whole school provision for PSE.
- Assemblies {to introduce theme} and follow up work, from the FP through to Y6
- The potential to teach children how to use thinking skills and feelings together to guide their behaviour
- The potential to reach a shared understanding and use these strategies
- A whole school focus for noticing and celebrating positive behaviours.

	Whole school Themes	Key social and emotional aspects addressed
Autumn 1	New Beginnings	<ul style="list-style-type: none"> <li>○ Empathy</li> <li>○ Self-awareness</li> <li>○ Motivation</li> <li>○ Social Skills</li> </ul>
Autumn 2	Getting on and Falling out	<ul style="list-style-type: none"> <li>○ Managing Feelings</li> <li>○ Empathy</li> <li>○ Social skills</li> </ul>
Spring 1	Going for Goals	<ul style="list-style-type: none"> <li>○ Motivation</li> <li>○ Self awareness</li> </ul>
Spring 2	Good to be me	<ul style="list-style-type: none"> <li>○ Self-awareness</li> <li>○ Managing Feelings</li> <li>○ Empathy</li> </ul>
Summer 1	Relationships	<ul style="list-style-type: none"> <li>○ Self-awareness</li> <li>○ Managing Feelings</li> <li>○ Empathy</li> </ul>
Summer 2	Changes	<ul style="list-style-type: none"> <li>○ Motivation</li> <li>○ Social skills</li> <li>○ Managing Feelings</li> </ul>
Anti-Bullying/Friendship week	Say no to bullying	<ul style="list-style-type: none"> <li>○ Empathy</li> <li>○ Self-awareness</li> <li>○ Social Skills</li> </ul>

Other features of School life that contribute include:

Overall school ethos

Circle Time

Collective Worship Assemblies including Values

Thinking Skills

School Council  
E-Cadets  
School Ambassadors  
Healthy Schools Initiative  
Eco-Committee  
Peer Mediators

### Selfie

At Barry Island Primary we participate in the Selfie wellbeing assessment and complete online assessments and analyse this data to ensure that children are supported in the areas identified. These online Assessments {My Class and My Feelings} are completed during Summer and Autumn Term annually. My School assessments are completed in Spring Term annually to support the self-evaluation process.

Currently, we have 1 Thrive and ELSA trained member of staff, and 1 member of staff who is currently undergoing Thrive training who deliver interventions from Year 2 - Year 6 appropriately. All interventions are now recorded on the Provision Mapping software.

### External agencies/visitors that support the delivery of PSE include:

School Police Liaison Officer

*"The All Wales School Liaison Core Programme, delivered by trained police school liaison officers, complements and enhances a school's planned PSE provision in the areas of personal safety, substance misuse education and social behaviour and community."*

<http://wales.gov.uk/psesub/home>

School Nurse

Health Visitor

School Doctor

Educational Psychologist

Healthy Schools Co-ordinator

Other policies refer to PSE-related issues & should be read in conjunction with this policy:

- *Food and Fitness*
- *Sex and relationships education*
- *Substance misuse education, including the management of drug related incidents*
- *Science*
- *RE policy*
- *Behaviour management*
- *Anti-Bullying*
- *Child protection*
- *Equality*
- *ESDGC policy*

Related documents

[http://wales.gov.uk/psesub/home/resources/links/relevantwagpoliciesguidancedocs/;jsessionid=tT\\_w0KzvPhKvLqJ2T2Ww3TPtpn5v7gLTfyXxqyTrCgJIJyVQ1kzXC!58552806?lang=en](http://wales.gov.uk/psesub/home/resources/links/relevantwagpoliciesguidancedocs/;jsessionid=tT_w0KzvPhKvLqJ2T2Ww3TPtpn5v7gLTfyXxqyTrCgJIJyVQ1kzXC!58552806?lang=en)

The following selected Welsh Assembly Government policies, frameworks and guidance

documents provide useful background information:

### External links

[WAGC24/2008 - Personal and social education and careers and the world of work in the basic curriculum](#)

This circular contains guidance and supplementary notes for local authorities, maintained schools, colleges and other learning providers who work with 14 to 19-year-olds.

#### Theme: Active citizenship

[Extending Entitlement](#)

[Schools Council Regulations \(2005\)](#)

[Listening to Learners](#)

#### Theme: Health and emotional well-being

[Food and Fitness - Developing a whole school food and fitness policy](#)

[Sex and Relationships Education guidance](#)

[Substance Misuse: children and young people \(NAFWC 17/2002\)](#)

[Respecting Others](#)

[Thinking Positively: Emotional Health and Well-being in Schools and Early Years settings](#)

#### Theme: Moral and spiritual development

[National exemplar framework for religious education for 3 to 19-year-olds in Wales \(WAG 2008\)](#)  
(external link)

#### Theme: Preparing for lifelong learning

[Careers and the World of Work: a framework for 11 to 19-year-olds in Wales \(WAG 2008\)](#)  
(external link)

[14-19 Learning Core Guidance \(ACCAC 2005\)](#)

#### Theme: Sustainable development and global citizenship

[Education for Sustainable Development and Global Citizenship - A Strategy for Action](#)

[Education for Sustainable Development and Global Citizenship \(ESDGC\) - A Common Understanding for School](#) (external link)

### Celebration of Achievements

We regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of school life as well as home life.

### Assessment

It is important that constructive ways of recognising learner achievement are central to classroom practice in PSE. Interaction during practical activities or discussions, use of assessment for learning, marking of work and feedback through oral or written comments. Formative assessments, are informal, continuous and ongoing, and identify the needs of the individual pupils. This assessment happens incidentally during classroom activities and informs the planning of the pupil's future learning.

Headteachers ensure statutory assessments against FPAoL are finalised & recorded for:

- Personal and Social Development, Well-being and Cultural Diversity.

Teachers are required to make their statutory teacher assessments at the end of the Foundation Phase against three of the Areas of Learning.

- Personal and Social Development, Well-being and Cultural Diversity.
- Language, Literacy and Communication Skills.
- Mathematical Development.

### Pupil Assessment

Self and Peer evaluation is encouraged throughout the school to encourage pupils to ensure that pupils are aware of expectations and how to improve on work. The new Real PE scheme of work strongly encourages pupil peer assessment throughout each lesson.

#### The role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

#### Health and Safety

Teachers must make sure practical activities and outdoor activities are carried out responsibly and safely (risk assessment) and with respect for others. Subject based visits are encouraged for all age groups. EVOLVE forms must be completed prior to visits.

#### Equal Opportunities

There should be equality of opportunity for the acquisition of knowledge and skills. In developing concepts and attitudes, care should be taken to ensure that examples and role models of all genders are represented, mixed sex/ability groups wherever possible and no one child dominates.

#### Additional Learning Needs {ALN}

Through the carousel method of teaching children's additional learning needs {SEN, MAT, EAL etc} are provided with a range of experiences to suit their individual needs

#### Curriculum Cymraeg

This is undertaken within the global citizenship area of the PSE framework. Our pupils need to know their own culture and backgrounds before they can appreciate and understand those of others. Being Welsh, and living in Wales form an important part of the PSE curriculum and other areas contribute to PSE in underpinning this concept.

#### Training

The school INSET programme and staff induction procedures ensure that everyone is aware of and adheres to this policy.

#### Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

We work closely with the School Council to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

This policy was reviewed May 2018 and will be reviewed annually as part of school's self-evaluation processes annually each March. The PSE policy is a working document and is kept under constant review.

Reviewed by Leah Phillips

May 2019

Next Review: May 2020